

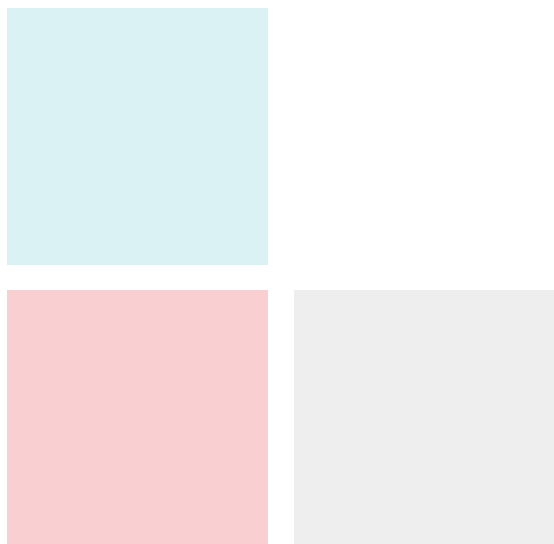
CHILDREN'S DEFENSE FUND *FREEDOM SCHOOLS*[®] IN LOS ANGELES COUNTY'S SECOND DISTRICT

EVALUATION REPORT SUMMER 2015

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INTRODUCTION

CHILDREN'S DEFENSE FUND (CDF) *FREEDOM SCHOOLS*®

The Children's Defense Fund (CDF) *Freedom Schools*® is modeled after the 1964 Mississippi Freedom Summer Project. As a major political action program, the 1964 project coalesced volunteers and community members to secure basic democratic rights for African American citizens. Project volunteers taught a curriculum to African American students for several weeks during the summer that promoted equality, self-discovery, social justice and community activism so that they would become social change agents in voter registration and other aspects of the civil rights movement. Curriculum and instruction was based on the needs of the students, discussion among students and teachers (rather than lecturing) was encouraged, and curriculum planners encouraged teachers to base instruction on the experiences of their students. The project inspired youth to become involved in their communities.

The CDF *Freedom School*, reborn in 1995 under the leadership of CDF Founder and President Marian Wright Edelman, is a six-week summer enrichment program for school-aged children. Since its inception 135,000 children have had a CDF *Freedom Schools* experience, taught by 18,000 trained college students.¹ The program now operates in 130 sites across the country. The purpose of the CDF *Freedom Schools* is to maintain or improve reading proficiency over the summer months. Other program goals include increasing children's love of reading, self-esteem, and generating positive attitudes toward learning. Children are taught using the Integrated Reading Curriculum (IRC), which supports children and families around five essential components.² Three of these components, noted by asterisks, provided the framework for the 2015 evaluation of the program.

- High Quality Academic Enrichment *
- Parent and Family Involvement
- Social Action and Civic Engagement*
- Intergenerational Servant Leadership Development
- Nutrition, Health and Mental Health*

The IRC is delivered in the morning, while afternoon activities and field trips are at the creative discretion of each site. The CDF *Freedom Schools* program is unique in many ways: 1) they are staffed primarily by Servant Leader Interns (SLIs), college students and recent graduates

¹ From Children's Defense Fund:

<http://www.childrensdefense.org/programs/freedomschools/#sthash.ds8ZpgUZ.dpuf>

² Children's Defense Fund, <http://www.childrensdefense.org/programs-campaigns/freedom-schools/>

committed to improving the lives of children; 2) they promote a multi-cultural curriculum that reinforces non-violent resolution and cooperation; and 3) they begin each morning with “*Harambee*,” which brings children, staff, parents, and community members together to celebrate themselves and each other. Harambee is a 30-minute activity in which scholars, staff, and guests sing motivational songs, cheers and chants, hear a reading related to the day’s focus, and share a moment of reflection. Harambee emanates from African cultures and involves a series of positive cheers and chants that are self-affirming. In some of the school sites, the cheers and chants are done in both English and Spanish. The CDF *Freedom Schools* theme is “*I can make a difference in myself, my family, my community, my country and the world.*”

EVALUATION OF CDF *FREEDOM SCHOOLS* IN LOS ANGELES COUNTY’S SECOND DISTRICT

This 2015 report is the sixth annual evaluation report of the Second District CDF *Freedom Schools* program in Los Angeles County. The evaluation was conducted at seven sites, five of which were affiliated with Read Lead under the direction of Cassandra Chase. First New Christian Church once again sponsored a CDF *Freedom School* under the leadership of Reverend Norman Johnson. Finally, Community Coalition’s school, directed by Aurea Montes-Rodriguez, focused on scholars in transition from junior high to high school and from high school to college.

EVALUATION METHODS

EVALUATION DESIGN

The evaluation was designed and implemented collaboratively by researchers at Vital Research and the University of California, Los Angeles School of Education's - Black Male Institute. The 2015 CDF *Freedom Schools* in Los Angeles County's Second District were evaluated using a longitudinal (pre- and post-) multi-method (quantitative and qualitative) process and outcome design comparing data sources from scholars, SLIs, and site coordinators. Key program leaders from CDF-CA and the Los Angeles County Second District deputy overseeing the program provided background information.

INSTRUMENTS

Scholar and Staff Pre- and Post-Surveys

As in previous years, scholar and staff surveys were revised and utilized to understand experiences and outcomes associated with CDF *Freedom Schools* in the Second District. The surveys were initially developed for the 2010 evaluation (Year 1) and have been refined every year. This year, parent surveys were not conducted, and open-ended questions were eliminated from all the surveys. Qualitative data were obtained from Focus Groups and interviews only. Also in 2015, the Attitudes Toward Reading component of the survey was expanded to incorporate some questions from other reading attitude surveys in the literature. A description of each survey instrument is shown in Table 1, and actual survey questions for scholars and staff can be found in Appendix A.

TABLE 1. CDF *FREEDOM SCHOOLS* 2015 SURVEY COMPONENTS

SURVEY CONTENTS	SCHOLARS		STAFF	
	Pre	Post	Pre	Post
Training & Support			✓	✓
Reading Attitudes and Behaviors	✓	✓		✓
Rosenberg Self-Esteem ³	✓	✓		
Self Confidence	✓	✓		
Leadership ⁴	✓	✓		
Perceived Program Effectiveness		✓		✓
Overall Satisfaction		✓		✓

Scholar Reading Achievement

The Basic Reading Inventory (BRI) is an individually administered formal reading assessment used to help gather information for instructional decision making in reading⁵. The assessment was conducted under the auspices of CDF. All of the schools recruited testing coordinators who were trained by CDF to sample scholars and administer selected components of the BRI. CDF reported the instructional level achieved by each scholar pre and post, which is the grade equivalent level at which the student can make maximum progress in reading with instructional guidance. A total of 180 scholars completed BRI assessment at the beginning and end of the CDF *Freedom Schools* term.

Focus Groups and Interviews

The purpose of scholar and SLI focus groups was to gain a more in-depth and introspective account of how scholars and staff described and made meaning of their CDF *Freedom Schools* experience. In addition, focus groups were designed to provide insight into critical information that scholars and staff took away from the program. Staff members were also asked to share what challenges they experienced, if any, and what they enjoyed most about working with CDF *Freedom Schools*. The discussion guide for the focus groups and the semi-structured questions asked of site coordinators can be found in Appendix B.

³ Levels III and IV only

⁴ Levels III and IV, for Community Coalition only, because the site has a strong leadership focus

⁵ Johns, Jerry. L. (2012). *Basic Reading Inventory: Pre-Primer through Grade Level and Early Literacy Assessments, 11th Edition*, Kendall Hunt Publishing, Inc.

SAMPLING PLAN AND SAMPLE

Of the 538 enrolled scholars, 454 provided pre surveys for the evaluation (84%). The total number of matched pre-post surveys available for analysis was 273 (60% of pre-survey scholars, and 51% of enrolled scholars), due to attrition, vacation, and absences. Table 2 shows the number of scholars by school. The two largest schools, Read Lead Lynwood and Community Coalition, also had the highest percent of scholars who completed both surveys. In four of the seven programs, fewer than 50% of enrolled scholars completed both surveys (Fremont, Compton, Community Coalition, and First New Christian Fellowship).

TABLE 2. MATCHED SCHOLARS BY SCHOOL

SCHOOL	INITIAL ENROLLMENT	PRE-POST MATCHED N	PERCENT
Read Lead- Carson	60	36	13%
Read Lead- Lynwood	100	59	21%
Read Lead- Los Angeles	60	46	17%
Read Lead- Fremont	30	13	5%
Read Lead- Compton	70	32	12%
Community Coalition	120	58	21%
First New Christian Fellowship	98	29	11%
TOTAL	538	273	100%

A total of 72 staff completed a pre-survey and 69 completed a post-survey. Staff surveys were anonymous and could not be matched, but were analyzed as cross-sectional data. Across the seven Second District sites, focus groups were conducted with 100 scholars, 29 SLIs and 7 site coordinators, as shown in Table 3.

TABLE 3. SAMPLE OF STAKEHOLDERS PARTICIPATING IN FOCUS GROUPS AND INTERVIEWS

SCHOOL AND DESCRIPTION	SCHOLARS	SLIS	SITE COORDINATORS
Read Lead Compton Levels I-III	22	6	1
Read Lead Fremont Level III, all male	12	3	1
Read Lead Carson Levels I-III	16	5	1
Read Lead Lynwood Levels I-III	12	4	1
Read Lead Los Angeles Levels I-III	11	3	1
First New Christian Fellowship Levels I-IV	14	4	1
Community Coalition Levels II-IV	13	4	1
Total	100	29	7

PROCEDURES

Pre- and post-surveys were administered to scholars and SLIs in their classrooms during the first and last weeks of the program. Site administrators, primarily program directors and site coordinators, present on the day of data collection were provided with surveys, and research assistants picked up their completed surveys at the end of the day.

During the last two weeks of the school session, facilitators conducted focus groups with a cross section of scholars from Levels I – IV (four to five scholars per group). SLI focus groups were conducted with three to five staff per site. Site coordinators had one-on-one interviews with facilitators.

DATA ANALYSIS

All quantitative data were analyzed using the Statistical Package for the Social Sciences (*SPSS 21.0*). Data were categorized into positive (satisfied and very satisfied, certain and very certain, or agree and strongly agree) or negative responses (dissatisfied and very dissatisfied, uncertain and very uncertain, or disagree and strongly disagree) and descriptive statistics were computed. For scholars whose pre-post data were matched, statistical comparison was conducted using

the chi square statistic, paired t-tests, or, for statistical comparison of schools, Analysis of Variance (ANOVA).

All audio-taped focus groups and interviews were transcribed verbatim and were content analyzed, themed, and organized for reporting by school.

EVALUATION RESULTS

Scholar and staff processes and outcomes are organized into the following sections:

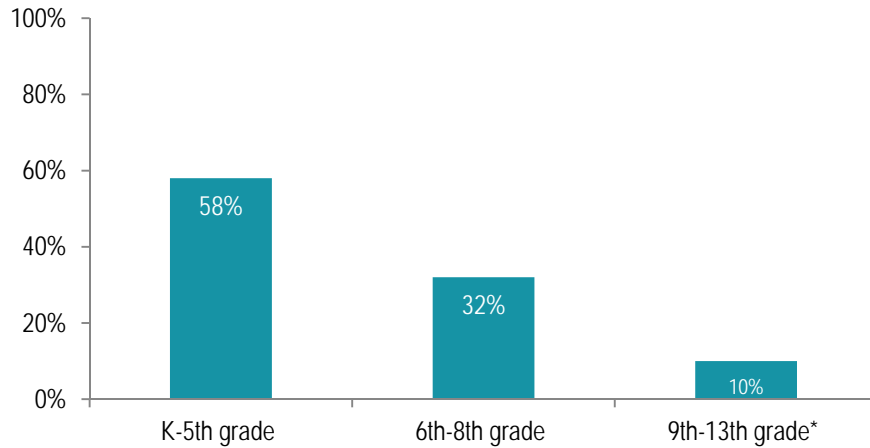
- Demographics
- Staff Training and Preparation
- Harambee
- High Quality Academic Enrichment
- Reading Achievement
- Social Action and Civic Engagement
- Health and Mental Health

DEMOGRAPHICS

Scholars

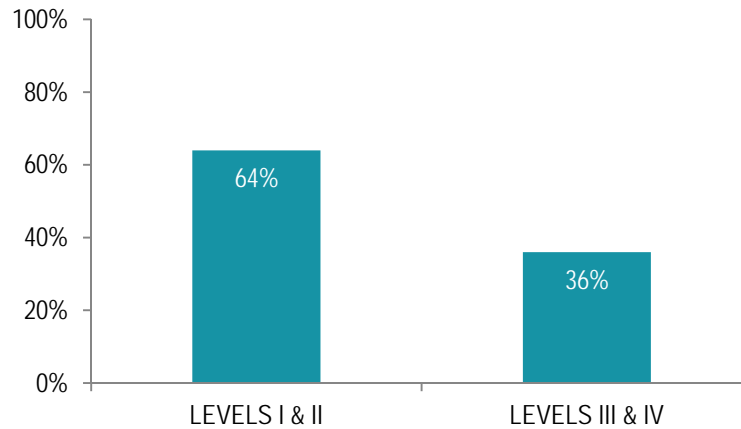
Scholars ranged in age from 4 to 18 years, with a median age of 10.5 years. More than half of scholars were in grades K-5 (58%), and another one-third in grades 6-8 (32%), as shown in Figure 1. Two scholars attended post-secondary school (grade13). CDF *Freedom Schools* requires a 10:1 scholar to SLI ratio per classroom and groups scholars into four levels of instruction: Level I, grades K-2; Level II, grades 3-5; Level III, grades 6-8; and Level IV, grades 9-12. Nearly two-thirds of scholars (64%) were in Levels I and II (grades K-5), as shown in Figure 2. The all-male program of Read Lead at Fremont School served only Level III scholars. The only two programs serving Level IV scholars were Community Coalition, with 40 enrolled Level IV scholars, and First New Christian Fellowship, enrolling eight Level IV scholars.

FIGURE 1. SCHOLAR GRADE LEVEL



*Two scholars were post-secondary; 1%

FIGURE 2. SCHOLAR LEVEL OF INSTRUCTION



As shown in Table 4, over half of the scholars identified as African American/Black, and 15% identified as Latino/Hispanic. Fifteen percent indicated they were multiracial, with only 1% identifying as Caucasian. Because of the prevalence of scholars in Levels I and II, 10% indicated that they did not know their race or ethnicity. By school, four schools had predominately African American scholars (First New Christian Fellowship, and three Read Lead sites (Carson, Los Angeles, and Compton). Read Lead Fremont was predominantly Latino, and two sites (Community Coalition and Read Lead Lynwood) had a 2:1 ratio of African American to Latino scholars. Approximately 15% of scholars at each site self-identified as multi-racial. Overall, there were about equal percentages of females (51%) and males (49%) in the program.

TABLE 4. MATCHED SCHOLARS' RACE/ETHNICITY

RACE/ETHNICITY	N	PERCENT
African American	157	59%
Latino/Hispanic	40	15%
More than one race	39	15%
Caucasian	3	1%
Don't know	27	10%

Staff

Table 5 displays staff ethnicity/race on pre- and post-surveys. Like the scholars, the majority of staff members on pre- and post-surveys were African American, with Latinos being the next largest group.

TABLE 5. STAFF RACE/ETHNICITY ON PRE AND POST SURVEY

RACE/ETHNICITY	PRE-SURVEY (N=67)	POST-SURVEY (N=69)
	PERCENT	PERCENT
African American	66%	64%
Latino/Hispanic	24%	23%
White/Non-Hispanic	1%	3%
Multi-ethnic	8%	1%
Asian	1%	--
Other	--	9%

In contrast to scholars, whose gender was balanced, the majority of staff who completed pre- and post-surveys were female, 70% and 65% respectively.

Almost three-quarters of staff who completed both the pre- and post-survey were SLIs, as shown in Table 6. Staff members participated in the survey proportionally from each school site.

TABLE 6. STAFF ROLE ON PRE AND POST SURVEY

STAFF ROLE	PRE SURVEY (N=69)	POST SURVEY (N=65)
	PERCENT	PERCENT
Administrator (Executive Director, Project/Program Director, Site Coordinator, etc.)	26%	26%
SLI	74%	74%

STAFF TRAINING & ROLE PREPARATION

Training

Preparation for Children’s Defense Fund *Freedom Schools*® (CDF *Freedom Schools*) begins each year with training. There were three training phases in 2015, pre-national, national, and post-national. A preponderance of SLIs who completed surveys had attended the national training (85%) and the local pre-national training, with fewer attending a local post-national training. The percent of administrators attending trainings was lower overall than that for SLIs, with about a quarter of administrators attending no trainings (see Table 7). However, 76% of administrators (and 29% of SLIs) had two or more years of experience in Freedom Schools. Thus it could be argued that some administrators (and a few SLIs) did not need training. Of staff members with a year or less experience, six administrators (from Community Coalition, Read Lead Lynwood, and Read Lead Compton) and four SLIs (from First New Christian Fellowship and Community Coalition) did not attend national training. Five administrators and 16 SLIs with a year or less experience did not attend the pre-national training, from the same program sites and also from Read Lead Lynwood and Read Lead Compton. From three to 25 staff members per site attended a post-national training, except for Read-Lead Carson, which had no attendees among survey respondents, suggesting that perhaps that site did not hold a post-national training. It is possible that some staff members were late hires and thus did not participate in formal training as prescribed.

TABLE 7. TRAINING ATTENDED BY STAFF

	Percent of Administrators*	Percent of SLIs*
Local pre-national training	51%	74%
National training	54%	83%
Local post-national training	34%	46%
Did not attend any training	23%	3%
* Percents sum to more than 100% because staff could attend more than one training		

Along with supervision, training is an important element of maintaining fidelity to the CDF *Freedom Schools* model and maximizing its effectiveness, so it is of concern that some staff with little or no experience did not report attending training.

Pre-National Training

Staff was invited to join a pre-training session originally designed to orient new SLIs to the upcoming one-week national training. There were both plenary sessions and breakout sessions during the one-day training. New SLIs were exposed to experienced SLIs (Ella Baker Trainers), and everyone received background materials and references to review before national training. As in 2014, orientation included the purpose and importance of evaluation for the program.

For the 2015 program year, 57 of those who attended the pre-national training also completed a separate training evaluation related to satisfaction with and preparedness for implementing the program. The pre-national training evaluation form can be found in Appendix C. The majority of respondents were SLIs (63%). A little over half of the respondents were female (58%). The majority of respondents were African American and Latino/Hispanic (34% each), followed by 16% White/Non-Hispanic; 9% Multi-Racial; 4% Asian and 3% other.

All of the trainees were satisfied with the quality of training received and with the help and support received at the training. Additionally, all were satisfied with the quality of curriculum materials provided and all but one was satisfied with the explanation of materials throughout the training. Trainees also rated their confidence in performing several work-related tasks. For example, how confident they felt to conduct their responsibilities for CDF *Freedom Schools*, deliver the Integrated Reading Curriculum (IRC), work with and energize scholars. Ninety-six percent of the trainees felt confident in their preparation to fulfill their responsibilities at the end of the pre-national training.

National Training

Annual national training takes place at Haley Farm, located near Knoxville, Tennessee. The purposes of national training are to ensure knowledge of the Integrated Reading Curriculum (IRC) and the rationale for its implementation; to understand the context and philosophy of CDF *Freedom Schools*; to commit to its focus on serving underserved communities; and to review national children's issues and disparities, this year focused on "Ending Child Poverty."

The tracks offered this year were the beginner, intermediate (second year training), advanced (third year training), site coordinator, and, for the first time this year, a juvenile justice track for those serving CDF *Freedom Schools* within youth probation camps. Among the plenary information sessions, child poverty and the national plight of boys and men of color were offered.

Post-National Training

Post-national training was conducted on a site-by-site basis. Based on reporting of attendance at post-national training, it appears that all except Read Lead Carson offered this site-specific orientation.

On pre- and post-surveys, staff was asked about the quality, helpfulness, and understandability of the training and curriculum materials provided. SLIs were highly satisfied with training, rating national training the highest among the three training opportunities. Their assessment of training quality diminished little after facilitating their classrooms for six weeks (see Figure 3). Administrators rated pre-national training the highest and after the six-week session, their assessment of training quality diminished noticeably for both pre- and post-national training (see Figure 4). This suggests that given program experience, they may have wanted training to provide something more or different for them. Their satisfaction with national training, however, was high and stable across the six weeks.

FIGURE 3. SLI TRAINING SATISFACTION SCORE PRE & POST

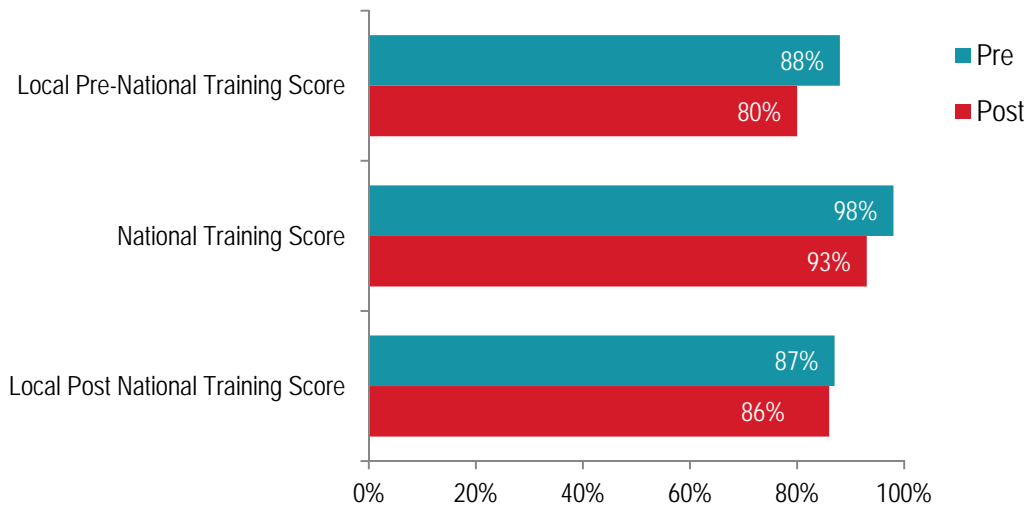
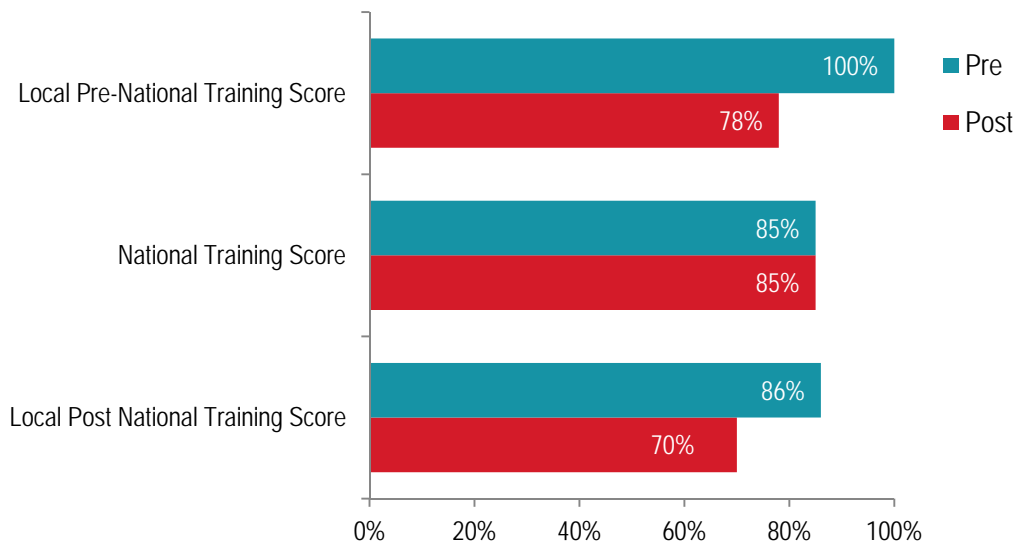


FIGURE 4. . ADMINISTRATOR TRAINING SATISFACTION SCORE PRE & POST

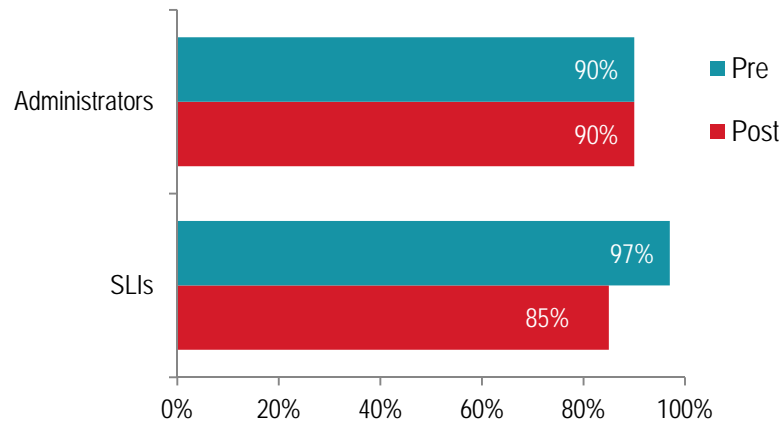


Role Preparation

On pre- and post-surveys, staff was asked about role understanding, preparation to meet job responsibilities and to meet scholar needs. As shown in Figure 5, the composite preparedness score was high and stable (90% satisfied) among administrators, but SLIs, in retrospect, felt a bit less prepared, retrospectively (97% pre and 85% post). Specifically, SLIs who completed the post-survey felt less prepared to meet the needs of scholars with learning disabilities, (73%

compared to 87% on the pre survey) and behavioral challenges (73% compared to 96% on the pre-survey).

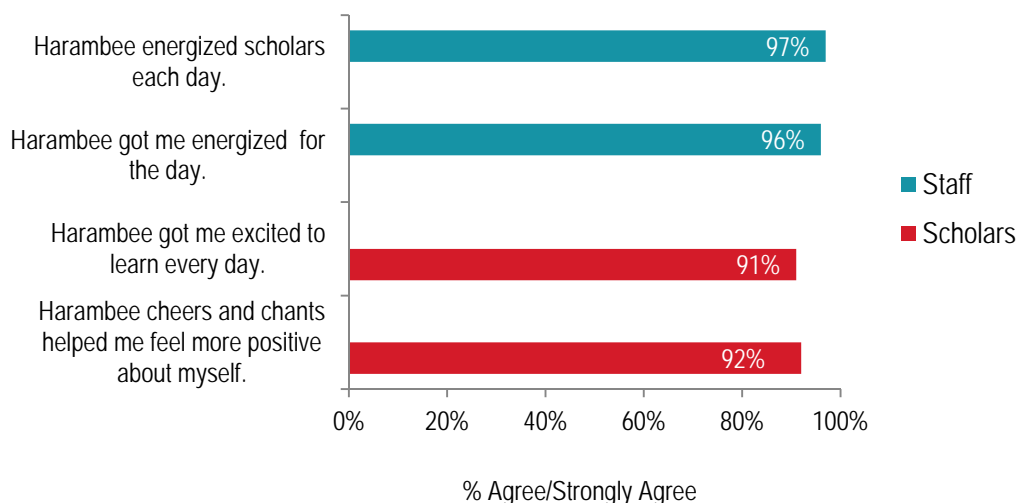
FIGURE 5. STAFF PREPARATION COMPOSITE SCORE PRE & POST



Harambee

As mentioned in the overview of CDF *Freedom Schools*, Harambee is a cultural element introduced into the existing cultural layers of schools. Results of specific Harambee survey questions are shown in Figure 6, plotting the percent of scholars and/or staff who answered Agree or Strongly Agree to each question. The majority of scholars and staff endorsed Harambee as a healthful activity. The only program site rating Harambee below 85% was Read Lead Lynwood, about 75% of whose scholars endorsed the two questions about Harambee’s effect on them. Focus group comments from Lynwood scholars didn’t reveal feelings underlying the lower ratings.

FIGURE 6. POST-SURVEY RESPONSES FROM SCHOLARS REGARDING HARAMBEE



In focus groups and interviews, Harambee was considered a highlight of the program by scholars, SLIs, and site coordinators. Examples of scholar comments about Harambee follow.

- *“Freedom School is a great way to get out there and to get out of your comfort zone because we can do cheers and chants and stuff like that.” (Compton)*
- *“I think Harambee is just amazing. It lets all your frustrations out and you become in a better mood.” (Carson)*
- *“It makes me feel happy and eager to learn.” (Carson)*

Overall, the scholars contended that the Harambee experience also contributed to their confidence and competence in reading. As several commented:

- *“It makes me feel encouraged and empowers me.” (Carson)*
- *“It helps me feel like I can do anything, so I want to read more” (Carson)*
- *“Harambee makes me feel great. Nothing can scare me. It makes my heart come out.” (Lynwood)*

In addition to confidence and competence, the scholars also mentioned that the ability to move and dance made the process enjoyable, fun, and exciting:

- *“You do a lot of moving and when we move it’s like exercise and we are getting energy for the day that we are going to have at Freedom Schools.” (Los Angeles)*
- *“Harambee makes me feel nice inside.” (Los Angeles)*

Scholars also discussed how on days when they were not feeling at their best, Harambee became a “pick me up” or motivating source of inspiration:

- *“It helps me feel more confident and helps me smile when I am mad.” (Los Angeles)*
- *“The song ‘Something Inside’ makes me express myself. It makes me sad, it makes me proud and it makes me cry because that song, it’s just the best song.” (First New Christian Fellowship)*
- *“I feel like Harambee is good because no matter what I am going through, I will step out of my comfort zone so that I am not left out when everyone is doing all the movements.” (Community Coalition)*

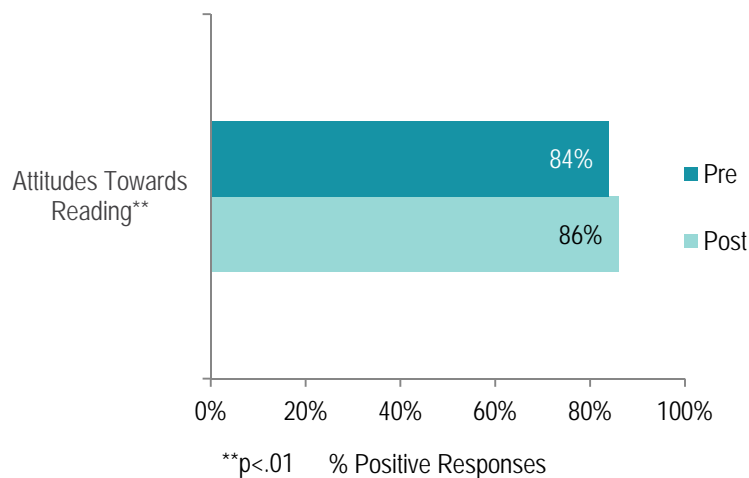
One scholar disagreed with his peers: *“Harambee sometimes makes me feel bored.” (Los Angeles)*

HIGH QUALITY ACADEMIC ENRICHMENT

Reading Attitudes and Behaviors

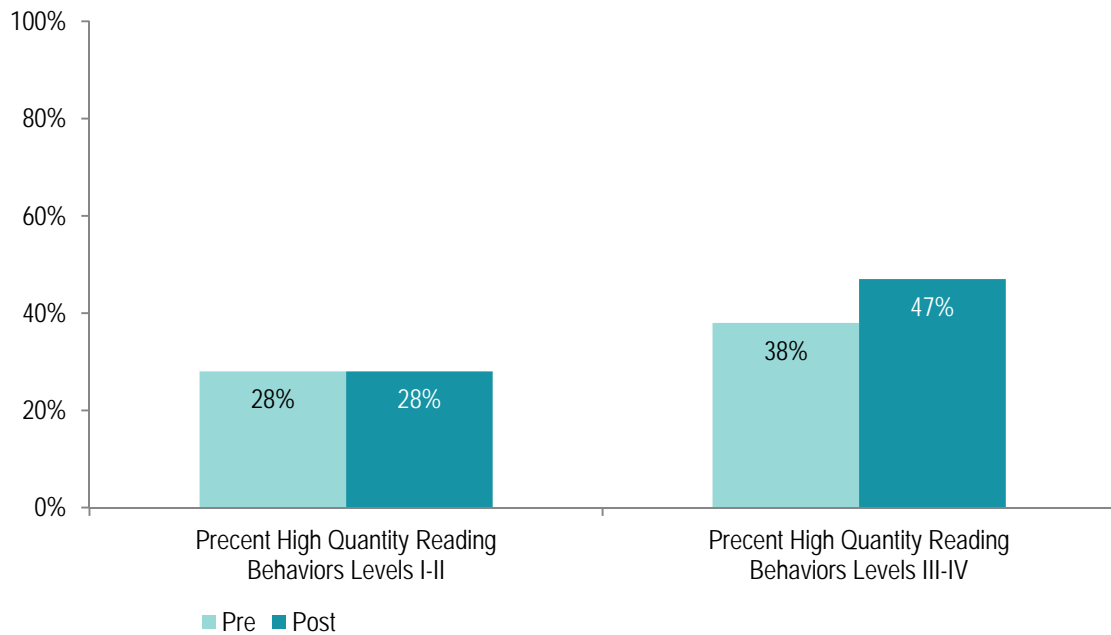
A composite score made up of 13 items about attitudes toward reading, indicated that 86% of scholars held positive attitudes (i.e., they agreed or strongly agreed with positive attitude statements). Pre- and post-survey comparison shows that scholars entered the program with positive attitudes toward reading, and significantly increased their positive attitudes by the program’s conclusion.

FIGURE 7. SCHOLAR COMPOSITE POSITIVE ATTITUDES TOWARDS READING



The reading behaviors score is a composite of how often scholars read in their free time and how often they are read to by someone (Levels I-IV). For Levels III and IV scholars, a third behavior question is included: “How many books have you read in the past month?” Levels I and II results, shown on the left in Figure 8, indicate the percentage of scholars who read or are read to four or more times per week, while Levels III-IV results, shown on the right in Figure 8, illustrate the percentage of those who read five or more books in the last month and who read or were read to 5 or more times per week. The percentage increased significantly for Levels III and IV scholars from 38% to 47%, but did not change significantly for Levels I and II scholars.

FIGURE 8. SCHOLARS READING BEHAVIORS



By school, significant improvements were seen in reading attitudes at Fremont from pre to post, as well as reading behaviors at First New Christian Fellowship, as shown in Figures 9 and 10, respectively.

FIGURE 9. SCHOLARS' POSITIVE READING ATTITUDES BY SCHOOL

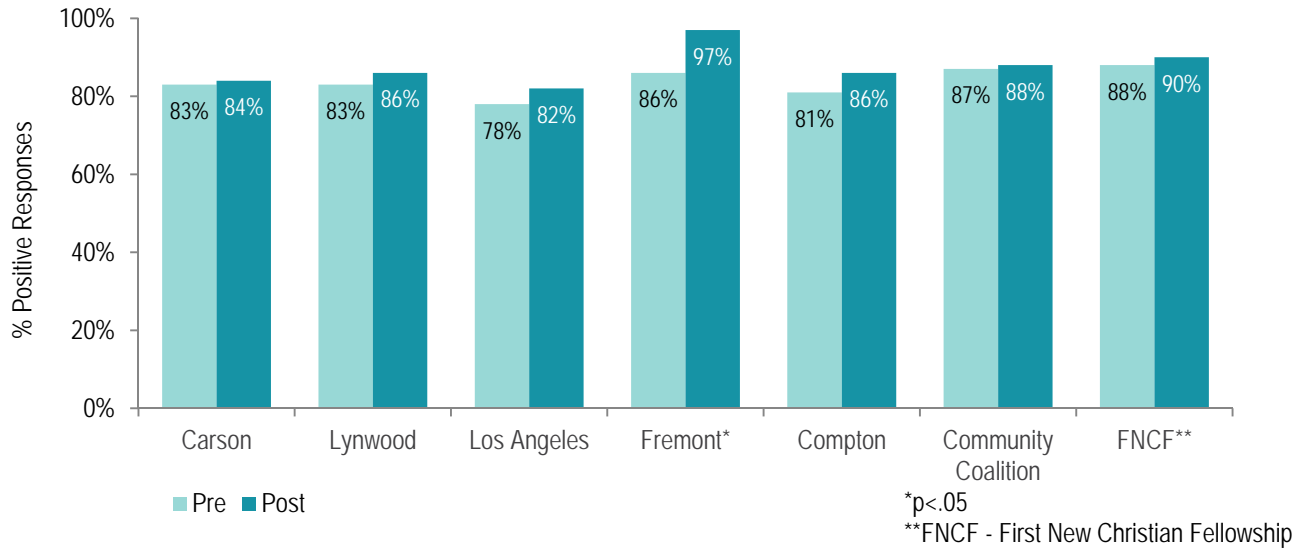
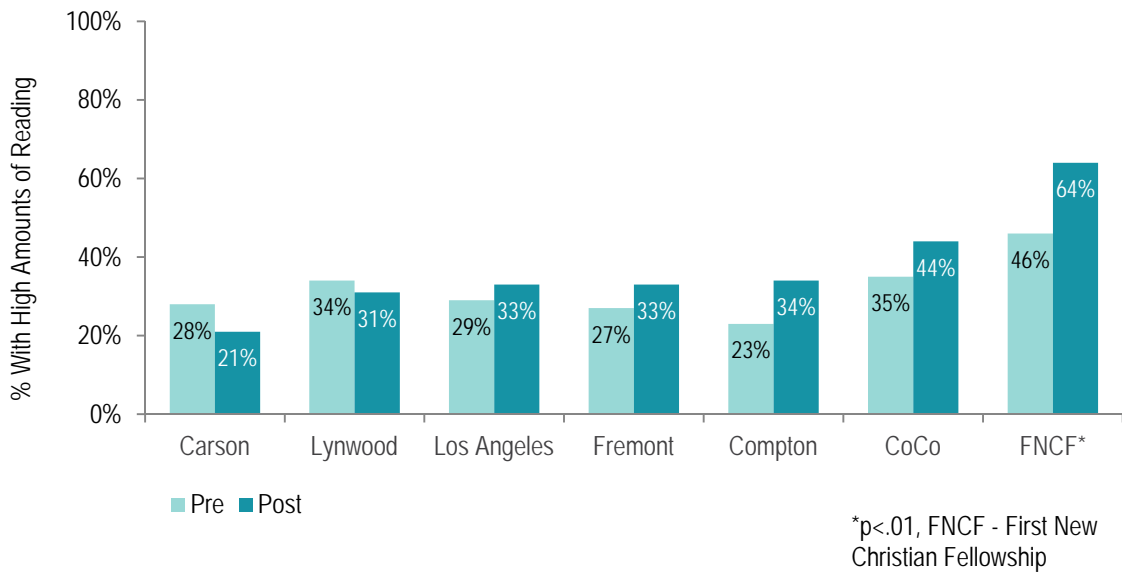


FIGURE 10. SCHOLARS' READING BEHAVIOR BY SCHOOL



Scholars, SLIs, and site coordinators said a great deal about the academic enrichment they experienced at CDF *Freedom Schools*.

Scholars

- *“The [SLIs] motivated me to read more.” (Fremont)*
- *“The [SLI] helped me by teaching me how to read more books and teaching me new words from the word wall.” (Fremont)*
- *“[SLIs] helped us with learning in a fun way.” (Fremont)*

In addition to scholars stating the program assisted with their reading, a number talked about how the cultural responsive of the books increased their interest in reading, and the frequency that they participated in reading:

- *“Now whenever I finish a book, I just want to go off and finish another book.” (Fremont)*
- *“All the books that we’re reading kind of like reflect on what we’re doing in real life. It gives you confidence.” (Fremont)*
- *“I didn’t read a lot because I didn’t like it but Freedom School has changed me. Now I read at home.” (Carson)*
- *“It is making me participate more in the activities and I don’t even like reading.” (Lynwood)*
- *“It helps me understand the readings better because I used to not be able to understand what I’m reading as much as I do now.” (Lynwood)*

At Read Lead Los Angeles, the program served to bring a level of confidence to scholars. They enjoyed reading chapter books. Several of the scholars made comments such as the following:

- *“Freedom School helped me with my reading because when I was reading I was reading slow. Freedom School helped me read fast by making me read a lot of new books. (Los Angeles)*
- *“It makes me want to read more books.” (Los Angeles)*
- *“It gives me a better understanding of books.” (First New Christian Fellowship)*
- *“I will try to push more into reading at a higher level because reading is good for you and I think that it will make school better” (Community Coalition)*
- *“It helped me and encouraged me to read more historical fiction books” (Community Coalition)*

It should be noted that not all the scholars had positive reactions to the program and reading, as noted by these few comments about lack of interest:

- *“I don’t like reading all day, it gets boring.” (Compton)*
- *“I don’t like that we only read and write. I want to learn other subjects. (Compton)*

- *“I wish my SLI would get better books for us to read.” (Community Coalition)*

SLIs

The SLI’s comments about the scholars’ reading seem to suggest that CDF *Freedom Schools* was having a positive influence on scholars’ interest, effort, and ability in reading:

- *“When they first started reading, they were afraid to read because their confidence level was low, but now they are actually fighting to read.” (Compton)*
- *“A lot of parents call and I would say that over 75% of them are telling me that their kid is starting to read at home. That’s how I know we are doing something. They are taking their free time when they’re not in school to actually read. So I feel that they’re improving.” (Fremont)*

Other SLIs added the following statements:

- *“The kids are learning a variety of techniques to gain a better understanding of their reading capabilities. They are not as shy and are able to work as a team with individuals that are all new to them.” (Fremont)*
- *“Over the course of the week I could see the kids getting engaged in the literature.” (Fremont)*
- *“I love the IRC, the whole curriculum, the messages, the weekly themes, the books, and I love how they all intertwine.” (Carson)*
- *“This program becomes an intrinsic motivation for these scholars to become lifelong readers.” (Lynwood)*
- *“The scholars can really relate to the experiences of the characters in the books that they are reading.” (Lynwood)*

The SLIs at Read Lead Los Angeles talked about how they observed an increase in both the participation levels of the scholars and their willingness to even try to participate.

- *“They were more willing to read after a few weeks.” (Los Angeles)*
- *“They improved on getting used to reading being a habit and the first week they just couldn’t stand reading and now they just do it and get it out of the way.” (Los Angeles)*

SLIs at First New Christian Fellowship observed the scholars improving in their reading throughout the program, which also came with a boost in scholars’ confidence levels.

- *“When it first began everyone in class wasn’t really comfortable with reading out loud in front of people. Now everyone pretty much goes around the room and reads a page without me really having to force the issue.” (First New Christian Fellowship)*
- *“One of my students couldn’t even read one full page and now he’s reading at least two or three with flying colors.” (First New Christian Fellowship)*

One of the main problems the SLIs at Community Coalition noticed was the scholars’ self-doubt regarding their reading ability. Their reading enthusiasm grew as the program progressed.

- *“There was this feeling of self-consciousness and it’s at the point now where we’re making the scholars feel more comfortable.” (Community Coalition)*
- *“I do think I’ve seen improvement in their enthusiasm about reading, their reading comprehension, and their determination to get through the reading.” (Community Coalition)*
- *“It’s an opportunity to learn and approach the text not as just a bunch of words on a page, but as something that means something.” (Community Coalition)*

Site Coordinators

Site coordinators at each of the locations added observations that were similar to the ones that were made by SLI. Among the comments were:

- *“They are reading more words than when they first got here.” (Compton)*
- *“I see improvement with the scholars’ comprehension skills because the SLIs are taking the time to explain the material so they know the scholars are getting it. The parents tell us that the scholars are at home talking about the books that they have read and are singing the chants and cheers at home.” (Compton)*
- *“I witnessed the progression of the scholars from week one to week six and I am so proud of our scholars. Some scholars were shy at first to read but now they are volunteering to read in class.” (Carson)*
- *“They think more critically. They have changed the way they think.” (Lynwood)*

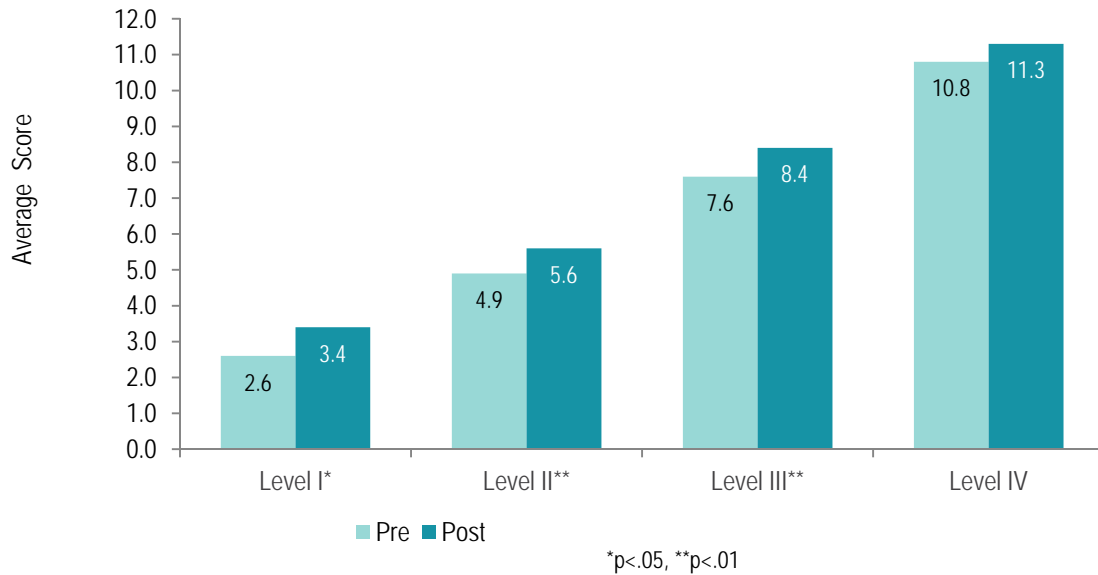
Reading Achievement

Pre- and post- BRI reading assessments were conducted under the auspices of CDF at all seven CDF Freedom Schools⁶. Instructional reading scores, the point at which teachers can start to work with readers for improvement, increased significantly from pre- to post-administration for

⁶ The only years that the evaluation team administered or had access to BRI scores were 2013 (all schools) and 2014.

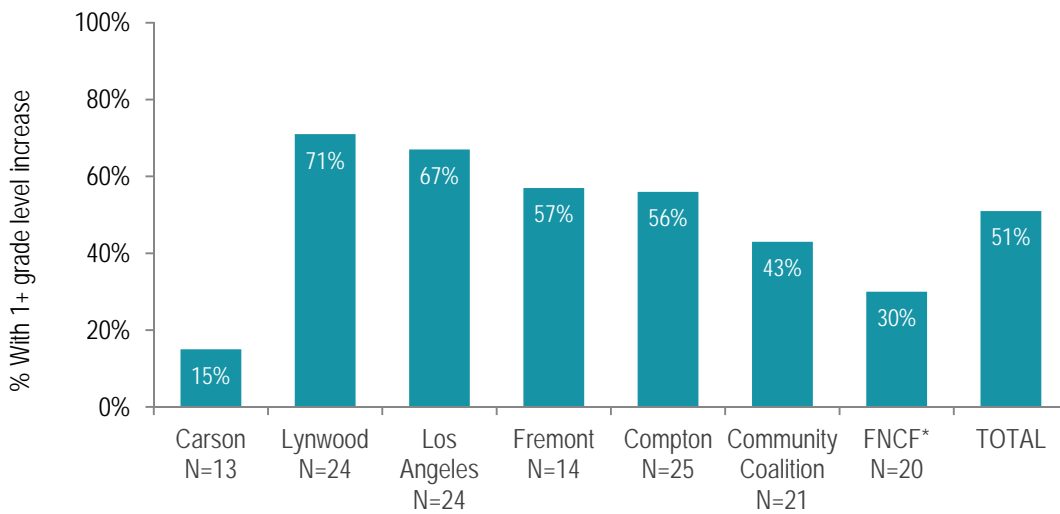
CDF Freedom Schools Levels I-III. The increase observed in Level IV was not statistically significant (see Figure 11).

FIGURE 11. SCHOLAR AVERAGE INSTRUCTIONAL READING SCORE ACROSS LEVELS I-IV



Percent of scholars' instructional reading levels that increased by one or more grade levels are shown in Figure 12, with the number of matched scholars tested at each site. The increases ranged from 15% at Carson to 71% at Lynwood. There are a number of possible explanations for the disparate proportion of improvement at Read Lead Carson that the site coordinator should explore, including 1) small pre-post sample size; 2) Level I scholars already reading above grade level; 3) inaccurate testing methods or scoring by the testing coordinator; 4) a break in fidelity in delivering the IRC among SLIs. This year's average percentage of scholars whose instructional reading levels increased was 51%, which is slightly lower than scholar averages in 2013 (62%) and 2014 (64%), due to the performance of the Carson scholars.

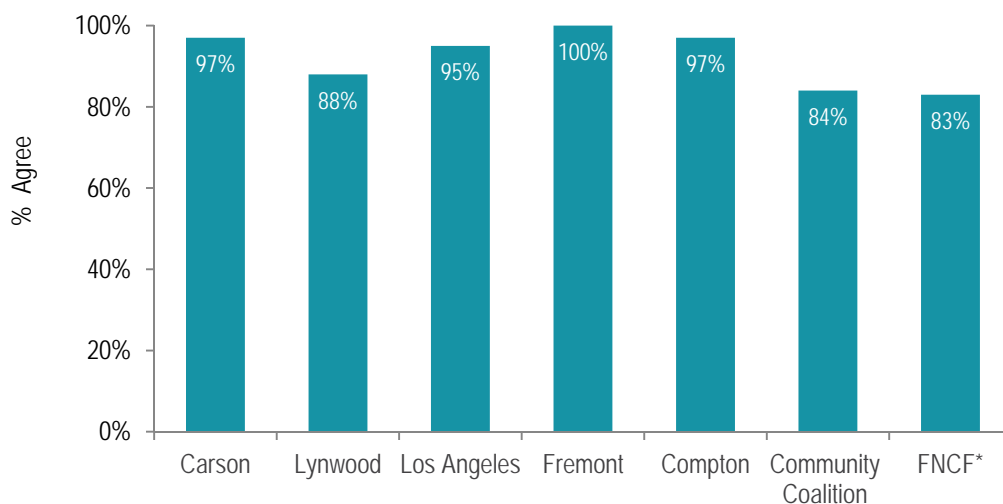
FIGURE 12. BASIC READING INVENTORY SCORES – INCREASE IN INSTRUCTIONAL READING SCORE OF ONE OR MORE GRADE LEVELS, BY SCHOOL



*FNCF – First New Christian Fellowship

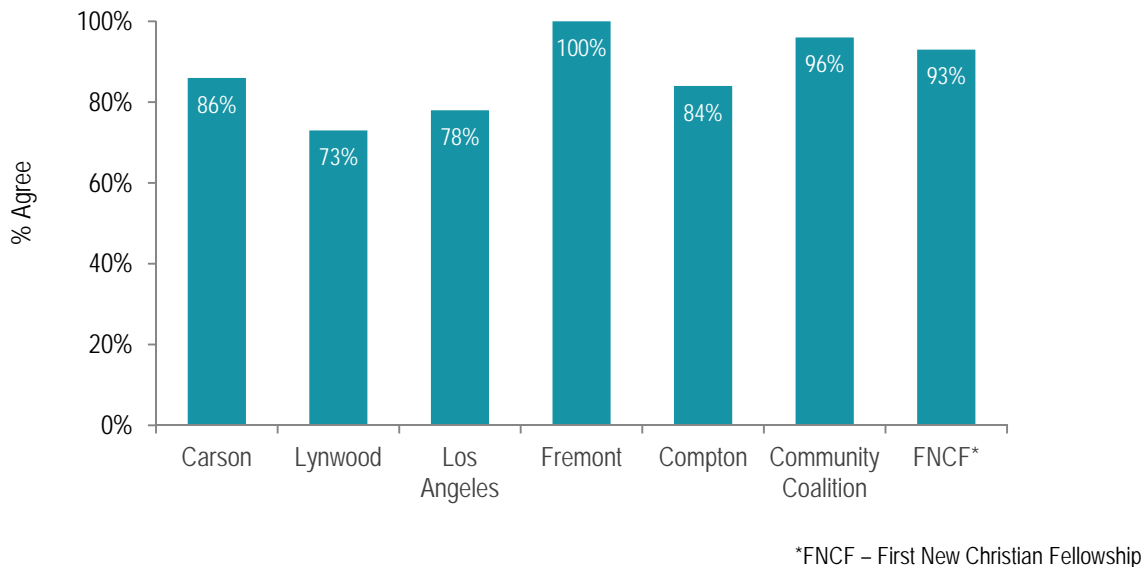
Questions about 1) perceived impact of CDF *Freedom Schools* on reading ability and 2) future helpfulness in school were answered by scholars, yielding very positive results, as shown in Figures 13 and 14. Moreover, in post-surveys, 96% of staff agreed that the program improved scholars’ reading ability, and 97% agreed that CDF *Freedom Schools* will help scholars do better in school next year.

FIGURE 13. SCHOLARS’ PERCEPTION OF READING ABILITY IMPROVEMENT BY SCHOOL



*FNCF – First New Christian Fellowship

FIGURE 14. SCHOLARS' PERCEPTION THAT CDF FREEDOM SCHOOLS EXPERIENCE WILL HELP THEM DO BETTER IN SCHOOL NEXT YEAR



A number of scholars and staff described perceived reading achievement.

Scholars

- *“Freedom School has helped me become a better reader because I’m learning new words.” (Compton)*
- *“Freedom Schools has improved my reading because every year when I come back to school, my reading level is higher.” (Carson)*
- *“When I first came here, I was not so good at reading but I started getting more advanced, so I was able to go to a higher class. It gave me the challenge and I started to read more, started participating and interacting with other people.” (First New Christian Fellowship)*
- *“I think my reading has gotten faster and better.” (Community Coalition)*
- *“I feel like it has helped me become a better reader because it’s gotten me more engaged and involved in my community and the reading has actually benefitted me and I hope to pass it down to my siblings. It helped me expand my mind and my diction.” (Community Coalition)*

SLIs

- “By the end, a lot of these kids are reading at or above their grade level.” (Fremont)

Site Coordinators

- “I think these scholars ... learned ...reading comprehension...” (Carson)

SOCIAL ACTION AND CIVIC ENGAGEMENT

Every summer, CDF selects a theme around which each CDF *Freedom Schools* program is expected to plan and implement social action. The implementation itself may extend for more than a day, and methods of generating community involvement may include anything from the creative arts, such as competitive essays, plays, or informational murals, to enrollment events for children’s health insurance or a convenient immunization clinic. This year’s theme was “Ending Child Poverty,” and the post-survey incorporated specific questions about scholars’ opinions of the project and their intentions for the future. The composite pre-post scores of the Social Action and Civic Engagement questions are shown in Figure 15, indicating degree of community involvement. The change between pre- and post-survey scores was not statistically significant.

FIGURE 15. SCHOLAR CIVIC ENGAGEMENT COMPOSITE SCORE

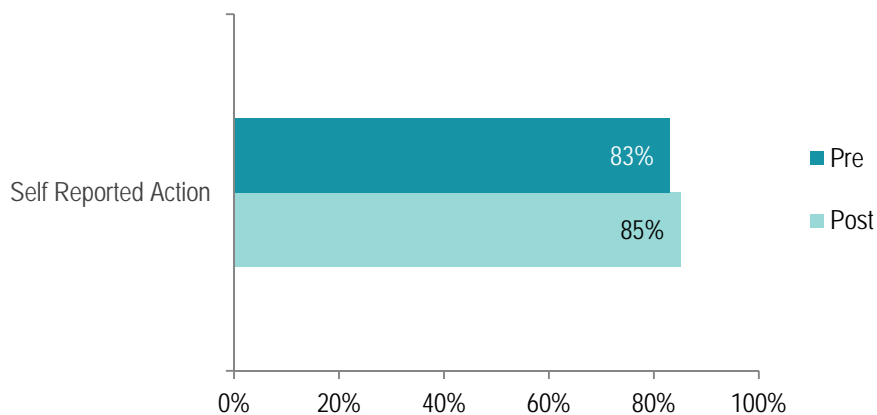
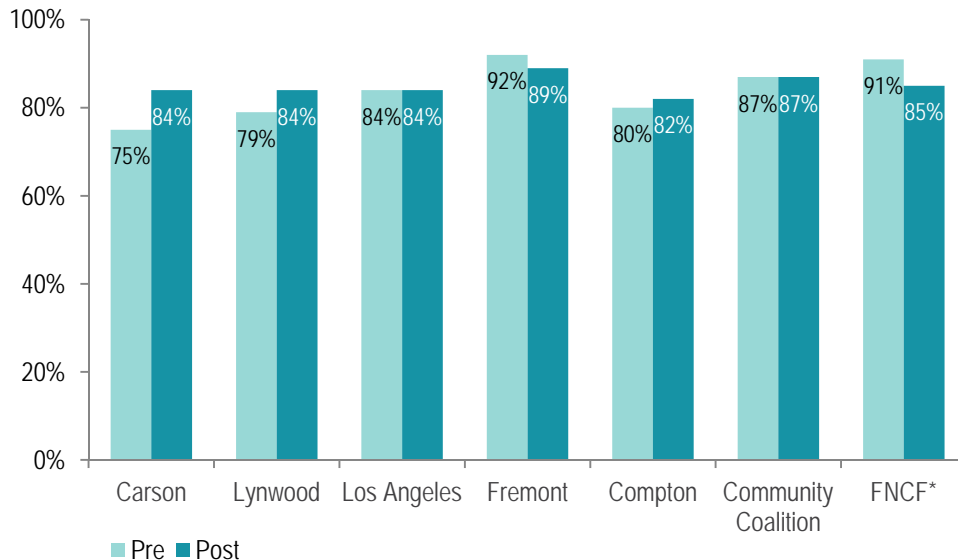


FIGURE 16. SCHOLAR CIVIC ENGAGEMENT COMPOSITE SCORE: SELF-REPORTED ACTION BY SCHOOL



*FNCF – First New Christian Fellowship

Staff surveys also included items pertaining to social action and civic engagement. The majority of staff agreed that the National Day of Social Action was worthwhile (85%) and that scholars showed an interest in giving back to the community (91%). Not surprisingly, all staff agreed that they want to keep helping to end child poverty, and notably, 100% reported that because of CDF *Freedom Schools*, they want to work harder to make a positive change in their community. During focus groups, a few comments emerged about Social Action and Civic Engagement, as follows:

Scholars

- *“When I’m older, I’m going to come back to Freedom Schools and work here.” (Lynwood)*

Scholars at Read Lead Los Angeles felt as if the *Freedom Schools* program had made a difference and changed the way they were looking at the world around them. One scholar remarked:

- *“Our topic is making a difference and before I didn’t care about that kind of stuff, but now there’s problems in the world and I want to help with the problems.” (Los Angeles)*

At Community Coalition the scholars felt that they were learning valuable things in *Freedom Schools*. One scholar said:

- *“Freedom Schools is a program that allows us to speak freely and learn about our culture. For example, in public schools we don’t learn about that history and there are people that actually did things.” (Community Coalition)*
- *“They actually teach us what our schools fail to teach us like about racial history and discrimination and all that stuff.” (Community Coalition)*

SLIs

At Read Lead Fremont all of the SLIs said that they would return to work with the *Freedom Schools* program in the future, suggesting that the program inspired them to embrace child development as a form of civic engagement.

- *“Freedom Schools is a great way to be a part of the community.” (Fremont)*
- *“It really helps the scholars to learn socially as well as academically.” (Lynwood)*
- *“Whenever I go to national training, I feel like it empowers me to go and do more for my community and make a change in the world.” (Los Angeles)*

Site Coordinators

- *“I think these scholars also learned about their culture and how to be involved in the community.” (Carson)*

INTERGENERATIONAL DEVELOPMENT

This CDF *Freedom Schools* objective is traditionally defined as developing a mentoring relationship between adults and the young adult SLIs, as well as setting the stage for SLIs to role model success in education and career launch for scholars. Although, by design, this year’s surveys did not include questions about the CDF *Freedom Schools* goal of Intergenerational Development, scholars and staff commented about all levels of interpersonal relationships. When discussing their experiences with SLIs, scholars at some sites had mixed reactions. Scholars made comments such as:

Scholars

- *“She is so nice and she helps me with my work.” (Compton)*
- *“I like my SLI because he understands what I go through sometimes and I’m very upset. When I don’t want to participate in activities, he comes over and talks to me, which makes me feel better.” (Compton)*
- *“He sees the best in us as students and he motivates us.” (Compton)*

- *“We have mentors that not just try to teach us, they do it in a fun way that we want to learn more about it.” (Fremont)*

Disagreeing with these sentiments, two other scholars said.

- *“They are really rude and I don’t like the way they talk to me.” (Compton)*
- *“I don’t like how the SLIs can be sometimes unfair.” (Compton)*

At Read Lead Carson, one of the things scholars liked the most about the program was the interactions with their SLIs. They felt motivated to learn through their SLIs’ encouragement as noted in the following comments:

- *“She’s smart and she challenges us.” (Carson)*
- *“He’s not strict but he still motivates us to work hard and he asks you to explain the materials so you can think.” (Carson)*
- *“I like when the teachers focus on individuals, rather than on teaching to a big class and they can walk me through the steps.” (Carson)*

The SLIs served as another very important part in the experience for scholars at Read Lead Lynwood. They felt encouraged and supported by the SLIs, making comments such as:

- *“She really motivates us to do things and go out and use our voices to speak.” (Lynwood)*

The scholars at Read Lead Los Angeles wanted more encouragement from their SLIs, with a couple of scholars saying:

- *“My SLI could be more nice.” (Los Angeles)*
- *“They could help get people more hyped.” (Los Angeles)*

The scholars at First New Christian Fellowship mentioned their SLIs often in their interviews.

The SLIs made a lasting impression and connection with them.

- *“My SLI has inspired me to read more than I read right now.” (First New Christian Fellowship)*
- *“My teacher is funny and she’s fair and she’s my best friend.” (First New Christian Fellowship)*

SLIs

At Read Lead Compton, the SLIs praised the program for its effect on scholars and the teamwork it encouraged amongst scholars, but definitely felt that there were some communication gaps between the staff, with communication being unclear; and having to deal with sudden changes to the program without ample time to adapt.

SLIs at Read Lead Carson made the following statements:

- *“I like working with Freedom Schools because it helps people relate to each other.” (Carson)*
- *“It’s hard to instill the Freedom School ways about non-violence and they go home every day and their parents are teaching you if someone does something bad to you, you do it back, no questions asked.” (Carson)*

Site Coordinators

The site coordinator at Read Lead Carson called the program a great thing for scholars and had only one complaint, saying, *“I feel like we need more male SLIs in Freedom Schools.”* The site coordinator at Read Lead Los Angeles was impressed with her staff and how well they adapted to changes as the program was progressing throughout the summer. The site coordinator at First New Christian Fellowship had good takeaways from the program, which is why she has continued to return for three consecutive years. She sees growth in both the scholars and the SLIs.

HEALTH AND MENTAL HEALTH ENHANCEMENT

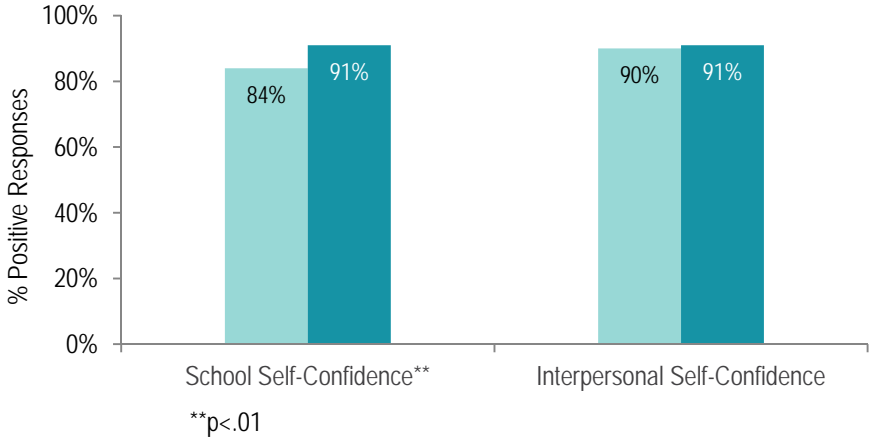
Self-confidence and self-esteem were used as health and mental health indicators. Scholar performance on these indicators is described below.

Self-Confidence

The School Self-Confidence and Interpersonal Self-Confidence⁷ overall scores are shown in Figure 17. School Self-Confidence increased significantly after exposure to CDF *Freedom Schools* (84% to 91%) ($p < .01$) however, interpersonal self-confidence scores did not change significantly.

⁷ These scores come from multiple items selected from outcome surveys used in numerous school program evaluation surveys.

FIGURE 17. SCHOLAR SCHOOL AND INTERPERSONAL SELF-CONFIDENCE



Figures 18 and 19 show results by school, including Community Coalition’s significant improvement in School Self-Confidence.

FIGURE 18. SCHOOL SELF-CONFIDENCE SCORE BY SCHOOL

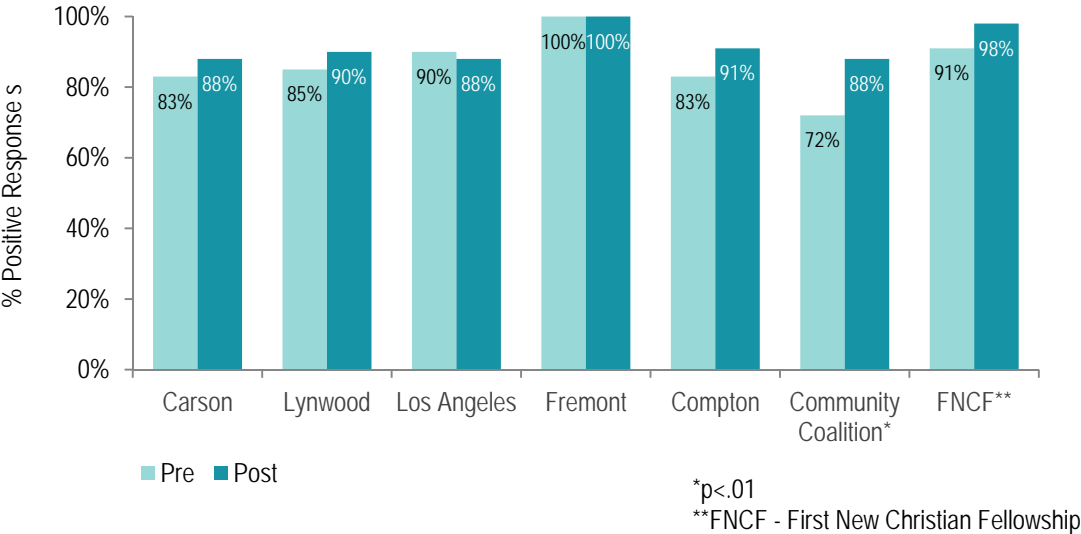
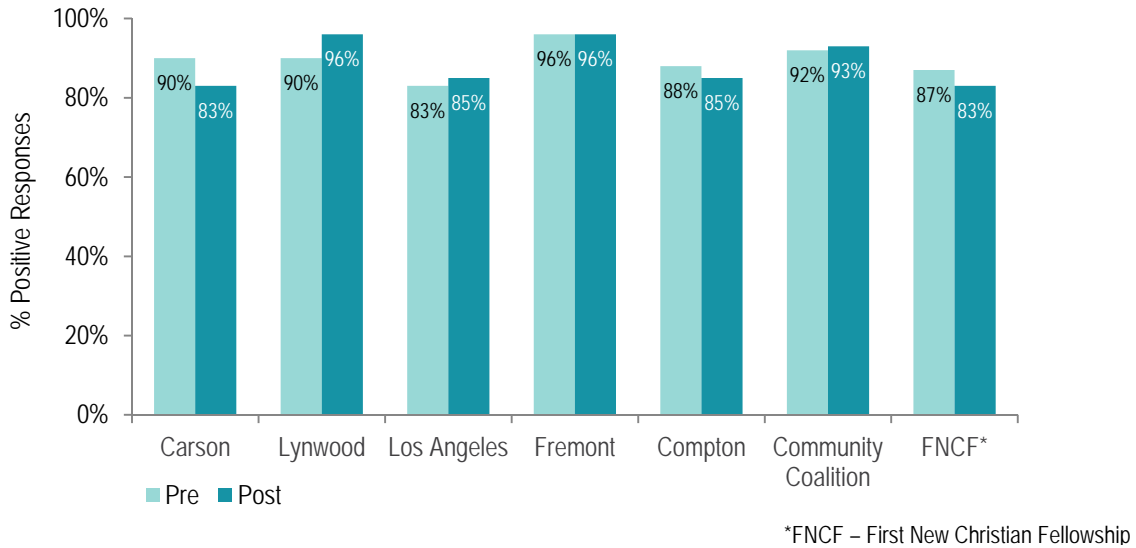


FIGURE 19. INTERPERSONAL SELF-CONFIDENCE SCORE BY SCHOOL

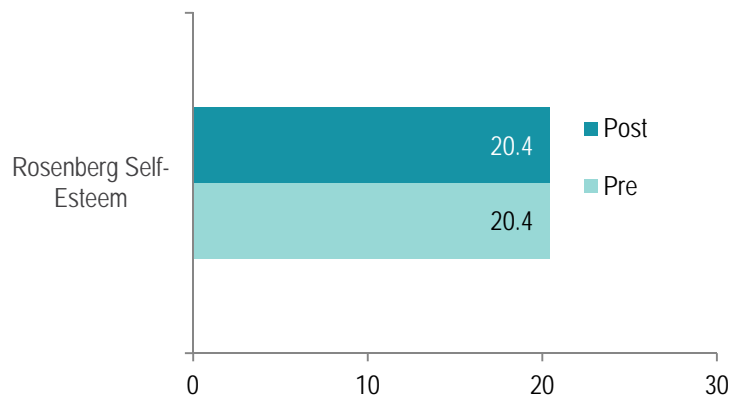


In the area of health and mental health, most staff agreed on post-surveys that CDF *Freedom Schools* offered opportunities for scholars to be physically active (97%), provided healthy food options (90%), and gave scholars a more positive outlook (99%).

Self-Esteem

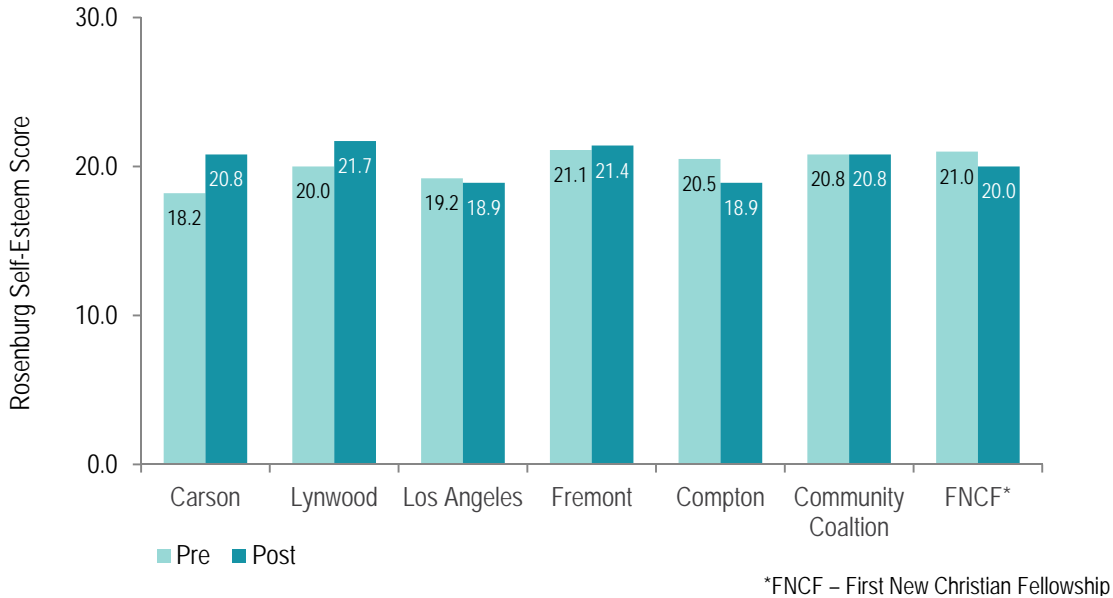
The Rosenberg Self-Esteem Scale (RSE) was used to measure the self-esteem of Levels III and IV scholars. Scores on the 10-item scale range from 0 to 30, with scores between 15 and 25 considered within the normal range, while those below 15 suggest low self-esteem. On average, scholars demonstrated normal levels of self-esteem that did not change significantly during the course of the summer, as shown in Figure 20.

FIGURE 20. SCHOLAR SCORE ON ROSENBERG SELF-ESTEEM SCALE



Similar to the overall pre-post self-esteem scores, there were no significant differences by school (see Figure 21).

FIGURE 21. SELF-ESTEEM BY SCHOOL



Scholars, SLIs and site coordinators made comments, about the mental health benefits of CDF *Freedom Schools*. The topic did not emerge at all sites, and some examples of opinions are shared below.

Scholars

- *“I like Freedom School. It makes me feel good and motivational.” (Compton)*
- *“It makes me feel proud of myself because I know I can do anything I put my mind to.” (Compton)*

SLIs

- *“Freedom Schools is a confidence-builder.” (Compton)*
- *“For me, being able to engage scholars in the whole one-on-one process is key. A lot of kids require a lot of attention and Freedom School makes it possible to give it to them.” (Compton)*

At Read Lead Fremont, SLIs commented that the improvement in the scholars is not just in their reading, but it has gone beyond the classroom. They made remarks such as:

- *“What I like most is seeing the change of perspective of how they view things, especially themselves.” (Fremont)*

The SLIs at Read Lead Fremont said they had constant struggles with behavior that sometimes prevented the scholars from being able to fully participate in all the program had to offer.

- *“We struggle with behavior. Scholars don’t realize it’s a very safe environment because they are not used to that.” (Fremont)*
- *“The biggest challenge is paying attention. Having no technology integrated makes it hard to keep their focus.” (Fremont)*

The SLI observations at Read Lead Lynwood were that the scholars have become more confident and have gained the ability to work with each other throughout the duration of the CDF Freedom Schools program.

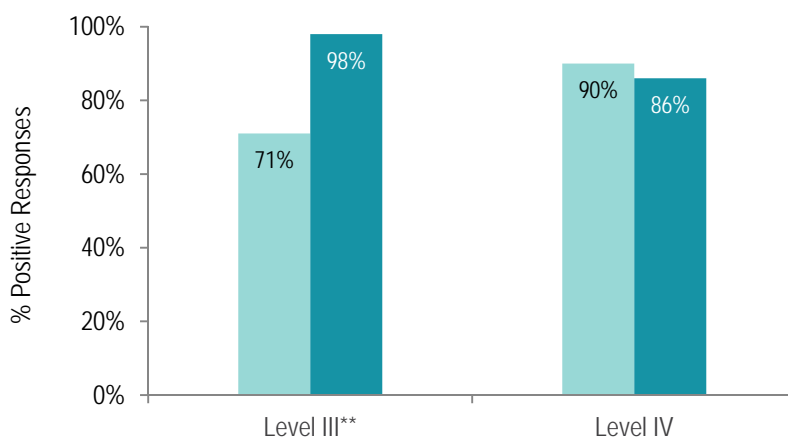
Site Coordinators

The site coordinator at Read Lead Fremont also noted the improvement that he saw over the course of the summer, stating, *“There’s a lot of things that I think have changed since the program has come to Fremont, especially with the males in our program and their respect level, so I think it’s been very good.”*

SCHOLAR LEADERSHIP

At Community Coalition Level III and IV scholars were asked specific items around the area of leadership (e.g., being prepared for high school/college, having the tools to succeed in high school/college, knowing what makes a good leader, being a good leader etc.). Based on pre- and post-survey results, the leadership composite score among Level III scholars significantly improved from pre to post, 71% to 98% respectively, (see Figure 22). Level IV scholars had very high leadership scores on their pre-surveys and were therefore less likely to show a significant increase. Multi-year attendance at Community Coalition may account for the high Level IV scores because the scholars may have been being prepared for leadership since middle school.

FIGURE 22. SCHOLAR COMPOSITE SCORE FOR LEADERSHIP AT COMMUNITY COALITION



**p<.01

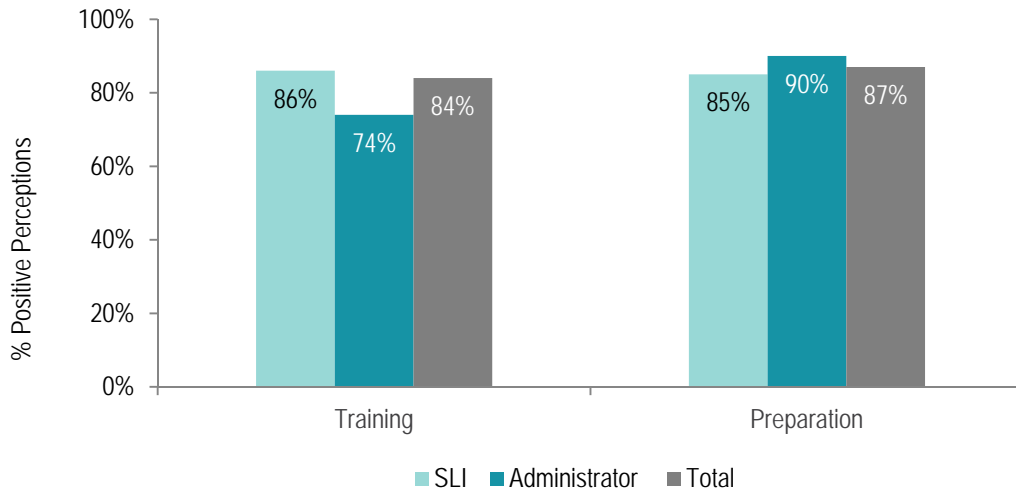
PERCEIVED PROGRAM EFFECTIVENESS

Staff Training

The training score is a composite of seven items made up of quality and helpfulness of national, pre-national, and post-national training. As shown in Figure 23, while not significantly different, administrators (site coordinators and program managers), were not as positive about training as SLIs.

The role preparation composite score, also shown in Figure 23, is made up of 11 items, including role understanding, classroom management skills, communication skills, and understanding the cultural context of the program and its participants. SLIs were somewhat less positive than administrators about their preparation to carry out their roles. When examining the source of the lower SLI ratings, SLIs were generally less satisfied with their preparation for classroom management in general, and management of scholar behaviors in particular.

FIGURE 23. TRAINING AND PREPARATION COMPOSITE SCORES BY STAFF ROLE

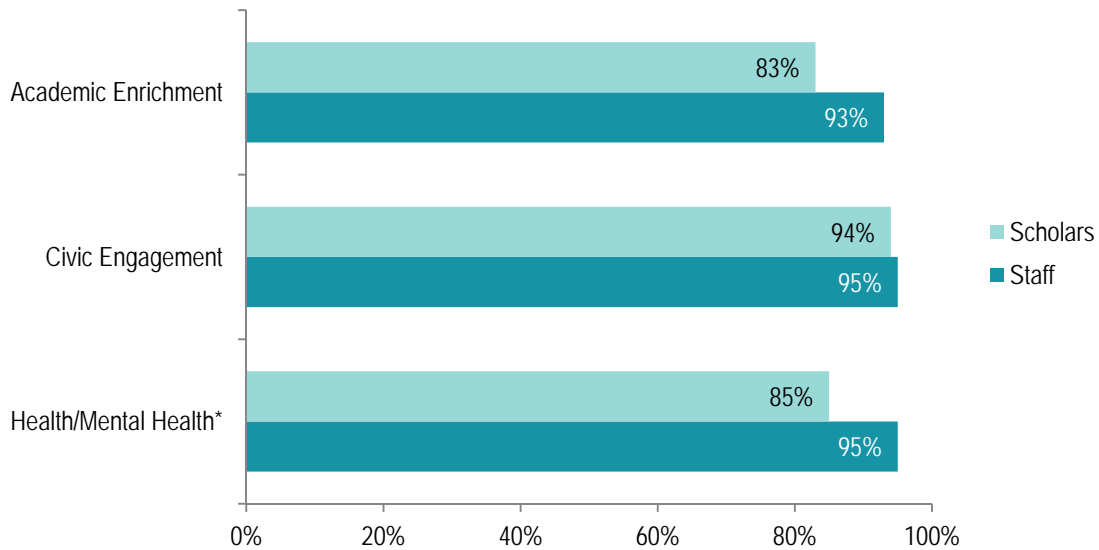


Program Components and Overall Satisfaction

Scholars and staff were highly satisfied with CDF *Freedom Schools*. On post-surveys, scholars and staff alike had high composite scores related to the key components of the program (see Figure 24). Specifically, administrators had significantly more positive views of the effectiveness of academic enrichment than did SLIs with a composite score of 98% compared to 90%.

An overwhelming majority of scholars (98%) and staff (94%) were satisfied with the program. At least 90% of scholars indicated they enjoyed going to CDF *Freedom Schools* every day, want to attend again next summer (93%), and will recommend the program to their friends (88%). Moreover, 88% of staff indicated it was likely they would work with CDF *Freedom Schools* again next summer, with 100% indicating it was likely they would recommend CDF *Freedom Schools* to parents they knew.

FIGURE 24. COMPOSITE SCORES (PERCENT POSITIVE PERCEPTIONS) OF KEY PROGRAM COMPONENTS



*Satisfaction with the health/mental health component also included two questions about the effectiveness of Harambee

Focus group comments included both overall satisfaction with the program and its effectiveness, and also some opportunities for improvement, as illustrated below.

Scholars

- *“Freedom Schools is way better than regular school. We have Harambee, we have cooking classes, field trips every week and we play kickball after lunch.” (Compton)*
- *“Freedom School is good because like, right now in the summer, I would just be sitting at home doing nothing, not even reading a book.” (Fremont)*
- *“It’s fun being in class for some reason. It’s better than being in regular school.” (Fremont)*
- *“It gives you education in a cool way.” (Fremont)*

In general, the scholars at Read Lead Carson loved the program.

- *“I like everything here, well, except the food.” (Carson)*
- *“Freedom School is like educational and you can have fun. Oh, and if you’re shy, at the end of the program you won’t be shy anymore.” (Carson)*

At Read Lead Lynwood, the scholars enjoyed the books, the afternoon activities, and the food.

- *“Why would you call this a school when it’s actually fun? The rest of the schools are not fun, they’re kind of boring.” (Lynwood)*

When asked about things that could improve the program, one scholar said:

- *“We should get more computers.” (First New Christian Fellowship)*

SLIs

The SLIs called Read Lead Fremont dysfunctional.

- *“It’s very dysfunctional because we’re an organization working under an organization.” (Fremont)*

All five SLIs at Read Lead Carson enjoyed being able to help the scholars and see their growth from week to week.

The SLIs’ responses about the CDF *Freedom Schools* program were that it was a good program for scholars, with one SLI stating:

- *“I love Freedom Schools. I just think that the model works. I think that it’s fun to get the kids into reading.” (Los Angeles)*

The SLIs at First New Christian Fellowship had mostly positive input about the program. The main complaint was funding and SLIs wished they could do more for the scholars and have more activities.

- *“We don’t have enough funding. So much more work needs to be done.” (First New Christian Fellowship)*
- *“I like the whole concept of teaching kids to learn to do better in reading.” (First New Christian Fellowship)*

Community Coalition’s SLIs praised the CDF *Freedom Schools* curriculum and noted that the curriculum is awesome for alternate education, making statements such as:

- *“I like the energy and the passion of this program.” (Community Coalition)*
- *“I think it’s very important to see ourselves as people of color represented in literature and in the education that we consume.” (Community Coalition)*
- *“I like that we have structure and books that reflect us.” (Community Coalition)*
- *“The curriculum that Freedom Schools offers is hands-on.” (Community Coalition)*
- *“Many students in my class are very passionate and I feel like that’s gotten better.” (Community Coalition)*

Site Coordinators

The site coordinator at Read Lead Compton enjoyed the concept of the CDF *Freedom Schools* program and how the kids were responding to it, calling it amazing. When speaking of the program, she said:

- *"It was effective." (Compton)*
- *"It has had a positive effect on our kids." (Compton)*

The site Coordinator at Read Lead Fremont enjoyed the program but noted lots of challenges with the site. He mentioned the construction noise and the short day at the site as being two of the biggest challenges. However, he saw the program as being beneficial to the scholars who were involved. He said:

- *"The program for the scholars was very effective." (Fremont)*

The Read Lead Lynwood site coordinator noted the progress of the scholars from summer to summer. It was key for the scholars that they came multiple summers in a row. The scholars love the program and are well acquainted with how it works.

The site coordinator at Read Lead Los Angeles thought that CDF *Freedom Schools* was a great program.

- *"I think it has been pretty effective." (Los Angeles)*

When asked about possible improvements she noted the need for volunteers, read aloud guests, and more general help from the community.

- *"I would say resources in my opinion are always needed." (Los Angeles)*

The site coordinator at the First New Christian Fellowship site was a 3 year Freedom School veteran who saw positive outcomes for both the scholars and the SLIs. She believes in the mission and the impact that the program has on the community. During her interview, she made comments such as,

- *"I have seen growth in the scholars mostly, but also growth in the interns" (First New Christian Fellowship)*

Community Coalition had a first-time site coordinator who stated that her biggest challenge was finding a site to host the program because of a last minute change at the original planned site. She observed the scholars having fun and becoming more involved in the program as the summer progressed.

- *"I think that it has been very effective. I have seen students who wouldn't speak for the first two weeks, speak and want to participate. I have seen students who decide to read*

during break or lunch. I think that it's the curriculum and the books that they read are actually interesting to them and make them want to learn more." (Community Coalition)

SUMMARY AND RECOMMENDATIONS

SUMMARY

Overall, CDF *Freedom Schools* met their goals of offering academic enrichment, encouraging social action and civic engagement, enhancing health and mental health, and fostering intergenerational development. SLIs and site coordinators spoke about parents' reports of their scholars' increased reading at home, suggesting that parents were observant in relation to the program. All stakeholder groups included in this year's evaluation were highly satisfied with the program components, particularly Harambee and the IRC. In addition to strong qualitative evidence of CDF *Freedom Schools*' positive impact on scholars and SLIs, there were statistically significant increases in attitudes toward reading, reading behaviors, reading achievement, and school self-confidence. Community Coalition incorporated a leadership component to the curriculum, and self-rated leadership increased significantly among Level III scholars.

The opportunities for program improvement that emerged were not always consistent across all sites, and are highlighted in the Recommendations section below. Overall, the CDF *Freedom Schools* program continues to evoke the kind of response that creates positive word of mouth and brings stakeholders back each summer.

RECOMMENDATIONS

1. Enhance Staff Training and Support.

An ongoing concern since the inception of evaluating Second District CDF *Freedom Schools* has been somewhat insufficient preparation for the SLI role. Generally these concerns are voiced by SLIs themselves at the end of the summer session, largely because of the challenges they faced in maintaining classroom control or managing behaviors of scholars with behavior problems or special learning needs. Although SLIs may have experience working with groups of children, it seems that the experience is rarely in the classroom or in a situation with such intense academic goals. SLIs are asked to implement a literacy curriculum that they learn during national training, with few opportunities to role play the techniques, none of them being with children. Deficits in pedagogical skills, knowledge and experience in literacy instruction, background and understanding of child development, and behavior management may converge to challenge the SLI who otherwise has the motivation and cultural sensitivity to relate well to scholars. So, across each of the sites there continues to be discussion about ensuring that all SLI's have had adequate training. An increased focus in this area would seem to provide staff with appropriate knowledge, skills, and strategies to meet the needs of diverse learners. Coordinated review of the three training

opportunities (pre-national, national, and post-national) might identify gaps and the best contexts in which to enhance training in these very necessary areas.

2. Increase Program Resources

SLI's and Site Coordinators mentioned the need for more resources to support learners. To that end, it would be helpful to conduct a needs assessment at each site to evaluate levels of technology, staffing, supplies, reading materials, and resources to support good nutrition and culturally enriched field trips. A one size fits all approach to funding may not work, given the unique needs of each site.

3. Improve Program Logistics and Communication.

There continues to be a need for better and more persistent communication with program staff from various sites. Adequate pre-planning continues to be important, and ways to focus on coordination, appropriate supports, and problem solving strategies can be discussed collaboratively. SLIs become discouraged when they are making their best efforts to implement all aspects of the program as they were taught, but are later told at the site level, perhaps more than once, that they are doing it wrong. Communication can be improved by ensuring that Site Coordinators have first-hand knowledge of pre- and national training content, and that post-national site-level training is carried out thoroughly and thoughtfully. During that session, any contradictions between training and expectations should be identified and reconciled.

4. Incorporate Technology as a Learning Tool

Given the increasing importance of technology in today's society, an increased presence of high quality technological resources for scholars and staff is essential. Scholars are accustomed to learning on the internet, computers, tablets and smart phones, and having access to an array of educational software that holds their attention and stimulates learning. How can CDF *Freedom Schools* incorporate learning activities into the IRC that are technologically based, without placing an undue burden on site resources? To that end, discussions should be held about how to provide each Freedom School site with adequate software and technology for all learners. Coupled with increased technology at the sites, there should be adequate training for staff in order to maximize technology for scholar learning.



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