

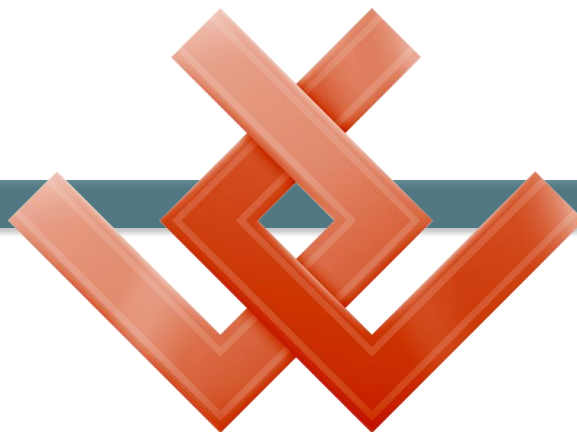
**AN EVALUATION OF THE
PASSPORT TO THE WORLD ... EXPLORERS
SUMMER PROGRAM**

WINSTON-SALEM, NC

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Table of Contents

- Executive Summary 3**
 - Introduction and Background 3
 - Data and Methods 3
 - Findings..... 3
 - Next Steps 4
- Introduction..... 6**
 - Recruitment..... 6
 - Program Components..... 7
 - Demographics of Student Attendees..... 9
 - Literature Review..... 9
 - Aligning CRP with the Passport to the World ... Explorers Summer Program 10
- Background, Purpose & Analysis..... 12**
 - Overview of the Evaluation 12
 - Purpose of this Report..... 12
 - Analysis..... 12
- Data Source & Participant Sample 14**
 - Data Source..... 14
 - Participant Sample 14
- Findings..... 16**
 - Evaluation Question 1. To what extent has the Passport to the World ... Explorers summer program impacted students identified as Title One?..... 16
 - Evaluation Question 2. To what extent have parents found the Passport to the World ... Explorers summer program useful? 19
 - Evaluation Question 3. How, if at all, were WS/FCS teachers impacted by the Passport to the World ... Explorers summer program?..... 20
 - Evaluation Question 4. How, if at all, are students and teachers describing the Passport to the World ... Explorers summer program?..... 22
- Conclusions & Next Steps 26**
 - Conclusions..... 26
 - Next Steps 27
- References 28**
- Appendix A. Program Crosswalk..... 29**
- Appendix B. End-of-Program Student Survey 30**

Appendix C. End-of-Program Teacher Survey..... 31
Appendix D. End-of-Program Parent Interview..... 33
Appendix E. Parent Testimonials 34

AN EVALUATION OF THE PASSPORT TO THE WORLD ... EXPLORERS SUMMER PROGRAM

Executive Summary

Introduction and Background

Beginning in the summer of 2014, Executive Coaching Enterprises (ECE) launched the Passport to the World ... Explorers summer program in Winston-Salem/Forsyth County Schools (WS/FCS) in Winston-Salem, North Carolina. During this three-week program, students investigated diverse cultures and focused on improving literacy, math, and leadership skills (ECE, 2014). ECE utilized an evidence-based curriculum proven to improve academic achievement through high-quality instruction. Through this structured setting, students had the opportunity to learn about languages, geographies, customs, music, dances, and foods from many nationalities.

There are five major outcomes identified for the Passport to the World ... Explorers summer program:

1. Improve academic achievement,
2. Motivate and inspire learning,
3. Reduce behavior issues,
4. Increase student attendance, and
5. Engage parents.

Data and Methods

The evaluation team developed and deployed End-of-Program Student and Teacher Surveys and Informal Parent Interviews in order to determine the impact of the Passport to the World ... Explorers summer program and the level of participant satisfaction with the program. This report includes participant feedback from students, teachers, and parents.

Findings

In evaluating the Passport to the World ... Explorers summer program, the evaluation team focused on the program's impact on students, parents, and teachers, as well as investigating participants' level of satisfaction.

I. To what extent has the Passport to the World ... Explorers summer program impacted students identified as Title One?

- *Students were more prepared to start school.* In End-of-Program Surveys and Informal Parent Interviews, participants said that as a result of the summer program, students were more prepared to return to school in the fall.

- *Students have increased self-confidence in completing academic work.* The majority of students felt more confident about completing math and reading assignments after attending the summer program.
- *Students' love for learning increased.* Parents overwhelmingly indicated their child(ren)'s love for learning flourished due to involvement in the summer program.

II. To what extent have parents found the Passport to the World ... Explorers summer program useful?

- *Parents described overall high quality.* Surveyed parent participants agreed that the Passport to the World ... Explorers summer program was useful and needed little to no improvement.
- *Parents saw a reduction in summer learning loss.* Parents agreed the program helped reduce summer learning loss by introducing fun strategies that improved their child(ren)'s academic skills.
- *Parents would like to continue the program next year.* A common recommendation made amongst parents was to continue the summer program.

III. How, if at all, were WS/FCS teachers impacted by the ECE's summer program?

- *Teachers noted the effect they had on children in the summer program.* Teachers said the greatest impact of the summer program, for them, centered on working with and supporting their students.
- *Teachers planned to incorporate ECE activities into WS/FCS classrooms.* WS/FCS teachers said they would integrate activities that centered on social, emotional, and/or physical aspects of child development into their curriculum when they returned to school.
- *Teachers felt the program fostered a collaborative school environment.* Teachers indicated the summer program encouraged a collaborative environment that focused discussions on student outcomes, performance, and behavior.

IV. How, if at all, are students and teachers describing ECE's summer program?

- *Students increased their knowledge about other cultures.* Both students and teachers overwhelmingly said the summer camp taught students about other cultures in a fun way.
- *Students loved learning about math.* Students described the math component as one of their favorite aspects of the program because they had the opportunity to learn and practice mathematical concepts.
- *Teachers enjoyed the collaborative environment.* Teachers said the success of the summer program was due mainly to their ability to work together with their peers in order to achieve the common goal of providing students with a fun and supportive learning environment.

Next Steps

The primary goal of this evaluation of the Passport to the World ... Explorers summer program was to determine the extent of the program's impact on students, teachers, and parents, as well as to investigate participants' levels of satisfaction. Based on the analysis of findings, the evaluation

team recommends focusing future research on student-level achievement data, in order to determine the extent of a reduction in summer learning loss. In addition, the team suggests ECE conduct an implementation evaluation to determine the extent to which the program was successfully administered with fidelity. Finally, the evaluation team recommends that WS/FCS consider keeping and extending the duration of the Passport to the World ... Explorers summer program in the school district. Data across both quantitative and qualitative analysis illustrate that the summer program has positively impacted students, teachers, and parents.

Introduction

In 2014, ECE launched the Passport to the World ... Explorers summer program in WS/FCS in Winston-Salem, North Carolina. During this three-week program, students investigated other cultures in addition to focusing on improving literacy, math, and leadership skills (ECE, 2014). To ensure students received high-quality instruction, ECE utilized a curriculum that was evidence-based and proven to improve academic achievement. The curriculum enhanced learning experiences by exploring cultures from around the world and intermingling information on cultural differences with reading, writing, and mathematical skills. In this structured setting, administrators gave students the opportunity to learn about languages, geographies, customs, music, dances, and foods from many nationalities. According to ECE, it is their intention to use this curriculum as a means “to plant the seeds of self-awareness, cultural diversity, and a healthy pride that will eventually help [students] succeed in the global arena” (ECE, 2014, p.3).

Each week, teachers guided students through a new continent. During the first week, students learned about Europe. In the second week, the curriculum focused on Asia. In the final week, students learned about African culture.

There are five major outcomes identified for the Passport to the World ... Explorers summer program:

1. Improve academic achievement,
2. Motivate and inspire learning,
3. Reduce behavior issues,
4. Increase student attendance, and
5. Engage parents.

According to internal artifacts, expenses for the Passport to the World ... Explorers summer program include the following programmatic pieces:

- Salaries for ECE staff and for WS/FCS staff (ECE staff, teachers, teacher assistants, transportation assistants, site coordinators, curriculum specialists, bilingual interpreters, members from the street team) and evaluators;
- Stipends for two days of staff trainings;
- Printing of 4,000 applications in both English and Spanish;
- Academic materials and supplies for students;
- Summer camp paraphernalia (e.g., three t-shirts and one water bottle per student);
- A culminating activity each week;
- Two parent-produced newspapers; and
- Transportation.

Recruitment

ECE administrators used intense recruiting strategies to advertise the Passport to the World ... Explorers summer program to Title I schools and local Forsyth County communities. According to internal artifacts, ECE hosted motivational assemblies in 18 of 22 Title I elementary schools

(90%) to encourage student interest and enrollment in the summer program. In addition to the school-based meetings, ECE used a 30-person community marketing team that represented diverse backgrounds. Their mission was to connect with parents who represented a wide variety of ethnic, linguistic, and social backgrounds, and to advertise the Passport to the World ... Explorers summer program as a free service to support students. This “Street Team” began collecting applications on June 10, 2014, and generated a total of 2,658 applications. Both ECE’s motivational assemblies and their community marketing team made a tremendous impact disseminating information about the summer program. Together, these methods reached over 1,600 students and 2,500 families within the Forsyth County community.

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.

In the first component, academic acceleration, 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.

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.

This initiative gives students the opportunity for positive behavior in a real-world situation because they get praised for being well-rounded students, ECE administrators say. 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. In addition, *Banking on My Future* makes students accountable for their own actions, preventing them from blaming others for their performance.

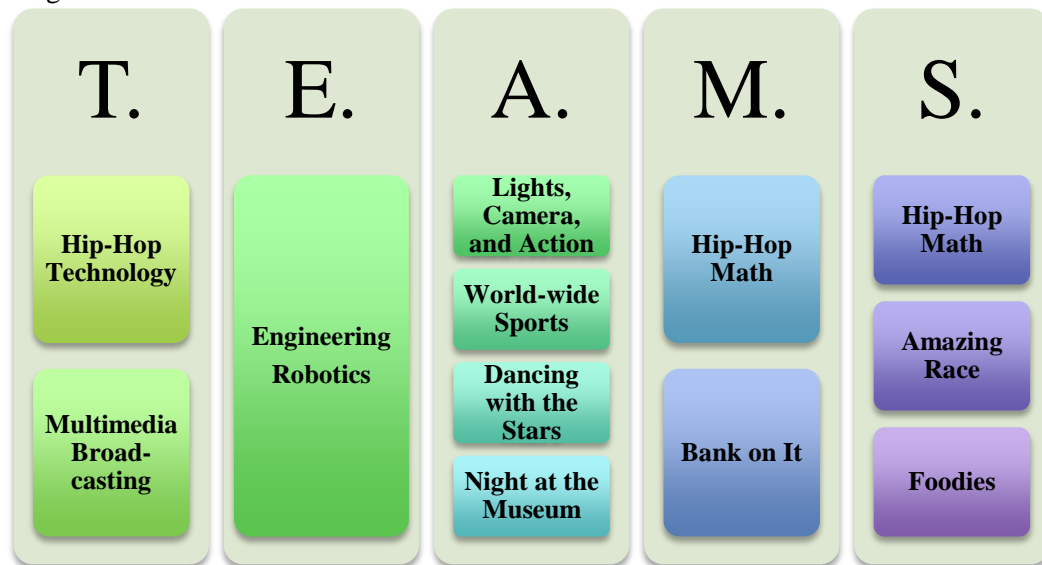
Another example of building character can be found in the pledge students recite each day of the camp:

*“Today is a new day,
The first day of a new change*

*in my mind,
heart, body and soul.
I will be better today
for a better tomorrow.
I'm on my way to my destiny.
OPERATION DESTINY!"*

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.

Image 1. T.E.A.M.S. Electives



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. Knowledgeable educators and ECE coaches facilitate sessions.

During the Coaching Clinics, ECE administrators include energizer activities every 20-30 minutes for continual motivation. These activities combine songs and dance movements with instruction, include inspirational moments to remind teachers of their passion for their work, and promote teacher wellness sessions through daily affirmation exercises.

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.

A key mission of the parent-focused session was to ensure all parents left the workshops feeling empowered and prepared to assist their student(s). To address parent diversity, the ECE Director of Community Relations, David Hilarie, and his team translated parent sessions for Spanish-speaking participants. Through this inclusive practice, both native-English and Spanish speaking parents could participate and learn from the ECE workshops.

In addition to the workshop sessions, parents viewed a showcase of student work produced during the three-week summer program. Also of note, several school board members from Winston-Salem/Forsyth County Schools attended the parent empowerment sessions.

Demographics of Student Attendees

According to ECE, the highest number of participants attending the summer camp on a given date was 1,620 students. Daily attendance averaged around 1,492 students. Participants attended one of the following 10 elementary schools (ES); Gibson ES, Hall-Woodward ES, Kernersville ES, Kimmell Farm ES, Konnoak ES, Mineral Springs ES, North Hills ES, Petree ES, Sedge Garde ES, and Speas ES.

Student participants of the Passport to the World ... Explorers summer program represented a diverse group of individuals. On average, 65% of students identified as Latino/Latina, 32% as Black, and 2% as Other. In addition, 100% of participating students received free and reduced-price lunch.

Literature Review

The ECE philosophy and curriculum strongly aligns with the research theory known as *culturally responsive pedagogy*. Educator Geneva Gay introduced *culturally responsive pedagogy* (CRP) to the schooling community as a means of improving student achievement amongst students of color by improving their curriculum via targeted teacher training (Gay, 2002). Through CRP trainings teachers learn about cultural differences between educators and students and examine how to embed students’ cultures within their curriculum. Gay maintained that a culturally diverse curriculum was necessary to meet the academic and social needs of ethnically diverse students, arguing that students have a vested interest in the curriculum when it is more meaningful to them and aligns with their interests. “When the cultures of students and teachers are not synchronized, someone loses out. Invariably, it is the students” (Gay, 1999, p.223).

Authors Carol Weinstein, Mary Curran and Sandra Tomlinson-Clarke (2003) outline three vital steps for teachers to create culturally responsive classrooms for their students. First, teachers must recognize that each individual within their classrooms is a cultural being who encompasses their own beliefs, traditions, predispositions and ideals of behavior. Second, to be colorblind is

not an option. It is imperative that teachers recognize and acknowledge the race, ethnicity, cultural and socio-economic differences amongst themselves and their students. Finally, teachers should reflect on the foundational Eurocentric practices that occur within their school and system. The authors argued that by applying these three pieces, teachers will be able to generate a healthy and prosperous discourse amongst their students and colleagues about culturally responsive classrooms.

Educators maintain that the outcomes of CRP range from developing caring relationships to empowering students and improving student achievement. Researcher Jessie Cain argued that as a result of integrating CRP into the classroom, students and teachers ultimately will develop a reciprocal caring relationship, which will promote cross-communication between diverse groups (Cain, 2014). Cain maintains that a strong focus on building and maintaining a relationship within the classroom between teachers and students is vital to the success of the students.

Through CRP, students also become more appreciative of their cultures and develop higher self-esteem. Researchers Laura Rychley and Emily Graves (2012) believe that when CRP is used correctly, it has the opportunity to empower students. “Students feel validated and capable of learning presented information when their learning environments and the methods used to present information are culturally responsive to them,” they write (Rychley & Graves, 2012, p.45). Researchers Mary Stone Hanley and George W. Noblit (2009) argue that when students learn about their own culture, negative stigmas on self-image are removed, giving students the ability to appreciate their own heritage as well as to celebrate others.

Finally, researchers maintain that embedding CRP practices within the curriculum improves student achievement (Gay,2002; Cain, 2014; Weinstein et. al, 2003; Hanley & Noblit, 2009; Rychley & Graves, 2012; Banks & Banks, 1995). Students will be more likely to achieve and excel if they can see themselves in their schoolwork. “The underlying assumption of this pedagogy is that using students’ cultural and personal experiences will result in improved academic achievement, as indicated by increased interest and personal connection,” Cain writes (Cain, 2014, p.8).

Aligning CRP with the Passport to the World ... Explorers Summer Program

Using CRP as a theoretical framework, it can be argued that the ECE Passport to the World ... Explorers summer program allows students to see themselves within their studies, resulting in positive feelings about their schooling and their futures. The following are examples of ways the ECE Passport to the World ... Explorers summer program aligns with culturally responsive pedagogy:

- **Curriculum** - This evidence-based curriculum enhances learning experiences by exploring cultures from around the world and intermingling information on cultural differences with reading, writing, and mathematical skills.
- **Coaching Clinic** - ECE administrators provide professional development trainings to teachers to address topics that blend students’ culture with academics.
- **Destiny Café** - During this session, students are given the opportunity to showcase their talents to their peers. Teachers and students praise those who perform at the café, giving students the chance to feel confident about themselves, their cultures, and their skills.

“Students feel validated and capable of learning presented information when their learning environments and the methods used to present information are culturally responsive to them.” – Laura Rychly & Emily Graves

- **Pictures of Cultural Diversity** - Throughout each school site, administrators and teachers decorate the walls with images of prominent people of color and cartoon characters that represent diverse backgrounds and culturally relevant symbols. Under CRP, this is an example of *symbolic curriculum* defined as a teaching situation in which “images, symbols, icons, mottoes, awards, celebrations, and other artifacts that are used to teach students knowledge, skills, morals, and values...the most common forms of symbolic curricula are bulletin board decorations” (Gay, 2002, p.108). In this case, the educators from ECE use bulletin boards to empower students.

Background, Purpose & Analysis

Overview of the Evaluation

Administrators from ECE expressed an interest in determining the impact of the Passport to the World ... Explorers summer program. To this end, the evaluation team from edAdvisor, LLC, collected and analyzed data from End-of-Program Student and Teacher Surveys and Informal Parent Interviews, in order to assess the level of impact of the summer program and participants' satisfaction with the program. Following ECE's request, the evaluation team will focus the analysis on three outcomes: (1) To improve academic achievement for students, (2) to motivate and inspire learning, and (3) to engage parents.

Purpose of this Report

The purpose of this report is to provide a summative evaluation of the Passport to the World ... Explorers summer program, which was designed to positively impact student learning, to engage parents, and to empower educators. Accordingly, this report focuses on the following four evaluation questions¹:

1. To what extent has Executive Coaching Enterprises-Passport to the World ... Explorers Summer Program impacted students identified as Title One?
 - a. Improved student achievement?
 - b. Motivated and inspired learning?
2. To what extent have parents found the Passport to the World ... Explorers Summer Program useful?
3. How, if at all, were WS/FCS teachers impacted by the ECE's summer program?
 - a. To what extent did teachers collaborate on instructional and classroom practices during their participation in the summer program?
 - b. To what extent will teachers use ECE's tools to support students once they return to their schools?
4. How, if at all, are students and teachers describing ECE's summer program?

Analysis

The evaluation team produced descriptive summary statistics on the demographics of students and teachers who participated in ECE's summer program. Descriptive statistics from surveys also were produced to examine participants' perceptions on improvement in student achievement and on greater motivation and inspiration to learn.

In addition to the quantitative data, the evaluation team analyzed qualitative data from informal interviews and open-ended items from the End-of-Program Surveys. First, all qualitative documents underwent multiple readings in their entirety. Next, the texts were coded at the smallest unit of meaning, often at the sentence level in this data set. The evaluation team used the Constant Comparative Method (Glaser, 1965; Glaser & Strauss, 1967; Strauss & Corbin, 1990),

¹ See Appendix A for the crosswalk of the evaluation questions.

a coding process used for categorizing and comparing qualitative data, to assign codes and to develop subsequent themes found in the data.

The evaluation team provided surveys to ECE teachers to gain a better understanding of the program's impact. In an effort to minimize data from non-biased participants, the evaluation team analyzed and separated responses from WS/FCS teachers and non-WS/FCS teachers. Given that ECE employed non-WS/FCS teachers, they were more likely to communicate a positive perspective on the program, compared to WS/FCS teachers. By separating their responses, the evaluation team was able to reduce bias and present all teachers' perspectives regardless of their employer.

Data Source & Participant Sample

Data Source

The evaluation team used a mixed-methods approach to evaluate the Passport to the World ... Explorers summer program. Qualitative methods included open-ended responses from the End-of-Program Student and Teacher Surveys, Informal Parent Surveys, and Video Footage Interviews, as well as external artifacts. Quantitative methods included Likert responses from the End-of-Program Surveys. The evaluation team was the primary collector of all data for analysis. Descriptions of data sources the evaluation team used can be found below in Table 1.

Table 1. *Data Sources*

Data Source	Purpose
End-of-Program Student Survey*	Gathered students' perceptions of their own knowledge gained from the program and their level of satisfaction
End-of-Program Teacher Survey**	Gathered teachers' perceptions of impact, usefulness of skills learned, and their level of satisfaction with the program
Informal Parent Interviews ⁺	Gathered parents' perceptions of the impact of the program and their level of satisfaction with the program
Video Footage Interviews ⁺⁺	Gathered parents' perceptions of the impact of the program and their level of satisfaction with the program
External artifacts	Provided general information about the program (e.g. content descriptions, applications, curriculum, etc.)

*Appendix B, ** Appendix C, ⁺Appendix D, ⁺⁺Appendix E

Participant Sample

The evaluation team sought to gather information from all participants of the summer program. It is estimated that roughly 1,600 students, 160 teachers, and 460 parents participated in ECE's program activities. Student respondents represented an equal distribution across grade and gender. According to survey results, 50% indicated they would be transitioning to the 2nd grade, compared to 46% who indicated they would be transitioning to the 3rd grade. In addition, 50% identified as male, compared to 49% who identified as female.

Both WS/FCS teachers and non-WS/FCS teachers completed the End-of-Program Survey (see Table 2). Of those who completed the survey, 75% had 4 or more years of teaching experience. Overall, WS/FCS teachers were more likely to have teaching experience, compared to their non-WS/FCS teaching counterparts.

Table 2: *Number of years participating teachers have been in education*

How long have you worked within education?	Total (%)
Less than 1 year	7%
1-3 years	18%
4-10 years	30%
More than 10 years	45%
Total	100%

Source: *End-of-Program Teacher Survey*

In addition to student and teacher participants, parents completed informal interviews. Similar to patterns found within student demographics, 52% of parents indicated having rising 2nd-grade students, while 48% of parents indicated having rising 3rd-grade students. Several parents identified themselves as having two children enrolled in the summer program at one time.

Findings

Evaluation Question 1. To what extent has the Passport to the World ... Explorers summer program impacted students identified as Title One?

Overall, students, teachers, and parents agreed that the Passport to the World ... Explorers summer program helped improve student achievement as well as motivated and inspired learning. The following sections present findings from participants about the summer program's impact and the program's success at achieving its stated goals.

a. Improved student achievement

Results from the End-of-Program Surveys and Informal Parent Interviews suggest that participants noticed an improvement in student achievement because of the Passport to the World ... Explorers summer program. In the End-of-Program Surveys, participants used a 5-point Likert scale to indicate their level of agreement or disagreement with statements about students' improved achievement as a result of ECE's program. A majority of students (80%) indicated feeling prepared to start school in Fall 2014 (see Table 3). More than half of student participants said they were able to finish math and reading problems faster after attending the camp.

Table 3: *Students' perception of improved achievement*

Question	Yes
I feel prepared to start school next month.	80%
I can finish math problems easier now, than before this camp.	76%
I can finish a reading assignment faster now, than before this camp.	54%

Source: *End-of-Program Student Survey*

In addition to students' positive perceptions about achievement, teachers overwhelmingly agreed their students were better prepared to start school in the fall because of participation in the summer program (see Table 4). Specifically, WS/FCS teachers were more likely to say their students were prepared, compared to non-WS/FCS teachers. In addition, both groups of teachers indicated their students read more often as a result of the summer program.

Table 4: *Teachers' perceived impact of ECE on student achievement*

As a result of the Passport to the World ... Explorers summer program, students...	Type of Teacher	Strongly Agree & Agree	Difference (WF/FCS)
are more prepared to start school in the fall.	WS/FCS Teachers	94%	+5%
	Non-WS/FCS Teachers	89%	
read more often.	WS/FCS Teachers	78%	0%
	Non-WS/FCS Teachers	78%	

Source: *End-of-Program Teacher Survey*

In the End-of-Program Teacher Surveys, both WS/FCS teachers and non-WS/FCS teachers also overwhelmingly said the program was successful in improving student learning. Responses from the non-WS/FCS teachers were unanimous on this front. The WS/FCS teachers who perceived the program as a success cited specific skills and characteristics related to future success in school. For instance, one teacher replied: "Yes, students were able to read, write, and work on

math skills as well as collaboration skills during months when they would otherwise not. They were also able to converse in English when some otherwise would not.” Few non-WS/FCS teachers also described evidence of student academic growth: “It gave the students a chance to work on subjects that they were weak in.”

WS/FCS teachers noted positive changes in students’ self-esteem and emotional growth as evidence of the program’s success. “I do believe they gained social skills and confidence to help them in all aspects of learning...helping them to be better prepared for colleges and careers in the future,” said one respondent. Likewise, some WS/FCS teachers found that the program’s ability to engage and motivate students was a positive force in students’ learning. “The program took the stress out of learning for the students and made them have fun,” one teacher wrote. Another agreed, saying, “The tools used kept the students motivated and interested in learning.”

Although the majority of the responses were positive, several WS/FCS teachers felt the program was not successful in meeting the academic needs of students. The most common reason cited was a lack of time for teachers and students to fully engage with the curriculum, preventing any authentic impact on learning. “I feel as though the time we have with the students is too short to have a significant impact on student learning,” one teacher wrote. Another felt the pace of the curriculum was too fast for students to truly master the content. Yet another simply said, “It’s hard to improve something in 12 days.” Several respondents offered suggestions related to their responses to this question, including reducing the teacher-to-student ratio and adjusting the pace of the curriculum to allow for deeper learning.

“She’s happy and loves it. She has opened up a lot, she’s autistic so that’s a blessing that she talks about it and she wants to eat more healthy foods.”

As cited earlier, research on culturally responsive teaching suggests that students who are more emotionally and socially involved in their schoolwork are likely to do better in their academics (Gay, 2002; Cain, 2014; Weinstein et. al, 2003; Hanley & Noblit, 2009; Rychley & Graves, 2012; Banks & Banks, 1995). Although the evaluation team was unable to collect data that illustrated an improvement in academics, data gleaned from the Informal Parent Interviews suggested that students were more involved and engaged with the curriculum provided at the summer program. As a result, parents noticed their child(ren) developing increased attention spans and being more involved with their own learning. Parents also indicated that the program improved their students’ confidence and self-esteem. One parent noted that the summer program had a positive impact on their child that identified as special needs: “She’s happy and loves it. She has opened up a lot, she’s autistic so that’s a blessing that she talks about it and she wants to eat more healthy foods.”

b. Motivated and inspired learning

In addition to a noted improvement in student achievement, results from the End-of-Program Surveys and Informal Parent Interviews indicated that the summer program motivated and inspired learning for participating students. As shown in Table 5, a majority of students were more likely to enjoy completing math problems and reading assignments, compared to before they attended the program. In addition, more than three-quarters of surveyed students felt more confident in their ability to complete math problems. Given students’ increased confidence and

enjoyment, it's no wonder a majority of surveyed students indicated being excited to start school in Fall 2014. Teachers overwhelmingly noted this positive attitude about learning, with 96% of WS/FCS teachers seeing their students' excitement about school (see Table 6).

Table 5: *Students motivated and inspired to learn*

Question	Yes
I am excited to start school next month.	82%
I like completing math problems more now, than before this camp.	80%
I feel more confident about completing math problems.	77%
I like reading more now, than before this camp.	74%
I feel more confident about reading.	72%

Source: *End-of-Program Student Survey*

Overall, surveyed teachers said the summer program had a positive impact on students' motivation to learn. According to findings from the End-of-Program Surveys, there was a minimal difference between WS/FSC and non-WS/FSC teachers on this front. Both groups of teachers agreed that, as a result of the summer program, students placed an increased value on learning, were more confident in their math and reading skills, were more likely to participate in classroom discussion, and exhibited higher self-esteem.

Table 6: *Teachers' perceived impact of ECE on student motivation to learn*

As a result of the Passport to the World ... Explorers summer program, students...	Type of Teacher	Strongly Agree & Agree	Difference (WS/FCS)
are excited to start school in the fall.	WS/FCS Teachers	96%	+18%
	Non-WS/FCS Teachers	78%	
place an increased value on learning.	WS/FCS Teachers	90%	+1%
	Non-WS/FCS Teachers	89%	
feel more confident in their reading ability.	WS/FCS Teachers	86%	-3%
	Non-WS/FCS Teachers	89%	
feel more confident in their ability to complete mathematical problems.	WS/FCS Teachers	86%	-3%
	Non-WS/FCS Teachers	89%	
are more confident in their learning.	WS/FCS Teachers	94%	-6%
	Non-WS/FCS Teachers	100%	
are more likely to participate in the classroom	WS/FCS Teachers	94%	-6%
	Non-WS/FCS Teachers	100%	
have a higher self-esteem.	WS/FCS Teachers	94%	-6%
	Non-WS/FCS Teachers	100%	

Source: *End-of-Program Teacher Survey*

The evaluation team asked parents how, if at all, the summer program changed their child's feelings about school and learning. Overall, parents noticed their child(ren)'s love for school and learning had improved. "She has really enjoyed herself and loves school more," one parent said.

In addition, parents indicated that the program caused their child(ren) to get excited about learning. Several parents spoke about watching their children enthusiastically get ready for school. "He was excited each day to get up and go to camp," one parent said. Another parent spoke about how their child described the course of the program: "He always wanted to talk about what happened for the day and what is planned for next."

Evaluation Question 2. To what extent have parents found the Passport to the World ... Explorers summer program useful?

According to ECE administrators, a significant aspect of the summer program entails engaging parents. During the program, ECE created three parent events with the goal of bringing parents into the schools and showcasing students' work. During these events, the evaluation team used informal interviews to gauge the extent to which parents liked the summer program and perceived it as useful.

When asked what they liked most about the summer program, parents were likely to say the program helped reduce summer learning loss by introducing fun strategies to improve child(ren)'s math and reading skills. "[The program] helps them learn over the summer and keeps them entertained," one parent said. Along with learning, both the fun curriculum and the ECE team achieved positive notice from parents. Participants defined the "ECE team" as the teachers and support staff within schools.

The evaluation team also asked parent participants to describe what they liked least about the summer program. Participants overwhelmingly indicated that they enjoyed every aspect of the program. The few participants who offered a different response said they would like to improve the length of the program and that they wished it lasted longer than three weeks. One participant said the program simply did not last long enough. A modest number of parent participants also requested the program span more grade levels. But overall, surveyed parents offered very few negative comments about the program.

The evaluation team also asked participants to share one thing about the summer program they would like to tell their child(ren)'s principal. Participants offered a variety of responses, ranging from recommendations to gratitude. A consistent theme was the recommendation to continue the summer program next year.

"This program should be provided every summer to reach out to all kids," one parent said.

"This program should be provided every summer to reach out to all kids."

When asked for any additional comments, parent participants were likely to praise ECE for the "excellent" summer program. Similar to responses from the previous question, parent participants pushed to have this summer program continued in future years.

Besides collecting data from the Informal Parent Interviews, the evaluation team analyzed video footage of parent testimonials. Within these videotaped interviews, parents agreed that the program helped their children with learning new things, with making connections to their peers and with establishing positive relationships with teachers. One major theme noted in the testimonials was that children were noticeably excited to attend the summer program and developed an enthusiasm for learning. Parents said this reaction was fostered by the overall camp environment and by the teaching staff. In addition, many parents expressed their hopes and their children's desires to return to camp next year. Below are a few parent testimonials addressing these positive behavior and attitude changes. Additional comments may be found in Appendix E.

“[My child] has enjoyed this so very much, he has, he’s really been really excited to come home and tell me what his day has been like, so I’m very happy for him. Hopefully, maybe, they will be able to do this next year, so he really would be enjoyable to be coming back again.”

“My child enjoyed the camp, she loved it, and I hope you have it again next year!”

“My daughter was at Konnoak Elementary School for their Explorers program, and she had a wonderful time. It’s been a great three weeks.”

“...He enjoys it every day. He tells me everything about it and how much fun he has and, um, I learn a lot myself from it, even about China.”

“Umm, yeah, he plays and, he says he learns every day, and he can read now, which is an accomplishment, so it was well worth it.”

“Hello, um, my daughter went to Julian Gibson Elementary School, and she had an aw-, awesome time, she would come home, she would be so excited about what they do during the day and everything they did, and she learned so much stuff, and she made so many wonderful things, and it’s a great program, and I’m excited ... and I’m glad they did it just for the children, and I hope they do it again.”

Evaluation Question 3. How, if at all, were WS/FCS teachers impacted by the Passport to the World ... Explorers summer program?

In the End-of-Program Teacher Surveys, teachers indicated that the greatest impact of the program was the work they were able to do with the children. Many expressed feelings of joy and satisfaction as they watched their students learn and grow, academically and socially, throughout the program. “I enjoyed seeing the students excited about learning, hearing their knowledge of various cultures and watching their confidence grow,” one WS/FCS teacher wrote. A non-WS/FCS teacher agreed, saying the greatest impact of the program was “that these kids want to learn more and depended on me to teach them.”

“I enjoyed seeing the students excited about learning, hearing their knowledge of various cultures and watching their confidence grow.”

Both WS/FCS teachers and non-WS/FCS teachers commented on the overall motivational atmosphere of the camp as having the greatest impact on both teachers and students. “The energy first thing in the morning with the music and dancing,” one teacher said. “It seemed to motivate the students. They were all ready to learn.” Another teacher described the importance of keeping students excited and engaged in order to help them feel more comfortable learning new things and working with new people.

In addition, WS/FCS teachers said they felt that they and the program made a difference in students’ learning and overall well-being, although this effect was not mentioned by the non-

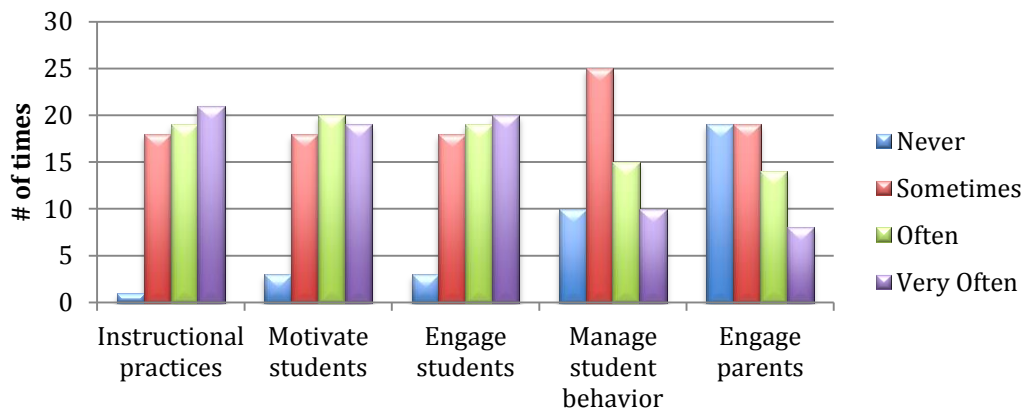
WS/FCS teachers. One teacher said that meeting “the great need many students have to experience and practice literacy outside of school” was the part of the program with the greatest impact. Another agreed, saying that “being able to impact lives of needy students” was important.

Only WS/FCS teachers responded negatively to the question, another difference between WS/FCS and non-WS/FCS teachers. Few WS/FCS teachers said lessons learned from their experiences at the camp had the most impact on them. These respondents said they learned that more organization would be important when running a similar program - “That the need for organization is paramount before starting a program,” one of the teachers said. In the same vein, other respondents said they had learned it was crucial to ensure all resources and materials were readily available at the start of a program. “To make sure all my supplies are ready before my lesson begins,” one teacher wrote. “We struggled at camp not having the materials and books we needed.”

a. To what extent did teachers collaborate on instructional and classroom practices during their participation in the summer program?

The evaluation team asked teachers to select the number of times they collaborated with peers throughout the week on topics regarding instructional practices, motivating students, engaging students, managing students, and engaging parents. Participants’ responses aligned within the following Likert scale: “very often” meant more than four times a week, “often” equated to three to four times per week, “sometimes” meant one to two times per week, and “never” implied zero times per week. Overall, participants were more likely to collaborate on topics that centered on instructional practices and on techniques for engaging students “very often” (see Chart 1).

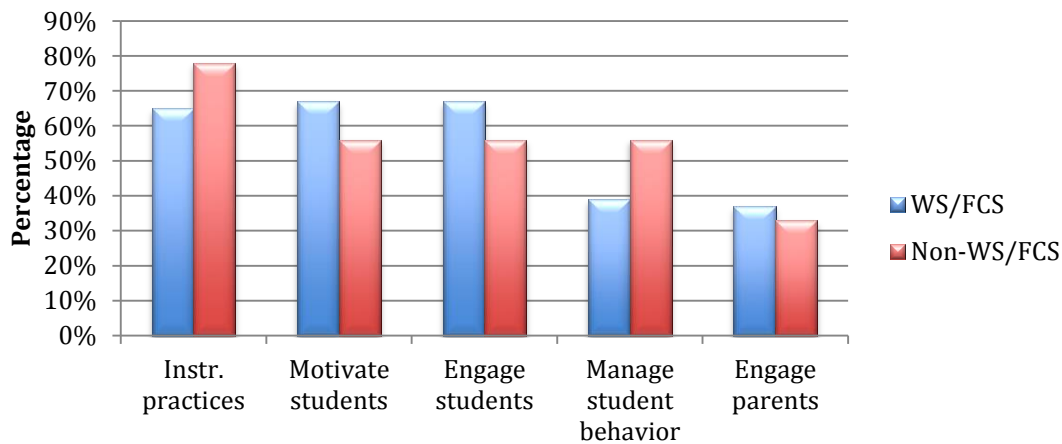
Chart 1: *Teachers’ Collaborating on Topics Related to Students and Parents*



Source: *End-of-Program Teacher Survey*

Surveyed WS/FCS teachers were more likely to collaborate three or more times per week on ways to motivate students, engage students, and engage parents, compared to their non-WS/FCS peers. A breakdown of these collaborations can be found in Chart 2, located below.

Chart 2: Comparing WS/FCS Teachers Efforts to Collaborate with Non-WS/FCS Teachers



Source: End-of-Program Teacher Survey

b. To what extent will teachers use ECE’s tools to support students once they return to their schools?

When asked which, if any, tools from ECE they planned to implement in their own classrooms, WS/FCS teachers said they would integrate activities centered on social, emotional, and/or physical aspects of child development. This includes incorporating music, dancing, and collaborating into classroom lessons. One teacher said: “I will likely dance more with my students as brain breaks. This activity helped redirect my students in a positive way and was a great alternative to ‘brain breaks’ I already use.” Similarly, responses indicated that teachers wanted to create a motivational and engaging climate, in order to facilitate and foster excitement for learning. Teachers emphasized the importance of supporting student learning through excitement, enthusiasm, and motivational tools.

Other WS/FCS teachers mentioned lesson activities and materials from ECE that they would like to implement in their own districts. For instance, some respondents indicated their desire to implement activities and lessons that incorporate or focus on diversity and learning about other cultures. “ECE has inspired me to expand my arts/culture curriculum,” one teacher said. “I think my students could really benefit from that.” Other teachers mentioned using specific materials in their teaching, such as the coaching playbook and Super Teacher Worksheets.

Evaluation Question 4. How, if at all, are students and teachers describing the Passport to the World ... Explorers summer program?

Overall, students and teachers described the Passport to the World ... Explorers summer program favorably. The End-of-Program Student Survey revealed that the majority of surveyed students (88%) learned about other cultures in a fun way because of their participation in the program (see Table 7). Students also credited the camp with helping them learn how to work with their classmates. With so many positive reviews, it’s no surprise that 79% of students agreed they wanted to attend a similar camp in the future.

Table 7: Student responses to the summer program

Statement	Yes
The camp taught me about other cultures in a fun way.	88%
The camp taught me how to work better with my classmates.	86%
I want to go to another camp like this one.	79%

Source: End-of-Program Student Survey

When asked what their favorite part of the camp was, a majority of students mentioned the opportunity to learn and practice math concepts. Students found math to be fun, especially when they learned a new skill or felt they were doing well in the subject. One child wrote that their favorite part of the camp was “when the teacher taught us how to add and subtract.”

Many students enjoyed when they were able to play during the camp. Examples of play included Fit for Life activities, general indoor/outdoor play, academic play (e.g., math games), and playing with Legos and computers. Children specifically enjoyed playing dodgeball with one of the coaches during gym class.

Aside from math and playing, students wrote that the inclusion of music, singing, and dancing during the camp was their favorite part. “My favorite part was learning the North America song,” one student said. Many of those who responded similarly cited the Breakfast of Champions, the Destiny Café, and doing the Happy Dance as being the best part of their camp experiences. For example, one student wrote, “The Happy Dance [was my favorite] because I was able to dance in a group with all of my friends.”

“The Happy Dance [was my favorite] because I was able to dance in a group with all of my friends.”

Interestingly, a majority of children said that they did not have a part of their camp experience that they liked the least, and this was by far the most common response to this question. Many of the students wrote comments like “I liked everything” or “Camp rocks!” Of those who did have a least favorite component, students mentioned something related to academic content or work. Of these responses, some mentioned literacy as being the most disliked portion of the camp. They gave reasons that included feeling that reading and writing was too hard, there was too much literacy work to do, or the work was boring. However, several of the students discovered they liked reading or wanted more time for reading toward the end of the camp. For example, one student wrote that their least favorite thing was reading, “but in the end I like to read.”

In contrast to the majority of student responses when asked their favorite part of camp, participants said they did not like math during the camp. They either felt math was too hard or that they didn’t perform well in this subject. As one student put it, “...it was hard.” However, similar to literacy-related responses, a few of the students described their growth in math, saying they had improved throughout the camp. “Math was hard but now I know it,” one student wrote.

Some students mentioned non-academic areas as their least favorite components of the camp. In particular, students said dancing and singing during the Destiny Café and/or Breakfast of Champions was their least favorite part. As with academic components, students who disliked

performing in the camp felt they did not have musical talent or didn't want to perform in front of their peers. "Dance [was my least favorite] because it (*sic*) hard," one student wrote. "My least favorite part of this camp is the Destiny Café because I don't want to dance," another said.

An overwhelming majority of the students said they would tell their families positive things about the camp, including general comments such as "I wish I could stay in this camp," "The best camp ever," and "The camp is very important to me." Students most commonly said they would tell their families how much fun their camp experience was. Significantly, many of the responses mentioned how the camp made learning new things fun and exciting - similar to responses from the teachers. For instance, one student wrote that they would tell their family "that the camp help (*sic*) me learn, and I did a lot of educational work and fun stuff at the same time." Similarly, another student said that they had fun learning about "odd and even," and yet another mentioned the fun had when learning about science. In addition, a majority of students wanted to tell their parents that they would like to return to the camp the following year. "I'm smarter and I want to come back," one student said.

The evaluation team found similar results in the End-of-Program Teacher Surveys. Many teachers, both WS/FCS and non-WS/FCS, described the general climate and atmosphere of the camp as exciting, fun, and supportive, which they found contributed to the success of the program. It was important for teachers that the camp provided children with "fun while learning." "Students and staff started the day off with high energy, that was geared up for learning, and they were encouraged to be themselves, and apply to this program who they are as an individual," one teacher said.

Teachers overwhelmingly shared positive feedback about the summer program: 98% of surveyed WS/FCS teachers and 100% of surveyed non-WS/FCS teachers reported students were excited to attend the summer program and were more aware of diverse cultures because of the program (Table 8). The WS/FCS teachers were more likely to recommend the program to parents and other teachers than were non-WS/FCS teachers. A lower rate of WS/FCS teachers indicated they would sign up to work for the program again compared to the non-WS/FCS teachers, but results from the survey nevertheless indicated that 90% of teachers were interested in repeated employment with ECE's program.

Table 8: *Teachers' recommendations for the program*

Statement	Type of Teacher	Strongly Agree & Agree	Difference (WS/FCS)
I would recommend this program to parents.	WS/FCS Teachers	92%	+14%
	Non-WS/FCS Teachers	78%	
I would recommend this program to teachers.	WS/FCS Teachers	88%	+10%
	Non-WS/FCS Teachers	78%	
Students are more aware of diverse cultures	WS/FCS Teachers	98%	-2%
	Non-WS/FCS Teachers	100%	
If offered in the future, I would sign up to work for this program again.	WS/FCS Teachers	90%	-10%
	Non-WS/FCS Teachers	100%	

Source: *End-of-Program Teacher Survey*

Both WS/FCS and non-WS/FCS teachers said that working with program staff, including coaches and fellow teachers, was the most successful component of the program. Teachers specifically mentioned the importance of working to achieve the common goal of providing a fun and supportive learning experience for students through teamwork with other staff members. Respondents appreciated the “enthusiasm and commitment” as well as the “energy, positive attitude, [and] motivation” from the coaches. It should be noted that the majority of the WS/FCS teachers mentioned the program’s personnel as the most important factor in the success of the program.

When asked how to improve the ECE program, teachers overwhelmingly responded that program leaders needed to address chronic disorganization. Most commonly, teachers cited the need for more resources and materials to have been delivered and distributed in a timely manner. This included basic art supplies, such as crayons and scissors, as well as lesson plans and snacks. One teacher said, “There were limited snack choices and students would benefit from more Legos for Robotics.”

Others were concerned with the final celebration: “Also make sure that the final celebration is planned BEFORE camp starts and permission slips are sent home the first week of camp.” Similar to responses regarding the overall success of the program, few teachers requested more time to prepare and teach the required curriculum to their students. This included providing extra time prior to the beginning of the camp and throughout the actual camp lessons.

Generally, teachers expressed positive perceptions of the program. Examples included comments such as, “Wonderful program, had a great time with the students and the students learned a lot,” and “Keep the program going each summer so each child can have this amazing opportunity.” Several teachers thanked the ECE leadership for the opportunity to work with small groups of children in a supportive atmosphere. “Thanks to everyone that believed in me and gave me the chance to work with you this summer,” one teacher wrote. “It has been a pleasure, and I relish the chance to do so in the future... at any site in the country.” Similarly, both WS/FCS and non-WS/FCS teachers noted their desire to return to the camp in upcoming years.

Conclusions & Next Steps

Conclusions

In evaluating the Passport to the World ... Explorers summer program, the evaluation team focused on the program's effect on students, parents, and teachers.

I. To what extent has the Passport to the World ... Explorers summer program impacted students identified as Title One?

- *Students were more prepared to start school.* In End-of-Program Surveys and Informal Parent Interviews, participants said that as a result of the summer program, students were more prepared to return to school in the fall.
- *Students have increased confidence in completing academic work.* The majority of students felt more confident about completing math and reading assignments after attending the summer program.
- *Students' love for learning increased.* Parents overwhelmingly indicated that their child(ren)'s love for learning flourished due to involvement in the summer program.

II. To what extent have parents found the Passport to the World ... Explorers summer program useful?

- *Parents described overall high quality.* Surveyed parent participants agreed that the Passport to the World ... Explorers summer program was useful and needed little to no improvement.
- *Parents saw a reduction in summer learning loss.* Parents agreed the program helped reduce summer learning loss by introducing fun strategies that improved their child(ren)'s academic skills.
- *Parents would like to continue the program next year.* A common recommendation made by parents was to continue the summer program.

III. How, if at all, were WS/FCS' teachers impacted by the ECE's summer program?

- *Teachers noted the effect they had on children in the summer program.* Teachers said the greatest impact of the summer program, for them, centered on working with and supporting their students.
- *Teachers planned to incorporate ECE activities into WS/FCS classrooms.* WS/FCS teachers said they would integrate activities centered on social, emotional, and/or physical aspects of child development into their curriculum when they return to school.
- *Teachers felt the program fostered a collaborative school environment.* Teachers indicated the summer program encouraged a collaborative environment that focused discussions on student outcomes, performance, and behavior.

IV. How, if at all, are students and teachers describing ECE's summer program?

- *Students increased their knowledge about other cultures.* Both students and teachers overwhelmingly said the summer camp taught students about other cultures in a fun way.
- *Students loved learning about math.* Students described the math component as one of their favorite aspects of the program because they had the opportunity to learn and practice mathematical concepts.

- *Teachers enjoyed the collaborative environment.* Teachers said the success of the summer program was due mainly to their ability to work together with their peers in order to achieve the common goal of providing students with a fun and supportive learning environment.

Next Steps

The primary goal of this evaluation of the Passport to the World ... Explorers summer program was to determine to what extent the program impacted students, teachers, and parents, as well as to determine participants' perceived levels of satisfaction. Based on analyses of the data, the evaluation team recommends focusing future research on student-level achievement data, in order to determine the significance of the reduction of summer learning loss for participating students. The team also recommends conducting an implementation evaluation to determine the extent to which the program was successfully administered.

This evaluation was resource-limited and, if further funding were to become available, the evaluation team recommends the following data sources be used in future research:

- Receive pre- and post- assessments that test students' skills in reading and mathematics. With this data, the evaluation team could examine results by subgroups (e.g. grade, age, school, etc.)
- Examine student-level data on *all* students who identified as Title One during their 1st- through 3rd-grade years. The evaluation team would be able to use data from students who do not attend the program as a comparison group to students who do attend. Through analysis, the team would be able to determine the extent of program success.
- Conduct focus groups and interviews with Title One administrators, principals, and teachers to evaluate the extent of an impact.
- Conduct case studies on randomly selected schools with student and teacher participants and follow their progress after the completion of the program. Through this process, the evaluation team would be able to determine the length of time participants continue to use skills learned from the summer program during the school year.

The evaluation team also recommends continuing the following strategies:

- Continue to administer End-of-Program Student and Teacher Surveys.
- Continue to administer Informal Parent Interviews.

Finally, the evaluation team also recommends that WS/FCS consider keeping and extending the duration of the Passport to the World...Explorers Summer Program in the school district. Data across both quantitative and qualitative analysis illustrate that the summer program has positively impacted students, teachers, and parents.

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Appendix A. Program Crosswalk

Evaluation Questions	Student Data			Parent Data	Staff Data
	Student literacy scores	Student math scores	Student surveys	Parent interviews	Teacher surveys
1. To what extent has the Executive Coaching Enterprises - Passport to the World ... Explorers (PttW) summer program impacted students identified as Title One?	X	X	X	X	X
a. Improved student achievement?	X	X	X		X
b. Motivated and inspired learning?			X	X	X
2. To what extent have parents found the Passport to the World ... Explorers Summer Program useful?				X	
3. How, if at all, were WS/FCPS' teachers impacted by the PttW program?			X	X	X
a. To what extent did teachers collaborate on instructional and classroom practices during their participation in the summer program?					X
b. To what extent will teachers use ECE's tools to support students once they return to their school?					X
4. How, if at all, are students and teachers describing the summer camp?			X	X	X

Appendix B. End-of-Program Student Survey

Executive Coaching Enterprises (ECE)
End-of-Program Student Survey
July 2014

Hello Students,

Your coaches, family, and schools would like to hear about your experiences during the Passport to the World ... Explorers summer program. Your responses are important to us, so please be honest and answer all questions.

Thank You!

1. Where did you attend the Passport to the World ... Explorers summer program? Please select the name of the school below.

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="radio"/> Gibson Elementary School <input type="radio"/> Hall-Woodward Elementary School <input type="radio"/> Kernersville Elementary School <input type="radio"/> Kimmel Farm Elementary School <input type="radio"/> Konnoak Elementary School <input type="radio"/> Mineral Springs Elementary School | <ul style="list-style-type: none"> <input type="radio"/> North Hills Elementary School <input type="radio"/> Petree Elementary School <input type="radio"/> Sedge Garden Elementary School <input type="radio"/> Speas Elementary School <input type="radio"/> Other: _____ |
|--|--|

2. What grade will you start this year?

- 2nd
- 3rd
- Don't know
- Other _____

3. Are you a _____?

- a. Boy
- b. Girl
- c. Other

4. Please answer the questions found below.

	☺ Yes	☹ Maybe	☹ No
a. I like reading more now, than before this camp.			
b. I can finish a reading assignment faster now, than before this camp.			
c. I feel more confident about reading.			
d. I like completing math problems now, than before this camp.			
e. I can finish math problems easier now, than before this camp.			
f. I feel more confident about completing math problems.			
g. I am excited to start school next month.			
h. I feel prepared to start school next month.			
i. The camp taught me how to work better with my classmates.			
j. The camp taught me about other cultures in a fun way.			
k. I want to go to another camp like this one.			

5. What was your favorite part of the camp, and why?

6. What was your least favorite part of the camp, and why?

7. If you could say one thing to your family about the camp, what would it be?

Thank you for your feedback!

Appendix C. End-of-Program Teacher Survey

Greetings Coaches,

Schools, parents, and the administration from the Executive Coaching Enterprises (ECE) would like to hear about your experiences during the Passport to the World ... Explorers summer program. Your feedback will be kept confidential, so please feel free to be as open and honest as possible. This survey will take you approximately 10 minutes to complete. If you have any questions about the survey or results, please feel free to contact Dr. Cassandra Davis at edadvisor.crd@gmail.com.

Thank You!

1. In what school were you assigned during the Passport to the World ... Explorers summer program?

<input type="checkbox"/> Gibson Elementary School	<input type="checkbox"/> North Hills Elementary School
<input type="checkbox"/> Hall-Woodward Elementary School	<input type="checkbox"/> Petree Elementary School
<input type="checkbox"/> Kernersville Elementary School	<input type="checkbox"/> Sedge Garden Elementary School
<input type="checkbox"/> Kimmel Farm Elementary School	<input type="checkbox"/> Speas Elementary School
<input type="checkbox"/> Konnoak Elementary School	<input type="checkbox"/> Other <input type="text"/>
<input type="checkbox"/> Mineral Springs Elementary School	

2. How long have you worked in education?

Less than 1 year

1-3 years

4-10 years

More than 10 years

Student Impact

3. Using the scale below, please indicate your level of agreement or disagreement with each of the statements listed by checking the appropriate box.

As a result of the Passport to the World ... Explorers summer program...	Strongly Agree	Agree	Disagree	Strongly Disagree
Students were excited about coming to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have an increased value for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students read more often.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are more confident in their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are more likely to participate in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students feel more confident in their reading ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students feel more confident in their ability to complete mathematical problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have a higher self-esteem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are excited to start school in the fall.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are more prepared to start school in the fall.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are more aware of diverse cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Impact

4. Using the scale below, please indicate your level of agreement or disagreement with each of the statements listed by checking the appropriate box.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
If offered in the future, I would sign up to work for this program again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this program to parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this program to teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How often did you discuss the following with your colleagues during the program?

	<i>Never, 0 times per week</i>	<i>Sometimes, 1-2 times per week</i>	<i>Often, 3-4 times per week</i>	<i>Very often, more than 4 times per week</i>
Instructional practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools to motivate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools to engage students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools to manage student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ways to engage parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Are you currently a Winston-Salem/Forsyth County School employee?

- Yes
- No

6a. What, if any, tools from ECE do you plan to use and implement back in your district?

7. What has impacted you the most, as a result of this summer program?

8. In your opinion, was this program successful in improving student learning? Why or why not?

9. What made the program successful?

10. How, if at all, could this program be improved?

11. Any additional comments?

Thank you for your feedback!

Appendix D. End-of-Program Parent Interview

Executive Coaching Enterprises (ECE)
Informal Parent Interviews
July 2014

1. Is your child enrolled in the Passport to World summer program? (Circle one) Yes or No

If the participant says "Yes", move to question 2. If the participant says "No", thank them for their feedback and end the interview.

2. What grade will your child be entering in August? (Circle one) 2nd 3rd Other: _____

3. How, if at all, has this summer program changed your child's feelings about school and learning?

4. What do you like most about this program?

5. What do you like least?

6. If you could say one thing about this program to your child's principal, what would it be?

7. Additional comments?

Thank the participant for their feedback.

Appendix E. Parent Testimonials

Parent 1: “She’s really excited, she learn a lot, she get fun, but the most important, um, she get excited program, and she can learn, and the teacher are awesome, because they have a really good interaction with the kids, and the teachers are like, ah, friends, they feel like home.”

Parent 2: “Tom has enjoyed this so very much, he has, he’s really been really excited to come home and tell me what his day has been like, so I’m very happy for him. Hopefully, maybe they will be able to do this next year, so he really would be enjoyable to be coming back again.”

Parent 3: “My child enjoyed the camp, she loved it, and I hope you have it again next year!”

Parent 4: “My daughter was at Konnak Elementary School for their Explorers program, and she had a wonderful time; it’s been a great three weeks.”

Parent 5: “Hi. My son has really enjoyed this program, it has been a great opportunity for him, and I have loved it and enjoyed it.”

Parents 6&7: “... He enjoys it every day. He tells me everything about it and how much fun he has and, um, I learn a lot myself from it, even about China. (Pause, turns to mother). He tells you anything when he comes?” (Parent 7:) “Umm, yeah, he plays, and he says he learns every day, and he can read now, which is an accomplishment, so it was well worth it.”

Parent 8: “Hello, um, my daughter went to Julian Gibson Elementary School, and she had an aw-, awesome time, she would come home, she would be so excited about what they do during the day and everything they did, and she learned so much stuff, and she made so many wonderful things, and it’s a great program, and I’m excited ... and I’m glad they did it just for the children, and I hope they do it again.”

Parent 9: “Yes, my daughter enjoyed the program every day that she went, she was excited about learning different things, and she would just come home and tell everything she learned.”

Parent 10: “Madison loved the program, she, ah, went every day, met lots of new friends, umm, excited to be here today, and she didn’t want it to end.”

Parent 11: “My son is in the program, he enjoyed it, and if the program continues go on, he will do it again.”

Parent 12: “Hello, my name is Lena Horne, my son William Davis goes to the Explorers camp at Stokes Elementary School, he’s enjoyed it, he wakes up every morning excited and ready to go, and I thank all the coaches for their help. Thank you.”

Parent 13: “My daughter, Chloe, went to the Mineral Springs Elementary camp, she’d come home every day with a different story, umm (beginning to cry), I love to see her learn, I love to see her explore new things, she’s really enjoyed the teachers, she talks a lot about them, umm, she was in Miss Sizemore’s class so she knew her from Walker Town, that where she goes to school, she’s really sad that school is over, which is why I’m upset (laughter), so we’re here today to see her graduate, and to see what all she’s learn, and this is really neat, the way that everything is set up, and we get to explore with her, to see what she’s learn, so we’re happy to be here.”



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