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The Center for Educational Measurement and Evaluation

2022 Evaluation of Freedom School
Partners in Charlotte, NC

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Table of Contents

Section	Page Number
Data Collection Procedures	3
Procedures for Scholars	4
Procedures for Servant Leader Interns	4
Quantitative Results Level 1-3 Scholars	5
Level 1 Scholar Demographics	5
Level 1 Quantitative Survey Responses	6
Level 2 Scholar Demographics	8
Level 2 Quantitative Survey Responses	9
Level 3 Scholar Demographics	13
Level 3 Quantitative Survey Responses	14
Cross-Tabulation Analysis	16
Level 2 Scholar Comparisons	17
Level 3 Scholar Comparisons	18
Level 1 Qualitative Responses	20
Future Plans	20
Reading	21
Agency and Making a Difference	23
Improving Freedom Schools	24
Level 2 Qualitative Findings	26
Future Plans	26
Reading	27
Making a Difference	28
Level 3 Qualitative Findings	29
Reading	29
Making a Difference	30
Future Plans	31
Academic Advantages	31
Collaboration	33
Enjoyable Parts of Freedom School	33
Ideas for Improvement	34
Additional Comments	34
Intern Likert Item Response Results	35
Intern Demographics	35
Intern Quantitative Survey Responses	35
Intern Qualitative Findings	37
Recommendations	46
Summary	48
References	49
Appendices	50

2022 Evaluation of Freedom School Partners in Charlotte, North Carolina

Freedom School Partners is a six-week, literacy-rich, summer program that has served the Charlotte area since 2004. What began as a group of 100 scholars in one site, is now more than 400 scholars and includes twelve sites (www.freedom-schoolpartners.org). The purpose of this report is to present the external evaluation and findings of the six-week program in the summer of 2022. This evaluation is a joint effort between the Centers for Adolescent Literacies (CAL) and the Center for Educational Measurement and Evaluation (CEME). Both centers are housed at the University of North Carolina at Charlotte and have specific roles in the external evaluation. CEME researchers conducted surveys with scholars from ten sites and attempted to collect surveys from all Servant Leader Interns (SLI) and Site Administrative Interns (SAI). The focus of these surveys is to understand the experiences of both scholars and interns. This report will describe the data collection procedures, followed by the quantitative and qualitative scholar results, the quantitative and qualitative intern results, and finally, a discussion regarding conclusions and overarching themes that emerged from the evaluation.

Data Collection Procedures

There are three versions of the Scholar survey to offer developmentally appropriate language and response options for scholars at different ages. The level 1 survey is designed for scholars up to 2nd grade, the level 2 survey is designed for 3rd through 5th grades, and the level 3 survey is appropriate for grades 6th-8th. Response options for Level 1 quantitative items include two picture emojis, a smiling face, and a frowning face, indicating “yes, true for me” or “no, not true for me”. The level 2 survey adds a third option, or neutral face, indicating “somewhat or maybe true for me”. The level 3 survey has a 4-point Likert scale from 1-4, strongly disagree to strongly agree. Each of the surveys asks similar qualitative questions regarding the scholars plans

for the future, how they can make a difference in their community, and what they enjoyed about Freedom School.

Procedures for Scholars

The CEME researchers visited a sample of ten sites over five days. While at these sites, they conducted surveys with each scholar using paper and pencil. Each site coordinator had preferences about survey distribution based on their management style. The Level 1 scholars often took the surveys in small groups with an adult to help answer questions and scribe. The Level 2 and 3 scholars often took the surveys in a whole group setting and adults were present to help with questions or spelling. There is a general prompt read to the scholars before they begin the survey that reviews the purpose, procedures, and importance of giving an honest response. The quantitative data were analyzed using SPSS Version 27 and the qualitative data were analyzed using NVivo Version 12.

Procedures for Servant Leader Interns

The CEME researchers received an email list of 58 SLIs or SAIs and utilized Qualtrics software to distribute the survey. This population is referred to as “interns” throughout the report. The survey includes instructions explaining its purpose and how the results are used. An initial email was distributed to these Interns. Then, two follow up emails were sent to those who had not responded a week later. The survey remained open for two weeks during the same time that the researchers were conducting surveys with scholars. The quantitative data were analyzed using Qualtrics software and the qualitative data were analyzed using NVivo Version 12.

Measures

There are four populations of interest within this evaluation: three levels of scholars and the interns. Each survey included demographic items including race, gender, age, grade, and

years of experience. Additionally, interns were asked about their current education plans, like major or degree level.

The Level 1 survey has 12 items that address the following four categories: Reading, Agency and Future Thinking, Learning and Education, and Social Emotional/Experience. For each item, Level 1 scholars respond either “yes, true for me” or “no, not true for me” with corresponding emoticons. Then, they responded to five open-ended questions. The Level 2 survey has 18 items that address scholars’ perceived abilities and attitudes towards reading, Agency and Future Thinking, Learning, Social-Emotional Skills, and Freedom School Experience. For each item, scholars selected either “yes, true for me”, “maybe, sometimes true for me”, or “no, not true for me” with corresponding emojis. The Level 3 survey has 18 Likert-scale items (1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree) that address the following categories: Reading, Agency/Making a Difference, Future Thinking/Goal Setting/Optimism, Learning & Education, Social/Emotional Skills, and Freedom School Experience. Then, Level 3 scholars responded to eight open-ended questions. Finally, the intern survey had 20 Likert items broken down into four sections. This survey also has 15 open-ended questions.

Quantitative Results Level 1-3 Scholars

Level 1 Scholar Demographics

CEME researchers distributed a survey about the experiences and perspectives of Level 1 scholars to 163 scholars across 10 Freedom School locations. Among this group of 163 Level 1 scholars, 99 identified as African American/Black (63.46%), 25 identified as Latino/Hispanic (16.03%), five identified as European/White (3.21%), two identified as Asian (1.28%), one identified as Native American (0.64%), 22 identified as Mixed Heritage (14.10%), two identified

as Other (1.28%). Respondents included 74 males (45.96%) and 87 females (54.04%). Level 1 scholars ranged in age from five to nine years, with an average age of 6.95 years ($M = 6.95$, $SD=0.99$).

Most Level 1 scholars were students who had just completed kindergarten ($n = 45$, 28.48%), first grade ($n = 48$; 30.38%) or second grade ($n = 62$; 39.24%). A small number of scholars reported most recently completing third grade ($n = 3$, 1.90%). Scholars reported that they attended Freedom Schools for one to five years with an average of 1.38 years ($M = 1.38$, $SD = 0.58$). The breakdown of the Level 1 scholars by sites were as follows: nine scholars at Christ Lutheran Church (5.52%), 18 scholars at The Grove (11.04%), 18 scholars at Highland Renaissance (11.04%), 12 scholars at MLK Jr. Middle School (7.36%), 20 scholars at Oakhurst (12.27%), 19 scholars at Pinewood (11.66%), 14 scholars at Providence Day School (8.59%), 14 scholars at Renaissance West (8.59%), 18 scholars at Shalom Park (11.04%), and 21 scholars at University City (12.88%). A summary of the demographic variables for Level 1 scholars is reported in Table 1 and Table 2 in Appendix A.

Level 1 Quantitative Survey Responses

Reading Behavior. Level 1 scholars responded to three items regarding their reading behaviors. Most scholars responded positively to each item, suggesting that most scholars feel more confident as readers, enjoy reading more, and read more often. For the first item, “since being a part of Freedom School, I am a better reader, 129 scholars (80.1%) responded, “yes, true for me”, while only 32 scholars (19.9%) responded, “no, not true for me”. For the second item, “since being a part of Freedom School, I enjoy reading more”, 125 scholars (76.7%) responded, “yes, true for me”, while only 38 scholars (23.3%) responded, “no, not true for me”. In response to the last item, “since being a part of Freedom School, I will spend more time reading”, most

scholars ($n = 117$, 72.2%) responded, “yes, true for me”, while 45 scholars (27.8%) responded, “no, not true for me”. See Table 3 in Appendix B for full results.

Agency and Future Thinking. Level 1 scholars provided their perceptions on two items corresponding to Agency and Future Thinking. Almost all the scholars responded positively to both items, suggesting that Level 1 scholars aspire to make positive changes in their communities, and that they value their futures. The first item, “I want to make a difference in my school and community” yielded many positive responses. Most Level 1 scholars ($n = 143$, 88.8%) responded “yes, true for me”, while only 18 scholars (11.2%) responded “no, not true for me”. The second item, “my future is important to me” also yielded many positive responses. Most scholars ($n = 153$, 95.0%) responded, “yes, true for me”, while only eight scholars (5.0%) responded, “no, not true for me”. See Table 3 in Appendix B for full results.

Learning and Education. Level 1 scholars responded to three items in the Learning and Education category. For each item, scholars were more likely to respond, “yes, true for me” suggesting that most scholars felt more positively about themselves as students and had greater aspirations to attend college. For the first item, “since being a part of Freedom School, I think I will be a better student this year”, most scholars ($n = 149$, 93.1%) responded “yes, true for me”, while a small number of scholars ($n = 11$, 6.9%) responded, “no, not true for me”. For the second item, “since being a part of Freedom School, I feel comfortable asking for help from a teacher when I need it”, most scholars ($n = 135$, 83.9%) responded “yes, true for me”, while some scholars ($n = 26$, 16.2%) responded “no, not true for me”. For the final item in this section, “since being a part of Freedom School, I want to go to college”, most scholars ($n = 133$, 82.6%) responded, “yes, true for me”, while the remaining scholars ($n = 28$, 17.4%) responded, “no, not true for me”. See Table 3 in Appendix B for full results.

Social Emotional Skills. Level 1 scholars responded to two items regarding their Social-Emotional Learning and Development. Most scholars responded positively across both items, suggesting that most scholars felt good about working with others and knew how to ask for help when conflicts arose. The first item in this section, “I know how to ask for help when I have to deal with problems or have a conflict with someone”, most scholars ($n = 140, 87.5\%$) responded, “yes, true for me”, while the remaining scholars ($n = 20, 12.5\%$) responded, “no, not true for me”. In response to the second item, “I know how to work well with others”, most scholars ($n = 136, 85.5\%$) responded “yes, true for me”, while a small portion of scholars ($n = 23, 14.1\%$) responded, “no, not true for me”. See Table 3 in Appendix B for full results.

Freedom School Experience. Level 1 scholars responded to two items regarding their experience at Freedom School over the summer. Most Level 1 scholars responded positively to the two items in this section. For the first item, “I enjoyed Freedom School this summer”, most scholars ($n = 150, 92.6\%$) responded, “yes, true for me”, while only a small number of scholars ($n = 12, 7.4\%$) responded, “no, not true for me”. The second item, “I want to do Freedom School again next summer” also yielded many positive responses. Most scholars ($n = 132, 83.0\%$) responded “yes, true for me”, while a small portion of scholars ($n = 27, 17.0\%$) responded, “no, not true for me”. See Table 3 in Appendix B for full results.

Level 2 Scholar Demographics

CEME researchers administered a survey designed to understand the experiences and perspectives of Level 2 scholars to 153 scholars across 10 Freedom School sites. Among the group of Level 2 scholars surveyed, 91 identified as African American/Black (61.07%), 29 scholars identified as Hispanic/Latino (19.46%), four scholars identified as White (2.68%), two scholars identified as Asian (1.34%), two scholars identified as Native American (1.34%), 15

scholars identified as Mixed Heritage (10.07%), and six scholars identified as Other (4.03%). Of the scholars who responded to the survey, 84 scholars identified as female (55.26%), and 68 scholars identified as male (44.74%). Level 2 scholars ranged in age from eight to 12, with the average Scholar being 9.80 years old ($M = 9.80$, $SD = 0.95$).

Most Level 2 scholars reported that they had just completed third grade ($n = 53$, 35.10%), fourth grade ($n = 49$, 32.45%) or fifth grade ($n = 46$, 30.46%). Several Level 2 scholars reported that they had just completed second grade ($n = 3$, 1.99%). Level 2 scholars reported attending Freedom School for one to six years, with the average Scholar attending for almost two years ($M = 1.9$, $SD = 1.26$). The breakdown of Level 2 scholars across the ten Freedom School sites surveyed was as follows: 17 scholars attended Christ Lutheran Church (11.11%), 14 scholars attended The Grove (9.15%), 16 scholars attended Highland Renaissance (10.46%), 11 scholars attended MLK Jr. Middle School (7.19%), 14 scholars attended Oakhurst (9.15%), 14 scholars attended Pinewood (9.15%), 12 scholars attended Providence Day School (7.84%), 20 scholars attended Renaissance West (13.07%), 17 scholars attended Shalom Park (11.11%), and 18 scholars attended University City (11.76%). A summary of the demographic variables for Level 2 scholars are reported in Table 4 and Table 5 in Appendix C.

Level 2 Quantitative Survey Responses

Reading Behavior. Level 2 scholars responded to three items on the survey regarding reading behavior. In response to the item, “since being at Freedom School, I am a better reader”, almost half of the scholars ($n = 72$, 47.1%) responded “yes, true for me”, some scholars ($n = 60$, 39.2%) responded “sometimes true for me”, and a small portion of scholars ($n = 21$, 13.7%) responded “no, not true for me”. In response to the item, “since being at Freedom School, I enjoy reading more”, almost half of the scholars ($n = 72$, 47.1%) responded “yes, true for me”, slightly

more than a third of the scholars responded, “sometimes true for me” ($n = 56, 36.6\%$), and a small portion of scholars ($n = 25, 16.3\%$) responded “no, not true for me”. For the third item, “since being a part of Freedom School, I plan on spending more time reading”, responses were more evenly split between response categories. Fifty-three scholars (34.6%) responded “yes, true for me”, while 57 scholars (37.3%) responded, “sometimes true for me”, and 43 scholars (28.1%) responded, “no, not true for me”. See Table 6 in Appendix D for full results.

Agency and Making a Difference. Level 2 scholars responded to three items corresponding to the categories of Agency and Making a Differences. Across all three Agency and Making a Difference items, scholars chose the response, “yes, true for me” more often. In response to the statement, “since being a part of Freedom School, I feel good about who I am”, 108 scholars (70.6%) responded, “yes, true for me”, 33 scholars (21.6%) responded, “sometimes true for me”, and 12 scholars (7.8%) responded “no, not true for me”. For the second item, “since being a part of Freedom School, I am prouder of my race” most respondents ($n = 118, 78.2\%$) selected, “yes, true for me”, some respondents ($n = 26, 17.2\%$) selected, “sometimes true for me”, and few respondents ($n = 7, 4.6\%$) selected, “no, not true for me”. For the last Agency item, “since being a part of Freedom School, I am prouder of my community”, most scholars ($n = 86, 57.0\%$) responded “yes, true for me”, approximately one-third of scholars ($n = 46, 30.5\%$) responded “sometimes true for me”, and a small portion of scholars ($n = 19, 12.6\%$) responded “no, not true for me”. See Table 6 in Appendix D for full results.

Future Thinking. Level 2 scholars provided their perspectives on two items in the Future Thinking category. Most scholars responded positively to these two items by choosing the response, “yes, true for me”. For the first item, “since being a part of Freedom School, I feel better about my future”, most scholars ($n = 96, 63.2\%$) responded, “yes, true for me”, almost

one-third of scholars ($n = 44$, 29.0%) responded, “sometimes true for me”, and a small portion ($n = 12$, 7.9%) of scholars responded “no, not true for me”. For the second item, “since being a part of Freedom School, I have plans for what I want to do when I am an adult”, most scholars ($n = 82$, 54.0%) responded, “yes, true for me”. The remaining scholars were split evenly between “sometimes true for me” ($n = 34$, 22.4%) and “no, not true for me” ($n = 36$, 23.7%). See Table 6 in Appendix D for full results.

Learning and Education. Level 2 scholars responded to four items pertaining to Learning and Education. Most scholars responded positively to each item in this category. For the first item, “since being a part of Freedom School, I think I will be a better student this year” most scholars ($n = 101$, 66.9%) responded “yes, true for me”, approximately one-fourth of scholars ($n = 41$, 27.2%) responded “sometimes true for me”, and a small number of scholars ($n = 9$, 6.0%) responded, “no, not true for me”. For the second item, “since being a part of Freedom School, I feel comfortable asking for help from a teacher when I need it”, most scholars ($n = 85$, 56.7%) responded, “yes, true for me”, approximately one-fourth of scholars ($n = 42$, 28.0%) responded, “sometimes true for me”, and some scholars ($n = 23$, 15.3%) responded, “no, not true for me”. Three-fourths of Level 2 scholars ($n = 116$, 76.8%) responded “yes, true for me” to the third item, “since being a part of Freedom School, I will stay in school and graduate from high school”, while approximately one-fifth of scholars ($n = 29$, 19.2%) responded “sometimes true for me”, and a small number of scholars ($n = 6$, 4.0%) responded, “no, not true for me”. Finally, in response to the last Learning and Education item, “since being a part of Freedom School, I want to go to college”, most respondents ($n = 101$, 66.9%) responded “yes, true for me”, nearly one-fourth of respondents ($n = 36$, 23.8%) said, “sometimes true for me”, and a small portion of

respondents ($n = 14$, 9.3%) responded, “no, not true for me”. See Table 6 in Appendix D for full results.

Social Emotional Skills. Level 2 scholars responded to four items that corresponded to Social-Emotional Learning and Development. In response to the item, “since being a part of Freedom School, I know how to better resolve conflicts or problems with other students”, scholars were most likely to select “sometimes true for me” ($n = 69$, 45.1%), followed by “yes, true for me” ($n = 59$, 38.6%), and lastly “no, not true for me” ($n = 25$, 16.3%). For the second item, “since being a part of Freedom School, I know how to resolve conflicts or problems with adults”, scholars were most likely to respond, “yes, true for me” ($n = 70$, 46.7%), followed by, “sometimes true for me” ($n = 51$, 34.0%), followed by “no, not true for me” ($n = 29$, 19.3%). In response to the third Social-Emotional item, “since being a part of Freedom School, I know how to ask for help in dealing with social problems or conflicts with others”, nearly half of respondents ($n = 71$, 47.3%) indicated “yes, true for me”, approximately one-third of the scholars ($n = 54$, 36.0%) responded “sometimes true for me”, and the remaining respondents ($n = 25$, 16.3%) replied “no, not true for me”. For the last Social-Emotional item, “since being a part of Freedom School, I know how to work well with others”, the majority of scholars ($n = 83$, 56.1%) responded, “yes, true for me”, 54 scholars (36.5%) responded, “sometimes true for me”, and 11 scholars (7.4%) responded “no, not true for me”. See Table 6 in Appendix D for full results.

Freedom School Experience. Level 2 scholars answered two questions regarding their experience at Freedom School over the summer. Most scholars responded positively to both items. The first item was, “I enjoyed Freedom School this summer”. Nearly three-fourths of all Level 2 scholars ($n = 112$, 74.7%) responded “yes, true for me”, approximately one-fifth of all

scholars ($n = 31, 20.7\%$) responded, “sometimes true for me”, and a small number of scholars ($n = 7, 4.7\%$) responded, “no, not true for me”. For the second Experience item, “I want to do Freedom School again next summer”, most scholars ($n = 98, 64.9\%$) responded “yes, true for me”, while some scholars ($n = 35, 23.2\%$) responded, “sometimes true for me”, and some scholars ($n = 18, 11.9\%$) responded “no, not true for me”. See Table 6 in Appendix D for full results.

Level 3 Scholar Demographics

CEME researchers administered a survey designed to understand the experiences and perceptions of Level 3 scholars to 71 Level 3 scholars across seven Freedom School locations. Among the Level 3 scholars who completed the survey, 47 scholars identified as African American/Black (69.12%), nine scholars identified as Hispanic/Latino (13.24%), one scholar identified as Asian (1.47%), one scholar identified as Native American (1.47%), eight scholars identified as Mixed Heritage (11.76%), and two scholars identified as Other (2.94%). Of the level three scholars who responded to the survey, 29 scholars identified as male (40.85%), 40 scholars identified as female (56.34%), and two scholars identified as Other (2.82%). Level 3 scholars ranged in age from 10 years old to 15 years old, with the average scholar being 12.71 years ($M = 12.71, SD = 0.93$).

Almost half of the Level 3 scholars just completed seventh grade ($n = 33, 47.14\%$), approximately one-third of Level 3 scholars had just completed sixth grade ($n = 24, 34.29\%$), and one-fifth of the Level 3 scholars had just completed eighth grade ($n = 13, 18.57\%$). Level 3 scholars reported attending Freedom School for one to eight years, with the average Scholar attending for nearly three years ($M = 2.72, SD = 2.10$). The breakdown of Level 3 scholars across the seven Freedom School locations was as follows: 19 scholars at Christ Lutheran

Church (26.76%), nine scholars at The Grove (12.68%), six scholars at MLK Jr. Middle School (8.45%), six scholars at Oakhurst (8.45%), 12 scholars at Pinewood (16.90%), 10 scholars at Renaissance West (14.08%), and nine scholars at University City (12.68%). A summary of the demographic variables for Level 3 scholars are reported in Table 7 and Table 8 in Appendix E.

Level 3 Quantitative Survey Responses

Reading Behavior. Level 3 scholars responded to three Likert-scale items within the Reading Behavior portion of the survey. In response to the first item, “since being at Freedom School, I am a better reader”, most of the scholars either agreed or strongly agreed ($n = 49$, 69.0%). In response to the second item, “since being at Freedom School, I enjoy reading more”, most of the scholars also either agreed or strongly agreed ($n = 39$, 54.9%). For the final item, “since being at Freedom School, I will spend more time reading”, most scholars either disagreed or strongly disagreed ($n = 42$, 59.2%). Generally, results indicate that while most scholars feel more confident in their reading abilities and enjoy reading more, most scholars will not spend more time reading. See Table 9 in Appendix F for full results.

Agency and Making a Difference. Level 3 scholars responded to three statements regarding Agency and Making a Difference. Generally, scholars responded positively to all the items in this section of the survey. In response to the first Agency item, “since being at Freedom School, I feel good about who I am”, most scholars selected agree or strongly agree ($n = 60$, 84.5%). In response to the second Agency item, “since being at Freedom School, I am prouder of my race”, most scholars responded agree or strongly agree ($n = 60$, 84.5%). Finally, in response to the third Agency item, “since being at Freedom School, I am prouder of my community”, most scholars selected agree or strongly agree ($n = 54$, 76%). Results from this section suggest

that since being a part of Freedom School, scholars feel better about themselves and their communities. See Table 9 for full results.

Future Thinking. Level 3 scholars responded to two Likert-scale items in the Future Thinking category. Most scholars responded positively to these two items. In response to the first item, “since being at Freedom School, I feel better about my future”, most scholars agreed or strongly agreed ($n = 55, 77.5\%$). Most scholars also agreed or strongly agreed ($n = 41, 57.7\%$) with the second Future Thinking item, “since being at Freedom School, I have plans for what I want to do when I am an adult”. Generally, these results suggest most Level 3 scholars feel better about their futures since attending Freedom School. See Table 9 in Appendix F for full results.

Learning and Education. Level 3 scholars responded to four Likert-scale items in the Learning and Education category. For each item, scholars were more likely to agree or strongly agree with the statement, suggesting that scholars felt more positively about themselves as students and felt committed to staying in school and attending college. In response to the first item, “since being at Freedom School, I think I will be a better student this year”, most scholars agreed or strongly agreed ($n = 51, 71.8\%$). Most scholars also agreed or strongly agreed ($n = 49, 71.0\%$) with the second statement, “since being at Freedom School, I feel comfortable asking for help from a teacher when I need it”. In response to the third item, “since being at Freedom School, I will stay in school and graduate from high school”, most scholars selected agree or strongly agree ($n = 67, 95.7\%$). Finally, most scholars agreed or strongly agreed ($n = 53, 77.9\%$) with the statement, “since being a part of Freedom School, I want to go to college.” See full results in Table 9 in Appendix F.

Social Emotional Skills. Level 3 scholars responded to four statements regarding their Social-Emotional Skills. For each of the four items in this section, scholars were more likely to

agree than disagree. These results suggest that generally, scholars felt better about their ability to work well with others and resolve conflicts with adults and peers. In response to the first item, “since being at Freedom School, I know how to better resolve conflicts with other students”, most scholars ($n = 39, 55.7\%$) agreed or strongly agreed. Most scholars also agreed or strongly agreed ($n = 38, 55.9\%$) with the second item, “since being at Freedom School, I know how to resolve conflicts or problems with adults.” In response to the item, “since being at Freedom School, I know how to ask for help in dealing with conflict with others”, most scholars responded agree or strongly agree ($n = 40, 58.8\%$). Finally, most scholars agreed or strongly agreed ($n = 51, 73.9\%$) with the statement, “since being a part of Freedom School, I know how to work well with others”. See Table 9 in Appendix F for full results.

Freedom School Experience. Level 3 scholars responded to two Likert-scale items regarding their experiences at Freedom School over the summer. Most Level 3 scholars responded positively to the two items in this section. Most scholars agreed or strongly agreed ($n = 63, 91.3\%$) with the statement, “I enjoyed Freedom School this summer”. Most scholars also agreed or strongly agreed ($n = 50, 74.6\%$) with the statement, “I want to do Freedom School again next summer”. See full results in Table 9 in Appendix F.

Cross-Tabulation Analysis

CEME used cross tabulation analyses to describe differences in perceptions between scholars with less Freedom School experience and more Freedom School experience, based on the number of years attended. Since most Level 1 scholars had only one year of Freedom School experience, comparisons were only made for Level 2 and Level 3 scholars. The hypothesis was that scholars who attended Freedom School for a greater number of years would respond more positively to the quantitative survey items across all categories.

Level 2 Scholar Comparisons

Level 2 scholars were asked to report the number of summers that they attended Freedom School. CEME made comparisons by creating two groups of scholars, one group of scholars with one year of Freedom School experience and one group of scholars with two or more years of Freedom School experience. Eighty-one scholars (53.3%) reported having one year of Freedom School experience, while 71 scholars (46.7%) reported having two or more years of Freedom School experience. Crosstabulation results can be found in Table 10 in Appendix G.

Reading Behavior. For one out of three reading behavior items, the group of scholars with more than one year of Freedom School experience responded more positively than the group of scholars with only one year of Freedom School experience.

Agency and Making a Difference. For one out of three of the Agency and Making a Difference items, the group of scholars with more than one year of Freedom School experience responded more positively than the group of scholars with only one year of Freedom School experience.

Future Thinking. For one out of two items pertaining to this category, the group of scholars with more than one year of Freedom School experience responded more positively than the group of scholars with only one year of Freedom School experience.

Learning and Education. For two out of four of the Learning and Education items, the group of scholars with more than one year of Freedom School experience responded more positively than the group of scholars with only one year of Freedom School experience.

Social-Emotional Skills. For each item within the Social-Emotional category, the group of scholars with one year of Freedom School experience responded more positively than the group of scholars with two or more years of Freedom School experience.

Freedom School Experience. For each item within the Freedom School Experience category, the group of scholars with one year of experience responded more positively than the group of scholars with two or more years of experience.

Results from the crosstabulations seeking to understand differences in the perceptions of Level 2 scholars with more and less Freedom School experience generally contradicted the hypotheses. Level 2 scholars responded to 18 statements across six categories. Level 2 scholars with only one year of experience responded more positively to 13 out of 18 of the items, while Level 2 scholars with more than one year of experience responded more positively to only five of the 18 items.

These are merely descriptive findings, meaning that they describe patterns in the data. It is possible that there are significant differences between scholars with two, three, four, or more years of Freedom School experience, however for the purpose of this analysis, all scholars with more than one year of experience were grouped together. Future analyses may explore differences in perceptions by number of years.

Level 3 Scholar Comparisons

Level 3 scholars were asked to report the number of summers that they attended Freedom School. Comparisons were made by creating two groups of scholars, one group of scholars with two or fewer years of experience at Freedom School and one group of scholars with three or more years of experience at Freedom School. Forty-four Level 3 scholars (62.0%) had two or fewer years of Freedom School experience and 27 scholars (38.0%) had three or more years of Freedom School Experience. Crosstabulation results can be found in Table 11 in Appendix H.

Reading Behavior. Across three out of four of the Likert-scale items within the Reading Behavior category, scholars with three or more years of Freedom School experience were more

likely to agree or strongly agree with the statements than scholars with two or fewer years of Freedom School experience.

Agency and Making a Difference. For each of the Likert-scale items within the Agency category, scholars with three or more years of Freedom School experience were more likely to agree or strongly agree with the statements than scholars with two or fewer years of Freedom School experience.

Future Thinking. For each of the Likert-scale items within the Future Thinking category, scholars with three or more years of Freedom School experience were more likely to agree or strongly agree with the statements than scholars with two or fewer years of Freedom School experience.

Learning and Education. For three out of four of the Likert-scale items within the Learning and Education category, scholars with three or more years of Freedom School experience were more likely to agree or strongly agree with the statements than scholars with two or fewer years of Freedom School experience.

Social-Emotional Skills. For each of the Likert-scale items within the Social-Emotional category, scholars with three or more years of Freedom School experience were more likely to agree or strongly agree with the statements than scholars with two or fewer years of Freedom School experience.

Freedom School Experience. For each of the Likert-scale items within the Freedom School Experience portion of the survey, scholars with three or more years of Freedom School experience were more likely to agree or strongly agree with the statements than scholars with two or fewer years of Freedom School experience.

Generally, Level 3 scholars who had attended Freedom School for three or more years had more positive perceptions toward reading, learning and education and Freedom School. They also perceived having a greater amount of agency, better social-emotional skills, and felt more positively about their futures. These descriptive findings support the hypothesis that scholars with more Freedom School experience have more positive perceptions of the outcomes of interest. Again, these findings are descriptive and do not establish the presence of a causal relationship between number of summers attended and positive responses to survey items.

Level 1 Qualitative Responses

Future Plans

Level 1 scholars responded to a question about their plans for college, jobs, or careers after high school. Fifteen overall categories of responses emerged from the question: 11 career areas, one regarding college plans, one about retail and services, one for community helper, and one category named other. Scholars reported the career area categories of arts, business, education, healthcare, law, media and communications, military, science and technology, athletics, paleontology, and cosmetology. The most selected career area categories were education (23), healthcare (19), and arts (17). Within the categories, the most common jobs reported were teacher/instructor (18), doctor (16), sports-related jobs (16), military (11), and performing arts jobs (11). Other career jobs mentioned were astronaut, scientist, paleontologist, lawyer, veterinarian, cosmetologist, librarian, school principal, photographer, model, influencer, and news reporter.

Regarding college plans, 21 scholars reported wanting to attend college one day, and four explicitly stated that they did not want to go to college. While two scholars expressed their desire to go to college by saying: "I want to go to school to keep reading" and "to go to college and get

a degree, I want to get all of them,"; another Scholar commented: "I don't want to go to school, and I don't know what I want to be when I grow up."

There were 27 references to jobs related to retail and services, food service (10) and salesclerk (9) were the most used categories. Within this category, scholars expressed their desire to work at fast food restaurants, malls, ice cream shops, jewelry stores, and sports stores. Most of the comments on community work were related to being a firefighter. The "other" category included "I don't know" answers, my mom or dad's job, or fictional characters such as mermaids, superheroes, dragons, queens, and spies.

Reading

This question was about what scholars learned from the books they read and discussed in Freedom School over the summer. Six themes emerged from the analysis: making a difference (59), learning about varied topics (25), reading benefits (20), book stories (14), life lessons (13), and other (10).

Making a Difference. This category is made up of five sub-categories: being a better person (19), helping my community (15), helping others (10), taking care of the planet (7), and moral values (5). Within these sub-categories, scholars included ideas about being kind, respectful, and polite to others, not littering and picking up trash, helping people and animals, cleaning the ocean and pollution, responsibility, courage, and kindness. Some of the comments made by the scholars were: "I learned what kindness is and to be nice," "I learned how to be smart and not fight," "How to work with people because people are on different levels," "I learned in one book that we can help our community," and "I've learned that kindness, spending time with family and helping my community will make a difference."

Learning about Varied Topics. Scholars included a great variety of specific topics they learned from the books they read, classified into the following sub-categories: civil rights (6), school and games (6), general knowledge (4), finance management (3), animals (3), and family (2). This category is made up of five sub-categories: being a better person (19), helping my community (15), helping others (10), taking care of the planet (7), and moral values (5). Some statements made by the scholars were: "I learned that bears are really wild," "that girls couldn't go to school," "Also, that voting is very important," "money- you always keep it in your piggy bank or the bank," "if someone bullies you, tell a teacher," and "I've learned a lot in FS."

Reading Benefits. There were 20 references to benefits scholars perceived from the reading practices over the summer. Scholars stated that they learned how to read, that reading can be fun, how to read better, that they can read more at home, how to tap words out, and that books are fun and help our minds.

Book Details. Scholars mentioned book stories that they enjoyed reading this summer in Freedom School. Scholars mentioned details about animals, values, black people, and specific characters or events from the stories. The book titles they listed included, *How to Catch a Unicorn*, *Pete the Cat*, *Cat and the Hat*, *Star Wars*, *Magic School Bus*, *Red Panda*, *Cat in the Hat*, *Nasreen's Secret School*, and *Pick Your Head Up, Son. You are a King*.

Life Lessons. Scholars' comments about life lessons are related to three categories: equality, making friends, and sharing. Most of the references for equality are regarding racial inequality, specifically to black people's rights. Several scholars cited the phrase "Black lives matter," and one Scholar commented, "I learned we should support people and not discriminate based on race." A Scholar stated that Freedom Schools was an opportunity for them to make new

friends. Concerning sharing, two scholars commented: "I learned that sharing is caring" and "I learned we shouldn't be mean to homeless people, we can give them food."

Other. In four of the ten comments scholars made about what they learned from the books they read, they explicitly said "nothing." In the remaining responses, scholars declared not to know the answer.

Agency and Making a Difference

Five major themes emerged from the question about making a difference in the community. The five themes were: community service (61), positive behaviors (45), helping others (29), sharing (16), and other (16).

Community Service. In this theme, the scholars noted the different activities they could do to help their community. Most of these comments were about cleaning up the neighborhood, not littering, helping people with groceries, feeding animals, and helping with the plants in the garden. The comment used most frequently by these scholars was helping pick up the trash with more than 20 references.

Positive Behaviors. Topics related to promoting positive behaviors were: Being nice and respectful to others; being calm, safe, and caring; apologizing; not shouting, not being mean or rude; not speeding; following rules; keeping on learning and pursuing their goals. Some scholars reported, "I would make a wish that everyone would be nice, not mean," "telling people to stop shouting, hurting other people, and kidnapping kids," "apologizing and choosing not to be angry," "Be nice, listen, no hitting, always do what is right," and "You can be someone you want to be."

Helping Others. Scholars suggested helping people and getting to know them, helping people who are sick or hurt, helping people in school by teaching them, helping those in need,

giving food to poor people, helping people cross the road, helping people with their problems, making sure nobody wants to bully, and making lemonade for the homeless. They also reported helping their family with chores and taking care of animals.

Sharing. This theme included ideas about giving presents, donating material things, giving money and food to homeless people, playing with neighbors, making new friends, and giving hugs. A Scholar commented, "I make a difference with my friends, all their skin colors, no matter what their color is. I give them a hug." Giving food to poor and homeless people was the most repeated comment with six references.

Other. There were 14 explicit comments with "I don't know" and one "I'm not going to make a difference."

Improving Freedom Schools

Regarding ideas to improve Freedom Schools, six themes emerged: interacting with others (53), additions and modifications (39), improving student behavior (29), food and treats (15), no improvements (12), and other (10).

Interacting with Others. Level 1 scholars suggested activities in which they could interact with their friends or make new friends. They proposed having more playtime and learning (19), making friends (17), and field trips (16). Scholars suggested more playtime, learning, doing outside activities, playing in the gym, playing with toys and games like the musical chair, and guessing the letter. The scholars also commented on sharing with others - friends and family - during Harambee, visiting other classrooms, helping people, and having more scholars in Freedom Schools. There were 16 references to having more field trips.

Additions and Modifications. Among the most common topics suggested by Level 1 scholars in this theme were: adding content subjects (26), varied activities to implement (12),

improving the playground and classrooms (5), and modifying the schedule (3). Scholars suggested adding more activities to arts, science, math, and reading. Reading was the most referenced subject. Many scholars also suggested implementing new activities such as going to parks, going to the pool, more breaks, watching YouTube, and celebrating their birthday in Freedom Schools. Concerning modifications, these scholars mentioned having bigger classrooms and a better playground. Two scholars wished that the program were longer, and one Scholar that it could end earlier.

Improving Student Behavior. Level 1 scholars suggested two main topics: following directions (13) and promoting positive behaviors (16). In this regard, scholars commented, "get everyone to listen to the teachers better. They always speak over the teachers when they're talking," "If everybody listens to the teacher, they can be better readers," "Being nice and sharing," "I would like less yelling," and "you can pay attention and participate."

Food and Treats. Scholars expressed their wish of having more candy rewards (7), better food (4), ice cream (2), and using vending machines (1). The scholars suggested pizza, snacks, ice cream, candy, and coffee.

No improvement. Many scholars commented on how satisfied they were with Freedom Schools. These were their comments: "I like it the way it is," "I already love it," "It's fun and cool and awesome," "Freedom is better the way it is," "I liked everything," "Nothing needs to change," "Freedom School is a great place and I like our songs," "I have the best days ever!" "I like freedom school," and "Nothing can make FS better, it's already perfect."

Other. Consistently with the previous sections, in this theme, there were 12 responses of "I don't know" or "Nothing" to the question about improvements to Freedom Schools.

Level 2 Qualitative Findings

The survey for Level 2 scholars included five open-ended questions. The questions included prompts about their future career plans and education, what they learned from the books they read this summer, and how they could make a difference in their community or neighborhood. The survey also asked scholars how Freedom School could be better and provided space for additional comments. Most scholars independently recorded their responses, but evaluators were available to offer writing support or scribe as needed. Approximately 153 Level 2 scholars responded to the open response survey items.

Future Plans

Education. Roughly 20% of the Level 2 scholars (46) expressed a desire to finish high school and graduate from college. Several scholars identified colleges they would like to attend, such as Yale, Harvard, Duke, Howard, and the University of North Carolina. Of these scholars, several noted the importance of earning scholarships (4) to help pay for the cost of college. The most popular area of academic interest was the STEM field (27). Scholars are interested in studying robotics, engineering, aerospace science, and medicine. Other scholars are interested in law, fashion, animation, or business.

Careers. The majority of responses expressed a general desire to have a good job and make money. Career aspirations included the medical field, STEM fields, the arts, and becoming an entrepreneur (10). The most commonly referenced plan for the future was to become a professional athlete. At least 25 scholars shared their dream to become a professional athlete in the NBA, NFL, or the Olympics. Scholars also expressed an interest in coaching or teaching gymnastics and dance.

The medical field was also very popular for many scholars; 20 participants referenced becoming a doctor, a nurse, an EMT, or a veterinarian. Some scholars indicated an interest in the performing arts (11) and shared aspirations of becoming a singer, dancer, actor, or “famous.” Fourteen scholars described specific plans to start a business, become an entrepreneur, or be a YouTuber. Scholars also expressed an interest in teaching (26), with several scholars indicating they would like to volunteer with Freedom Schools one day. Scholars also mentioned careers in the military, law, and law enforcement. Some scholars expressed an interest in food service and mentioned specific restaurants, such as Panera Bread. At the same time, two scholars are aspiring chefs hoping to own their restaurant one day.

Reading

In the next section, scholars were asked to describe what they learned from the books they read this summer. Their responses were categorized into uncovered themes, acquired reading skills, and topics.

Themes. Scholars referred to the themes associated with the books they read approximately 63 times. They often shared the story’s central message or general lessons they took away from the book. Many of the lessons were related to keeping their community clean and saving the planet. scholars also referenced the importance of kindness towards others by respecting each other's differences and speaking kindly to one another.

Reading skills. At least six scholars reported improving their reading skills this summer. One Scholar stated, “I’ve learned that I need to work harder when it comes to reading.” Another Scholar expressed, “I learned how to dig deeper into books.” Several scholars expressed an interest in wanting more individualized support with decoding and reading skills. Many scholars noted that they learned new vocabulary this summer. At least five scholars discussed connecting

with the books they read on a personal level or experiencing enjoyment from reading. One Scholar said, “I have learned that every book is a new adventure.”

Topics. The scholars often reported on the topics covered in the books they read this summer. Scholars referenced learning about slavery, civil rights, culture, and race. Five scholars referenced historical events or famous Black leaders and described kids who marched for freedom. Several scholars recalled the text *The Faith of Elijah Cummings* and discussed how he stood up to earn equal rights for people judged by their skin color. One Scholar noted that “Elijah Cummings was brave and caring.” Another Scholar mentioned, “Black people have been encouraged to do good deeds by Martin Luther King,” while other scholars mentioned the book “Change Sings.” Several scholars could only share pieces of the plot in their books, for example, “We read a book about a kid who called someone else names.”

Making a Difference

Scholars were asked to describe how they could make a difference in their community or neighborhood. Responses fell into three main categories: Environmental responsibility, service to others, and being a good citizen. Scholars referenced actions associated with environmental responsibility (62), with ideas such as cleaning up trash, not littering or polluting, and planting trees.

Scholars also believed they could help their community or neighborhood through acts of kindness such as donating food and clothing to charities and helping the homeless. Finally, 23 scholars referenced ideas that were categorized as being good citizens. This included accountability for their conduct “by doing something that you know is right” or “trying hard to do my best.” Other themes in this category included being friendly to others, acts of kindness, respecting others' differences, and preventing crime to help with community safety.

Level 3 Qualitative Findings

Level 3 scholars were prompted with seven open-ended questions and space to share additional information about their experiences at Freedom School. Seventy-one scholars responded.

Reading

The first prompt asked scholars to describe what they learned from the books they read and discussed this summer. Three themes emerged after open coding and comparing the scholars' responses: Social skills, Black History, and Morals and Values.

Social Skills. Scholars referenced lessons they learned from the text *Social Skills*. Scholars shared how they learned to be more social (12). One Scholar stated, "I learned about expressing myself more." Several scholars discussed being more confident, staying on the positive side of life, not blaming yourself, and believing everyone is important. One Scholar indicated that they did not enjoy this book but did not offer a further explanation.

Black History. Scholars often referenced what they learned from texts exploring Black history and social justice issues (26). Scholars reported learning about slavery, racism, segregation, civil rights, and race relations. They discussed boycotts and how other races have experienced unfair treatment from the government. Several scholars spoke about how the government treated Native Americans. The most frequently referenced text was *Claudette Calvin*, a teen civil rights activist.

Morals and Values. Scholars discussed the messages they inferred from the texts they explored this summer. Scholars discussed empathy (4) and described putting yourself in someone else's shoes. One scholar stated, "I learned that not everyone is perfect." Scholars continued to reference self-confidence (7) and how to stand up for themselves. scholars also documented

learning about treating others equally and discussed how everyone has rights. One scholar stated, “I’ve learned a lot because most of the books we read help me deal with stuff.” Only two scholars indicated that they did not learn anything from the books they read this summer.

Making a Difference

Scholars were asked how they could make a difference in their community. Two primary themes emerged: positive behaviors and helping others. A few scholars mentioned doing well in school; five didn’t know how they could make a difference.

Positive Behaviors. Scholars suggested several ideas about how they can make a difference through their behavior. This included being a better listener, standing up for what is right, and the importance of being themselves. Scholars spoke about spreading positivity with a smile, kindness towards others, and encouraging others to do the right thing. Scholars indicated they could make a difference for others by having a good attitude and a positive tone. One Scholar stated, “by informing people how much our lives matter.”

Helping Others. Scholars spoke about supporting people by “lifting them up,” helping friends in need, and standing up for people (18). One scholar stated, “Always help people that need it because sometimes that person might come back and help you.” Scholars also felt they could help others by serving their community. This included keeping their neighborhood clean through trash pick-ups and recycling (10). Several comments addressed advocating for their community by “standing up,” writing letters to community leaders, organizing events such as food drives, and positively representing their school.

Future Plans

Scholars were asked to share their career goals and what they wanted to do as adults. Their responses are grouped into three main categories: Education, Careers, and Athletics. Nine scholars were still unsure of their plans.

Education. Approximately 25% of the scholars reported wanting to do well in school and attend college (16). While most scholars did not name a specific college they would attend, one Scholar shared an interest in attending an HBCU and referenced Alabama A & M University. Another Scholar shared a more detailed plan that included earning scholarships and playing sports in college.

Careers. Several scholars expressed a desire to do well in life (9), succeed, and help their families succeed. They discussed getting good grades (6), finishing high school, and getting a good job. Scholars who did not have immediate plans for college mentioned careers in mechanics, cosmetology, art and animation, photography, fashion, interior design, baking, technology, and the military. More than half the scholars described careers that would require a college degree. These included engineering (3), architecture, interior design, health care (4), education, veterinarian, and business (6).

Athletics. Approximately 12 scholars aspire to play sports professionally or become a gamer. The most popular sport among this age group was playing basketball in the NBA, followed by the NFL. One Scholar hopes to make it to the Olympics.

Academic Advantages

Scholars were asked to describe how being a part of Freedom School will likely help them in the coming year at school. Three themes emerged: Literacy Skills, Social Skills, and

Academic Preparedness. Five scholars did not believe they would experience a benefit from attending Freedom School.

Literacy Skills. Scholars noted improved reading skills (25), with improvements in vocabulary and English language arts skills. Scholars reported reading more often and increasing their reading level. One Scholar reported feeling more prepared for their honors English class. One Scholar stated, “Reading was not my strongest, and now I’m reading like never before.” Another Scholar said, “I feel like Freedom School is going to help me in school this year because of the amount of reading we have done on important topics that really matter.”

Social Skills. Scholars also noted benefits in their communication skills and positive behavior (10). Listening, socializing, making new friends, and becoming less shy were all positive outcomes of attending Freedom School. One Scholar stated, “It helps me want to help out in school and be more active with people.” Some scholars reported that FS helped them feel more mentally prepared “It makes me more confident with the school.” Another Scholar stated, “With the teacher I have this year at Freedom School, he helped me learn that it’s always okay to ask for help.”

Academic Preparedness. Several scholars felt an overall benefit to their academic preparedness because of attending Freedom School. They believed it would help them with listening skills, comprehension, and answering questions in social studies. Three scholars thought they would get better grades, while others just believed they would do better this year. One Scholar stated, “I will be able to look back to the stuff I learned in Freedom School and do it in school.”

Collaboration

Scholars were asked to reflect on changes in how they work with others since being a part of Freedom School. This question elicited a fair amount of negative feedback from the scholars. Some scholars (16) believed they experienced no change and often discussed the disadvantages of collaborating with others. This was primarily related to the behavior of others. One Scholar stated, “It was more drama, and lazy people didn’t want to work, so it was all me doing the work. It got tiring.” Several scholars noted that it was challenging to work with others because they didn’t get along. “When I work with others, it doesn’t really go well because people will disagree, and it will be an argument.”

However, 68% of scholars believed they experienced positive changes in their social skills while working with others. Those changes included improved teamwork, communication skills, and a more positive attitude (11). One Scholar stated, “I am more inclusive with others joining my group,” and another wrote, “I was rude, but I’m way better and positive, and I like to read.” Several scholars noted improvements in their ability to work in a group, have overcome shyness, and believe they are becoming better partners.

Enjoyable Parts of Freedom School

Level 3 scholars were asked what they liked about Freedom School. Five scholars reported that they liked “everything” about Freedom School. However, two main categories emerged: Personal connections and field trips. Scholars overwhelmingly agree that field trips are what they like best about Freedom School. Friendship was also top of the list for many scholars. They were happy to meet new people and make new friends. At least five scholars mentioned their teacher when asked what they liked about Freedom School. A few scholars also said food, Harambee, and reading.

Ideas for Improvement

Scholars were asked how Freedom School could be improved for them. At least nine scholars believed there was no need for improvement. The following themes for areas of improvement emerged: Activities and Field Trips, Food, and Reading.

Activities and Field Trips. Scholars requested more time to play in the gym and outside. Some scholars would like more “fun” time, less educational, and others suggest shorter Harambe time. The most popular idea for improvement is to provide Level 3 scholars with more field trips. One Scholar would like to see Level 3 scholars participating in field trips like the ones planned for Levels 1-2.

Food. Eleven scholars indicated they would like to see better food or more food and snacks.

Reading. Scholars made six comments about reading. Some scholars would like more relaxed rules around reading, while others would like to see more “fun” incorporated into reading. A few scholars felt that too much time was devoted to reading, and one Scholar was hoping for shorter books.

Additional Comments

Ten comments expressed satisfaction and enjoyment with the program. One Scholar stated, “I just wanted to say I’ve enjoyed Freedom School, and I would recommend it to a friend.” Five scholars expressed dissatisfaction. Their concerns were related to drama and student behavior. One Scholar wants to change sites to Pinewood. Some scholars used this space to recommend more field trips.

Intern Likert Item Response Results

Intern Demographics

CEME sent the survey to 58 interns to understand their experience working at Freedom School. Forty-two interns responded to the survey, but only 28 responded to the demographic questions. Most interns identified as African American/Black ($n=16$, 57.14%), some as Latino/Hispanic ($n=3$, 10.71%), European American/White ($n=6$, 21.43%), or Mixed heritage ($n=3$, 10.71%). Almost all the interns identified as Female ($n=25$, 89.29%), one Intern identified as Male (3.57%), and two identified as Non-Binary/Third Gender (7.14%). All of the interns ($n=26$) who responded to the demographic questions were between the ages of 18 to 24 years old. As expected, most interns taught Level 1 scholars ($n=11$, 42.31%) or Level 2 scholars ($n=12$, 46.15%) and three interns taught Level 3 scholars (11.54%). Finally, 26 interns are enrolled in an undergraduate program (92.86%), one intern is enrolled in graduate school (3.57%), and one intern has already graduated from an undergraduate program (3.57%). These data are displayed in Table 12 in Appendix I.

Intern Quantitative Survey Responses

The first section of items in the survey aimed at understanding the overall Freedom School experience. Most of the interns reported they either agree or strongly agree that they enjoyed their work this summer ($n=30$, 90.9%), and that they would return in the future to work for Freedom School ($n=27$, 84.38%). All interns ($n=32$, 100%) reported that they possess skills that helped them in their work this summer. Finally, all but one intern reported learning new skills and reported successes and challenges from their work this summer across three items ($n=32$, 96.88%).

The next section of items aimed at understanding the perceptions of college, career, and future plans of the interns. Most interns reported they either disagree or strongly disagree that their education ($n=21$, 70.0%) and career choices ($n=18$, 62.07%) will be changing as a result of working with Freedom School. When asked about a change in their economic perspective, just over half of the interns reported they either agree or strongly agree ($n=17$, 58.62%).

The third section of items asked interns to reflect on their volunteering and community engagement. All but one of the interns ($n=28$, 96.56%) reported they viewed themselves as difference makers in the community and all but three reported their views on making a difference were expanded based on their experience with Freedom School ($n=26$, 89.66%) and that they were more likely to work within the community now ($n=26$, 89.55%). Some interns reported their understanding of education expanded ($n=25$, 86.21%). Around a quarter of the interns reported they disagree or strongly disagree that their understanding of multiculturalism had expanded ($n=7$, 24.14%). The interns reported on two items that they are more likely to advocate for children and families living in poverty as a result of their experience in Freedom School ($n=27$, 93.1%).

The final section of items asked interns about their leadership and ability to work with others. The majority of interns reported positive self-perceptions. All interns reported they had developed their leadership skills because of their experience and that they are better at adapting to changes ($n=28$, 100%). All but one intern reported they are better at working with others ($n=27$, 96.43%). Finally, all but two interns reported they are better able to talk and work with others because of their experience in Freedom School ($n=26$, 92.86%). These data are displayed in Table 12 in Appendix I.

Intern Qualitative Findings

The interns were given the opportunity to respond to a total of 15 open ended items to provide additional details of their experience. A total of 32 interns responded to at least one of these open-ended items. These questions asked about their general satisfaction when working at the Freedom School program, about existing and new skills that helped them to be successful over the summer, as well as their successes and challenges within the program. The survey also included prompts about any changes to their current education and career goals, or their economic prospects. There were also items similar to those asked of the scholars to understand how the interns summer experience impacted their worldviews, such as asking how they view making a difference in their community, how they view education and multiculturalism, and finally about children and families in poverty. Finally, the interns were asked how their life may have changed because of their experience and asked to list any additional comments. These data are displayed in Table 13 in Appendix J.

Satisfaction

One of the most common things that interns liked about Freedom School were the relationships they built with scholars, other interns, and the community. These relationships also helped to create positive classroom environments where leadership skills for both scholars and interns could thrive. One intern stated:

“I really enjoyed connecting with my scholars and my fellow SLI’s. There were a lot of hard days, but also a lot of good ones. The small, valuable interactions with scholars make the whole experience so much more special. I’m really grateful to have been selected as an SLI for this summer.”

Other elements of the Freedom School experience that the interns enjoyed were getting the opportunity to teach academic and life skills to scholars and taking them on field trips. One intern described teaching, “about real things that go on in the world they live in that they don’t learn in school.”

Areas of Improvement

Some interns responded to the open-ended prompt regarding things they disliked about their work this summer. The responses were varied, with some areas of improvement being site specific, but two overarching themes emerged. Interns noted struggles to handle behavioral problems with scholars, as well as a lack of support when handling severe behaviors. One intern felt they struggled with classroom management and struggled to navigate that within the day. Another theme that emerged was a general fatigue regarding the work, such as long hours with little pay, feelings of being overwhelmed, having hard days, and feeling drained. One intern stated:

“The disproportionate amount of work given the low pay, dealing with behavior issues, dealing with parents not showing up on time at drop off or pickup, all the work that has to be done outside or the time in school, the misleading number of job requirements, nights spent at the school that were not presented before taking the job.”

Finally, one intern noted an issue with the training and curriculum this year. They state, “my training was grossly inadequate. I was blinded by new responsibilities at every turn” and “the books were poorly chosen this year, they were boring, long and the kid’s attention was not held.”

Skill Development

This item asks interns to report the skills they possess that helped them to be successful this summer in their work. Time and classroom management were the most commonly reported skills. Other related skills included organization, discipline, multitasking, and being flexible. Next, the interns reported leadership skills such as how to be firm and understanding towards scholars, to have discipline, clear communication, good listening skills, and being passionate. Then, interns reported self-awareness skills, such as empathy, patience, adaptation, compassion, and consistency. Some other skills included an enthusiasm for learning, willpower to thrive, and problem-solving skills.

Successes within Freedom School

All of the successes that were described in this item related to building relationships with scholars. This could have been through getting them to participate in activities, relating to them, and helping some to come out of their shell. Interns described that they were bonded and engaged with scholars and other leaders, and they received respect from scholars. Finally, some interns reported the success of implementing the Freedom School curriculum effectively and how this will prepare them for a career as a teacher. The following direct quote from an intern clearly illustrates the impact this program had on one Scholar:

“My scholars had so many successes this summer, I felt so proud. From loving to read to defining new words easily, it was clear they were engaged even when they seemed like they weren’t. The most special success, though, was one Scholar in particular. His mother expressed to me how he hated reading, and even cried the night before the first day of Freedom (School). She stated to me how despite the tutoring sessions, buying him countless books, his love for reading was absent. However, ever since the program began,

his perception and mindset toward reading had completely shifted. In the morning, he walks in reading, and at dismissal he can't put the book down. It was an amazing feeling knowing he was beginning to love reading, especially given the context.”

Challenges within Freedom School

Some of the challenges described were similar to the areas of improvement reported in a previous section. Interns reported classroom management challenges, like having trouble engaging all scholars, and discipline problems. One intern reported that it was difficult to connect with the other interns and felt unsupported by the site coordinator. Another intern reported difficulty planning the transition times or “downtime”. One common challenge reported by several interns was differentiating instruction for diverse learners and accommodating all the different reading levels. One intern described the challenge of “catering to the needs of all the students, who were in such different places.” An intern mentioned that “one Scholar couldn't really read in English yet, while another was plowing through 500-page chapter books, and several were somewhere in the middle, with the exception of another Scholar that could read well but also didn't know a lot of English words”. The final challenge reported was about field trips or large events, which take place often over the six-week program.

“Many of the challenges came from behavioral issues and lack of organization at large events or field trips. It was very frustrating to see our students get excited over different trips we were going on, just to rush them through the experience. Instead of excitement and eagerness, the scholars were completely disappointed and frustrated time and time again given the lack of time we had to experience different places.”

Changes to Education or Career Plans

The majority of interns reported no change to their current education or career plans. Some mentioned their experience confirmed their current path to education or confirmed their path away from education. One intern mentioned they were now more hesitant to be a teacher by stating, “I thought I wanted to be a teacher full-time... I think I can still see myself doing this, however not in the same capacity”. Some reported additional insights to their future plans as education majors. For example, some reported feeling confirmation of their major and a preference in their teaching style. One of the interns reported a better understanding of the grade level that they want to teach. Another reported adding education as an additional major after their experience last year in Freedom School. Among those interns who are not education majors, one intern reported how their major, psychology, helps them to understand Scholar behaviors. Another intern reported a shift in career by deciding against working as a social worker within a public-school setting to working more directly with advocacy and policy change.

The interns were also asked to report their major or degree program. Nine of the interns are enrolled in some sort of education program, including general education, child psychology, elementary education and secondary education. Six of the interns reported being psychology majors. Three of the Interns reported being social work majors. The rest of the interns had varied majors, which included business, nursing, biology, and marketing. One intern is in a graduate program to obtain a Master of Public Administration.

Economic Prospects

This item aims to understand how interns may have had a change in their own economic prospects. Many interns mentioned that the position of SLI pays minimum wage, but additional work outside of those hours is needed to maintain the classroom space or to plan lessons. Some

interns reported that they had to spend their own money on supplies. One intern reported, “being underpaid made this summer even more stressful”.

Most interns answered this question by describing some of the ways they’ve used their wages this summer. This included putting it into savings, using it for bills, and for moving to a new apartment. One intern reported that they were able to understand that families all experience different (financial/economic) lifestyles, which effects the entire family system.

Utilizing Experiences in the Future

Several of the interns who are education majors mentioned the importance of this experience for their future. They described how they would use these skills within their careers for classroom management and providing access to books. They also described the importance of providing teaching experiences, “I believe these interactions with my scholars will prepare me for working with a diverse group of kids in the future, specifically all the new teaching methods that I’ve learned and can implement in the classroom or in programming”. Other interns reported the importance of patience and how that skill will continue to go with them in the future. Finally, one of the interns described a lasting impact of the program, “Freedom School Partners has given me the ability to work with underprivileged communities and children, which makes me want to come back and give back to FSP when I'm more established.”

Making a Difference

There were two ways Interns reported making a difference in two ways: Through their career choice and through volunteering. Several interns mentioned that making a difference does not require a financial burden, that there are opportunities to serve and help without that. One intern states, “before I felt as though it didn’t matter if I did anything or not because I wasn’t sure if it would change anything but seeing the scholars believe they can make a difference inspires

me to believe the same”. This speaks to the quality of the program because it not only inspires the students, but also the adults in leadership positions. Another intern described that making a difference involves mentorship.

Multiculturalism

Interns were asked to respond to any changes to their thoughts about education and multiculturalism. There are three quotes that describe the growth experienced by the interns this summer. First, one intern reported that the exposure to Black students expanded their perspectives because they grew up in a predominantly Hispanic community. They stated, “(it) has been really eye opening in the way I was able to hear their day-to-day experiences”. Second, an intern reported the shared, yet diverse, experiences of all the scholars. They stated, “my thoughts were just expanded through seeing the scholars who come from different backgrounds and how they had similar experiences yet were so different at the same time”. Finally, one intern mentioned the importance of the teaching field and how underappreciated teachers are in our country.

“Education is EXTREMELY underappreciated, as well as teachers. The amount of work, stress, and love teachers give students on a daily basis is super-hero like, and to see our current political and social atmosphere completely disregard the contribution they make in our work is shocking.”

Children in Poverty

Interns responded a prompt about changes to their thinking and plans about children and families living in poverty. One of the two themes in this section is that these populations need additional support, assistance, and guidance to be successful in their education. Some interns reported a deeper understanding of the difficulties faced by these families. The second theme

refers to the physical differences between sites and public-school settings, and how the scholars reported noting the differences, “hearing scholars talk about the differences between their regular school and Providence Day highlighted the stark difference in their socioeconomic status”.

Finally, one intern mentioned a contradiction across training and actual implementation within the program. They said the three weeks spent in training prepared them to serve with love, understanding and flexibility. However, once becoming an intern, they felt the site focused on rigid schedules and strict rules. This intern stated that at their site, “the message that came across the strongest was ‘rules and bosses are frustrating, deal with it’ and ‘the nail that sticks up, gets hammered down’”. Furthermore, this intern reported that it was hard to deliver curriculum that said one thing, while following site wide behavior management that said another.

Impact of Freedom School

For this item, interns reported ways their lives had changed in a positive or negative way because of their experience in Freedom School. Three themes emerged within this item. Interns reported an impact on peer relationships, self-development, and helping scholars. Several interns reported how this experience impacted their friendships and their professional relationships. One intern stated, “I loved every stressful, amazing, and tedious moment of the program. I met amazing SLI’s and grew close to all of my co-workers at the site. I’m extremely appreciative of the opportunity to be an SLI”. The second theme that emerged were self-development skills like patience, leadership, effective time management, empathy, clear communication, and a strong work ethic. One intern stated this development by saying, “I have found the joy in helping others while doing something I really want to do... teach”. This leads into the third theme which was the impact on scholars. Several interns reported the importance of forming relationships and making a difference in the scholars’ lives.

While the vast majority of interns reported positive impacts, one intern reported a negative impact. They reported having a draining and exhausting summer that had very little support from outside staff. They also described being burnt out and mentally drained, and that working at Freedom School had a terrible effect on motivation, health, and mental well-being.

Additional Comments

On the final item of the survey, the interns were given the opportunity to state any additional comments. There were several comments made in this section regarding field trips. The interns expressed concern with the lack of time spent on the field trips and a lack of organization. Additionally, some interns mentioned late buses for the field trips which caused the field trips to be even shorter. Some interns mentioned low wages and discrepancies in the job description and what was actually required as part of the daily job. For example, interns mentioned staying late to work on their classroom, preparing curriculum for the next day, or volunteering at parent events. It was additionally suggested that the training be different for Servant Leader Interns and Administrative Interns due to their different job requirements. It was suggested that training be given a virtual or hybrid option to provide flexibility for the interns. There were some comments made regarding the curriculum and criticism of the books and activities chosen. One intern commented, “I strongly believe in Freedom School is a great camp and has the best intentions possible. However, as a result of being a first-year SLI I believe we thrive the most when supported. Without that support, we are left to fend for ourselves and make our own way”. This comment illustrates the need for interns to feel supported in their work, which is a reoccurring theme across the items, and illustrates a recommendation in the next section.

Recommendations

Both the interns and the scholars had recommendations to improve the program. Based on their responses, the research team identified five recommendations or areas of improvement for the Freedom School Partners program for upcoming years.

Communication Skills

While most participants reported a positive experience, it is important to cultivate communication skills each year to ensure a positive experience. Most scholars felt that Freedom School was great just the way it was. One Scholar wrote, “This is a good place for you to make more friends. There are lots of new people here.” Another Scholar stated, “I personally like Freedom School; I like talking to others and meeting new people.” One Scholar discussed the social isolation you can experience inside your home, and another stated, “It helped me notice really good things in life.” While many students were happy with the opportunity to interact with new friends, at least 14 scholars noted that Scholar behavior and disrespectful communication were issues. Scholars talked about bullying, wanting to stand up for themselves, and fewer class disruptions due to poor behavior. One Scholar wrote, “During some classes, there have been many interruptions/distractions, mainly with talking. Maybe just listen to teachers during reading class.” Within this same theme, several interns reported feelings of being overwhelmed or unheard in their summer work. It may be beneficial to provide a halfway point check-in with all interns to ensure they are feeling supported throughout the entire experience.

Field Trips

Interns reported that there were some issues on field trips and how much time was spent on them. This should be improved before next summer. Scholars reported a positive field trip experience. Some reported being excited about the return to field trips after not being able to

experience them last summer because of pandemic protocols. A total of 13 scholars mentioned they would like even more field trips next summer. There were recommendations for changes to the schedule, such as longer recess time, extended free time, and more opportunities to be outside.

Access to Reading Materials

Interns and scholars suggested an expansion of access to reading materials. While this program provides many new experiences with children's literature, it was suggested that additional activities be provided to engage all the scholars. This could also help with behavior needs. Over 20 scholars recommended more reading time or individualized reading support. Some scholars recommended a more extensive selection of books, while others suggested more activities and interactive projects related to reading.

Mathematics Content

Fourth, a common suggestion that has been seen across the past several years is the addition of mathematics content to the Freedom School curriculum. While this is not the focus of the program, many scholars reported how much they would enjoy having that content. Several scholars thought Freedom School could be better if the curriculum included more math and science-related activities. This is a repeated recommendation that scholars have expressed over several evaluation cycles. Given the scholars' strong interest in college and career paths in the STEM field, these topics could be considered when selecting texts and organizing activities for the scholars.

Implementation Fidelity

Finally, it is suggested that the research team solidify measures of implementation fidelity across survey procedures. While there is a script to read before the survey is given to

scholars, the interns are often not sure of the procedures. If a handout was created for the interns, it may help with the quality of responses. It may also be useful to restructure the qualitative items to be more age appropriate.

Summary

Overall, it was another successful summer serving the Charlotte community through the Freedom School Partners project. It is encouraging to see such positive experiences from both interns and scholars, especially after the difficulties of the past two years with the COVID-19 pandemic. Across all levels, scholars responded very positively to quantitative items pertaining to the following categories: Agency, Making a Difference, and Future Thinking. Through qualitative responses, scholars highlighted learning about relevant current and historical events. They also discussed how the skills they developed over the summer could be used in the upcoming school year. Most interns also reported a positive experience and enjoyed making a difference in the lives of the scholars. For some interns, this summer job allowed them the opportunity to learn more about education and it confirmed their decisions. The recommendations made are minor adjustments that would make lasting impacts in this incredible program.

References

Freedom School Partners. (2022, April 20). Retrieved September 15, 2022,

from <http://www.freedom-schoolpartners.org/>

Appendix A

Table 1
Descriptive Statistics for Level 1 Scholars

	<i>n</i>	<i>%</i>
Race/Ethnicity		
African American/Black	99	63.46
Latino/Hispanic	25	16.03
European American/White	5	3.21
Asian	2	1.28
Native American/American Indian	1	0.64
Mixed Heritage	22	14.10
Other	2	1.28
Sex		
Male	74	45.96
Female	87	54.04
Other	0	0.00
Grade in School		
Preschool/Kindergarten	45	28.48
First Grade	48	30.38
Second Grade	62	39.24
Third Grade	3	1.90
FS Site		
Christ Lutheran Church	9	5.52
The Grove	18	11.04
Highland Renaissance	18	11.04
MLK Jr. Middle School	12	7.36
Oakhurst	20	12.27
Pinewood	19	11.66
Providence Day School	14	8.59
Renaissance West	14	8.59
Shalom Park	18	11.04
University City	21	12.88

Table 2
Age and Number of Years Attended for Level 1 Scholars

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>Mode</i>
Age (in years)	159	6.95	0.99	5	9	8
Years Attended	159	1.38	0.64	1	5	1

Appendix B

Table 3
Level I Scholars' Perceptions

Survey Item	Not True for Me		True for Me	
	<i>n</i>	%	<i>n</i>	%
Freedom School Experience				
I enjoyed Freedom School this summer.	12	7.41	150	92.59
I want to do Freedom School again next summer.	27	16.98	132	83.02
Reading*				
I am a better reader.	32	19.88	129	80.12
I enjoy reading more.	38	23.31	125	76.69
I will spend more time reading.	45	27.78	117	72.22
Agency and Future Thinking				
I want to make a difference in my school and community.	18	11.18	143	88.82
My future is important to me.	8	4.97	153	95.03
Learning and Education*				
I think I will be a better student this year.	11	6.88	149	93.13
I feel comfortable asking for help from a teacher when I need it.	26	16.15	135	83.85
I want to go to college.	28	17.39	133	82.61
Social/Emotional Skills				
I know how to ask for help when I have to deal with problems.	20	12.50	140	87.50
I know how to work well with others.	23	14.47	136	85.53

Note. *Survey items began with the sentence stem: "Since being at Freedom School..."

Appendix C

Table 4
Descriptive Statistics for Level 2 Scholars

	<i>n</i>	<i>%</i>
Race/Ethnicity		
African American/Black	91	61.07
Latino/Hispanic	29	19.46
European American/White	4	2.68
Asian	2	1.34
Native American/American Indian	2	1.34
Mixed Heritage	15	10.07
Other	6	4.03
Sex		
Male	68	44.74
Female	84	55.26
Other	0	0.00
Grade in School		
Second Grade	3	1.99
Third Grade	53	35.10
Fourth Grade	49	32.45
Fifth Grade	46	30.46
FS Site		
Christ Lutheran Church	17	11.11
The Grove	14	9.15
Highland Renaissance	16	10.46
MLK Jr. Middle School	11	7.19
Oakhurst	14	9.15
Pinewood	14	9.15
Providence Day School	12	7.84
Renaissance West	20	13.07
Shalom Park	17	11.11
University City	18	11.76

Table 5
Age and Number of Years Attended for Level 2 Scholars

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>Mode</i>
Age (in years)	152	9.80	0.95	8	12	9, 10
Years Attended	152	1.90	1.26	1	6	1

Appendix D

Table 6
Level 2 Scholars' Perceptions

Survey Item	Not True for Me		Sometimes		True for Me	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Freedom School Experience						
I enjoyed Freedom School this summer.	7	4.67	31	20.67	112	74.67
I want to do Freedom School again next summer.	18	11.92	35	23.18	98	64.90
Reading*						
I am a better reader.	21	13.73	60	39.22	72	47.06
I enjoy reading more.	25	16.34	56	36.60	72	47.06
I will spend more time reading.	43	28.10	57	37.25	53	34.64
Agency/Making a Difference*						
I feel good about who I am.	12	7.84	33	21.57	108	70.59
I am prouder of my race.	7	4.64	26	17.22	118	78.15
I am prouder of my community.	19	12.58	46	30.46	86	56.95
Future Thinking*						
I feel better about my future.	12	7.89	44	28.95	96	63.16
I have plans for what I want to do when I am an adult.	36	23.68	34	22.37	82	53.95
Learning and Education*						
I think I will be a better student this year.	9	5.96	41	27.15	101	66.89
I feel comfortable asking for help from a teacher when I need it.	23	15.33	42	28.00	85	56.67
I will stay in school and graduate from high school.	6	3.97	29	19.21	116	76.82
I want to go to college.	14	9.27	36	23.84	101	66.89
Social/Emotional Skills*						
I know how to better resolve conflicts with other students.	25	16.34	69	45.10	59	38.56
I know how to resolve conflicts or problems with adults.	29	19.33	51	34.00	70	46.67
I know how to ask for help in dealing with conflict with others.	25	16.67	54	36.00	71	47.33
I know how to work well with others.	11	7.43	54	36.49	83	56.08

Note. *Survey items began with the sentence stem: "Since being at Freedom School..."

Appendix E

Table 7
Descriptive Statistics for Level 3 Scholars

	<i>n</i>	<i>%</i>
Race/Ethnicity		
African American/Black	47	69.12
Latino/Hispanic	9	13.24
European American/White	0	0.00
Asian	1	1.47
Native American/American Indian	1	1.47
Mixed Heritage	8	11.76
Other	2	2.94
Sex		
Male	29	40.85
Female	40	56.34
Other	2	2.82
Grade in School		
Sixth Grade	24	34.29
Seventh Grade	33	47.14
Eighth Grade	13	18.57
FS Site		
Christ Lutheran Church	19	26.76
The Grove	9	12.68
MLK Jr. Middle School	6	8.45
Oakhurst	6	8.45
Pinewood	12	16.90
Renaissance West	10	14.08
University City	9	12.68

Table 8
Age and Number of Years Attended for Level 3 Scholars

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>Mode</i>
Age (in years)	69	12.71	0.93	10	15	12
Years Attended	71	2.72	2.10	1	8	1

Appendix F

Table 9
Level 3 Scholars' Perceptions

Survey Item	Strongly Disagree		Disagree		Agree		Strongly Agree	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Freedom School Experience								
I enjoyed Freedom School this summer.	2	2.90	4	5.80	33	47.83	30	43.48
I want to do Freedom School again next summer.	5	7.46	12	17.91	24	35.82	26	38.81
Reading*								
I am a better reader.	5	7.04	17	23.94	39	54.93	10	14.08
I enjoy reading more.	9	12.68	23	32.39	29	40.85	10	14.08
I will spend more time reading.	13	18.31	29	40.85	23	32.39	6	8.45
Agency/Making a Difference*								
I feel good about who I am.	1	1.41	10	14.08	38	53.52	22	30.99
I am prouder of my race.	4	5.63	7	9.86	27	38.03	33	46.48
I am prouder of my community.	7	9.86	10	14.08	34	47.89	20	28.17
Future Thinking*								
I feel better about my future.	5	7.04	11	15.49	38	53.52	17	23.94
I have plans for what I want to do when I am an adult.	6	8.45	24	33.80	21	29.58	20	28.17
Learning and Education*								
I think I will be a better student this year.	3	4.29	16	22.86	37	52.86	14	20.00
I feel comfortable asking for help from a teacher when I need it.	6	8.70	14	20.29	35	50.72	14	20.29
I will stay in school and graduate from high school.	1	1.43	2	2.86	31	44.29	36	51.43
I want to go to college.	4	5.88	11	16.18	24	35.29	29	42.65
Social/Emotional Skills*								
I know how to better resolve conflicts with other students.	9	12.86	22	31.43	31	44.29	8	11.43
I know how to resolve conflicts or problems with adults.	12	17.65	18	26.47	29	42.65	9	13.24
I know how to ask for help in dealing with conflict with others.	8	11.76	20	29.41	26	38.24	14	20.59
I know how to work well with others.	7	10.14	11	15.94	32	46.38	19	27.54

Note. *Survey items began with the sentence stem: "Since being at Freedom School..."

Appendix G

Table 10
Level 2 Scholars' Perceptions by Years Attended

Survey Item	1 Year		2 Years or More	
	True for me		True for me	
	<i>n</i>	%	<i>n</i>	%
Freedom School Experience				
I enjoyed Freedom School this summer.	64	82.1*	48	67.6
I want to do Freedom School again next summer.	52	65.8*	46	64.8
Reading*				
I am a better reader.	40	49.4*	32	45.1
I enjoy reading more.	44	54.3*	28	39.4
I will spend more time reading.	25	30.90	28	52.8
Agency/Making a Difference*				
I feel good about who I am.	62	76.5*	46	64.8
I am prouder of my race.	64	79.0*	54	78.3
I am prouder of my community.	45	56.3	41	58.6
Future Thinking*				
I feel better about my future.	56	70.0*	39	54.9
I have plans for what I want to do when I am an adult.	42	51.9	39	54.9
Learning and Education*				
I think I will be a better student this year.	56	69.1*	45	64.3
I feel comfortable asking for help from a teacher when I need it.	49	60.5*	35	51.5
I will stay in school and graduate from high school.	55	68.8	61	87.1
I want to go to college.	50	61.7	51	72.9
Social/Emotional Skills*				
I know how to better resolve conflicts with other students.	34	42.0*	25	35.2
I know how to resolve conflicts or problems with adults.	38	48.1*	31	44.3
I know how to ask for help in dealing with conflict with others.	42	52.5*	29	42.0
I know how to work well with others.	51	64.6*	32	47.1

Note. * indicates percent agree/strongly agree is higher for scholar group with one year of experience.

Appendix H

Table 11
Level 3 Scholars' Perceptions by Years Attended

Survey Item	2 Years or Fewer		3 Years or More	
	Agree/Strongly Agree		Agree/Strongly Agree	
	<i>n</i>	%	<i>n</i>	%
Freedom School Experience				
I enjoyed Freedom School this summer.	38	88.40	25	96.10
I want to do Freedom School again next summer.	29	70.70	21	80.80
Reading*				
I am a better reader.	29	65.90	20	74.10
I enjoy reading more.	21	47.70	18	66.70
I will spend more time reading.	19	43.2*	10	37.00
Agency/Making a Difference*				
I feel good about who I am.	35	79.5	25	92.50
I am prouder of my race.	35	79.50	25	92.60
I am prouder of my community.	30	68.20	24	88.80
Future Thinking*				
I feel better about my future.	32	72.70	23	85.10
I have plans for what I want to do when I am an adult.	23	52.20	18	66.60
Learning and Education*				
I think I will be a better student this year.	29	65.90	22	84.60
I feel comfortable asking for help from a teacher when I need it.	32	74.4*	17	65.40
I will stay in school and graduate from high school.	41	93.20	26	100.00
I want to go to college.	32	76.20	21	80.80
Social/Emotional Skills*				
I know how to better resolve conflicts with other students.	22	51.20	17	62.90
I know how to resolve conflicts or problems with adults.	23	53.50	15	60.00
I know how to ask for help in dealing with conflict with others.	23	54.70	17	65.40
I know how to work well with others.	30	69.80	21	80.70

Note. * indicates percent agree/strongly agree is higher for scholar group with two or fewer years of experience.

Appendix I

Table 12*Descriptive Statistics for Interns (n=28)*

	<i>n</i>	<i>%</i>
Race/Ethnicity		
African American/Black	16	57.14
Latino/Hispanic	3	10.71
European American/White	6	21.43
Mixed Heritage	3	10.71
Gender Identity		
Male	1	3.57
Female	25	89.29
Other	2	7.14
Age (n=26)		
18-24 years old	28	100
Level Taught		
Level 1	11	42.31
Level 2	12	46.15
Level 3	3	11.54
Current Educational Status		
Undergraduate	26	92.86
Graduate	1	3.57
Already Graduated	1	3.57

Appendix J

Table 13

Quantitative Responses of all Interns

Item	Strongly Disagree		Disagree		Agree		Strongly Agree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Intern Experience in Freedom School (n=32)</i>								
I enjoyed my work as a Freedom School intern this summer. (n=33)	0	0	3	9.09	14	42.42	16	48.48
I would like to return in the future as a Freedom School Intern	0	0	5	15.63	20	62.50	7	21.88
I possess skills that have helped me in my work as an Intern	0	0	0	0.00	10	31.25	22	68.75
I have learned new skills as a result of my work as an Intern	0	0	1	3.13	12	37.50	19	59.38
I have experienced success in my work as a Intern	0	0	1	3.13	12	37.50	19	59.38
I have experienced challenges in my work as an Intern	0	0	1	3.13	10	31.25	21	65.63
<i>Interns perception of College, Career & Future Plans (n=29)</i>								
My plans about my education have changed as a result of my experience. (n=30)	6	20.00	15	50.00	4	13.33	5	16.67
My plans about my work or career choices have changed as a result of my experience.	5	17.24	13	44.83	4	13.79	7	24.14
I believe my experience as a Freedom School Intern has changed my economic perspective	2	6.90	10	34.48	13	44.83	4	13.79
<i>Interns preception of Volunteering, Community Engagement and Advocacy (n=29)</i>								
I view myself as a difference maker in my community and world	0	0.00	1	3.45	14	48.28	14	48.28
My vision for making a difference has changed or expanded as a result of my experience	0	0.00	3	10.34	12	41.38	14	48.28
I am more likely to work in my community as a result of my experience	1	3.45	2	6.90	16	55.17	10	34.38
My understanding of education has changed or expanded as a result of my experience	1	3.45	3	10.34	12	41.38	13	44.83
My understanding of multiculturalism has changed or expanded as a result of my experience	1	3.45	6	20.69	10	34.48	12	41.38
I am more likely to advocate for children living in poverty as a result of my experience	0	0.00	2	6.90	9	31.03	18	62.07
I am more likely to advocate for families living in poverty as a result of my experience	0	0.00	2	6.90	9	31.03	18	62.07
<i>Interns perceptions of Agency/Soft Skills (n=28)</i>								
I have developed or enhanced my leadership skills as a result of my experience	0	0.00	0	0.00	14	50.00	14	50.00
I am better at working with others as a result of my experience	0	0.00	1	3.57	13	46.43	14	50.00
I am better able to talk and work with others who are different from me	0	0.00	2	7.14	12	42.86	14	50.00
I am better at adapting to changes that take place (at work, home, social contexts)	0	0.00	0	0.00	12	42.86	16	57.14