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2019 Evaluation of the Freedom School Partners
in Charlotte, North Carolina

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University of North Carolina at Charlotte

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2019 Evaluation of Freedom School Partners in Charlotte, NC

Introduction

This report outlines the results of an evaluation of the Freedom School Partners' Children Defense Fund Freedom Schools[®] program in Charlotte, NC that took place during the summer of 2019. The evaluation was a collaboration between the Center for Adolescent Literacies (CAL) and the Center for Educational Measurement and Evaluation (CEME). Both centers are located on the University of North Carolina at Charlotte's campus within the College of Education. Each Center has extensive records of collaboration with community groups as well as state and local educational agencies. The CEME staff conducted the data collection process and conducted the data analysis. The focus of this evaluation is on the experiences of the Scholars and Servant Leader Interns (SLIs) by collection data via surveys developed by both CEME and CAL.

The survey items were developed and piloted during the 2016 Freedom School Partners program year. This process was a collaborative effort by CEME, CAL and Freedom School Partners. An initial set of draft survey items were developed through an iterative process by CAL and CEME staff. The program goals and objectives of Freedom School as well as the goals of the program evaluation efforts were considered, as each draft was revised and revisited. The Freedom School staff were given the opportunity to review the draft survey items. Freedom School staff were also interviewed regarding their input on the surveys and if they would meet the needs of the program, scholars and SLIs.

Data Collection Procedures

Procedures for Scholars

The assessment coordinator and site coordinators worked together to schedule time where the written surveys could be completed at each Freedom School site. The researchers explained the purposes of the survey to the Scholars and assured the Scholars that their information was voluntary and anonymous. The researchers assisted with data collection by either reading each question aloud to the Scholars or monitoring as the Scholars read the questions to themselves. The Scholars were instructed to raise their hand with questions or concerns as they arose. The SLIs also acted as monitors within their own classroom and did not influence the responses by the Scholars. After the researchers completed the data collection process, the quantitative data was entered into SPSS Version 26, a software used for statistical analyses, including Likert type survey responses. The qualitative data was entered into NVivo Version 12, a program that helps analyze the open-ended response questions on the surveys.

Procedures for Servant Leader Interns

The researchers received the email addresses of the SLIs from the site coordinator and then emailed a link to an online survey through the survey platform, SurveyShare. Researchers explained the purpose of the survey, explained that the responses were anonymous and voluntary and described the basic procedure for taking the survey. The SLIs were sent one initial email and one follow up email one week later. The survey was closed two weeks after the initial participation request. Upon closing the survey, the quantitative data was entered into SPSS Version 26 and the qualitative data was entered into NVivo Version 12.

Measures

There are three groups of participants in the analysis, Level 1 Scholars, Level 2-4 Scholars and SLIs, and each group received a different survey. The surveys of Level 1 and Level 2-4 Scholars were used at 10 of the 18 Freedom School Partners sites in Charlotte, NC. All SLIs from all 18 sites were given the opportunity to respond to the survey. The Level 1 Scholar survey consisted of 29 questions: 12 statements which the respondents used two categories (e.g., Not true for me; True for me), five open-ended questions and six demographic questions related to race/ethnicity, sex, age, Freedom School level, grade completed and number of years attended Freedom School. The Level 2-4 Scholar survey consisted of 33 questions: 18 statements which the Scholars responded according to a Likert scale (e.g., Strongly Disagree, Disagree, Agree, and Strongly Agree), 16 open-ended questions and six demographic questions related to race/ethnicity, sex, age, Freedom School level, grade completed and number of years attended Freedom School. The SLIs completed a survey consisting of 43 questions: 20 statements where SLIs responded according to a Likert scale (e.g., Strongly Disagree, Disagree, Agree, and Strongly Agree), 15 open-ended questions, and six demographic questions related to race/ethnicity, sex, age, Freedom School level served and education status.

Quantitative Results Level 1-4 Scholars

Level 1 Scholars Likert Response Results

A total of one hundred seventy-nine Level 1 Scholars completed the 29 question survey. Of these 179 Level 1 Scholars, 132 identified as African American/Black (73.7%), 28 identified as Latino/Hispanic (15.6%), 4 identified as European American/White (2.2%), 1 identified as Asian American (.6%), 2 identified as Native American/American Indian (1.1%), 7 identified as Mixed Heritage (3.9%) 2 identified as Other (1.1%) and 3 declined to respond (1.7%). 84

Scholars identified as Male (46.9%) and 89 identified as Female (49.7%) and 6 declined to respond (3.4%). The average age of Level 1 Scholars was 7 years old ($M=7.12$, $SD=.819$), with ages ranging from five to nine years old.

The Level 1 Scholars have completed either grades Kindergarten through 3rd grade. The largest group was 2nd grade with 75 scholars (41.9%), followed by 1st grade with 65 scholars (36.3%), Kindergarten with 33 scholars (18.4%) and 3rd grade with 3 scholars (1.7%). There were also 3 scholars who declined to respond (1.7%). Level 1 Scholars reported they had attended Freedom School between 1-4 years ($M=1.55$, $SD=.775$) and 106 Scholars reported it being their first year (59.2%), 50 Scholars reported it was their second year (27.9%), 16 Scholars reported it was their third year (8.9%), 5 Scholars reported it was their fourth year (2.8%) and 3 declined to respond (1.7%). The breakdown regarding the sites are as follows: 27 Scholars attended Shalom Park (15.1%), 25 Scholars attended Renaissance West STEAM Academy (14.0%), 19 Scholars each attended Providence Day School and Alexander Graham Middle School (10.6%), 18 Scholars attended Marie G. Davis Middle School International Bachelorette (10.1%), 16 Scholars attended Christ Lutheran Church (8.9%), 15 Scholars attended Oakhurst STEAM Academy (8.4%), 14 Scholars each attended The Grove Presbyterian Church and Martin Luther King, Jr. Middle School (7.8%) and finally, 12 Scholars attended Highland Renaissance Academy (6.7%). A summary the demographics for Level 1 Scholars are reported in Table 1.

Level 1 Scholars responded to 12 questions in the following categories: Freedom School Experience, Reading, Agency/Making a Difference, Learning & Education, Future Thinking/Goal Setting/Optimism and Social/Emotional Skills. The results for Scholars' reported Freedom School Experience, Reading and Agency/Making a Difference are reported in Table 2.

Scholars responded to each item by reporting how true each statement was for them on a scale of (1) Not true for me, No or (2) True for me, Yes. The majority of Scholars responded that they enjoyed their summer at Freedom School ($n=170$; 95%) and that they wanted to return next year ($n=144$; 80.4%). In regards to the reading measures, the majority of Scholars reported that they had become a better reader ($n=149$; 83.2%), enjoyed reading more ($n=151$; 84.4%) and thought they would spend more time reading ($n=146$; 81.6%) because of their time at Freedom School. Finally, 165 Scholars indicated that they wanted to make a difference in their school and community (92.2%). Table 3 outlines the Level 1 responses to items regarding perceptions of Learning & Education, Future Thinking/Goal Setting/Optimism and Social/Emotional Skills. The majority of Scholars said they would be a better student next year because of their time in Freedom School ($n=173$; 96.6%), felt more comfortable asking for help from a teacher when they needed it ($n=161$; 89.9%) and wanted to go to college ($n=151$; 84.4%). Regarding Future Thinking/Goal Setting/Optimism, 173 Scholars reported that their future was important to them (96.6%). Finally, the Scholars reported that they felt more comfortable asking for help with a social problem or conflict after attending Freedom School ($n=158$; 88.3%) and that they better knew how to work well with others ($n=167$; 93.3%).

Level 2-4 Scholar Likert Response Results

A total of three hundred fifty-seven Level 2-4 Scholars completed the 33 question survey. Of these 357 Level 2-4 Scholars, 208 identified as African American/Black (58.3%), 57 identified as Latino/Hispanic (16.0%), 5 identified as European American/White (1.4%), 6 identified as Asian American (1.7%), 5 identified as Native American/American Indian (1.4%), 38 identified as Mixed Heritage (10.6%) 17 identified as Other (4.8%) and 21 declined to respond (5.9%). 151 Scholars identified as Male (42.3%) and 171 identified as Female (47.9%)

and 35 declined to respond (9.8%). The average age of Level 2-4 Scholars was 11 years old ($M=11.09$, $SD=1.77$), with ages ranging from eight to seventeen years old.

The majority of the Level 2-4 Scholars were Level 2 Scholars who had completed 3rd-5th grades ($n=220$; 61.6%), followed by Level 3 Scholars who had completed 6th-8th grades ($n=108$; 30.3%), and finally level 4 Scholars, who had completed 9th-11th grades ($n=9$; 2.5%). 20 Scholars did not report their Freedom School level (5.6%). The average grade completed this year by the Level 2-4 Scholars was 5th grade ($M=5.14$, $SD=1.75$) with a range of 3rd-11th grade. Scholars reported they had attended Freedom Schools a range of 1-8 years with an average of 3 years ($M=2.62$; $SD=1.80$). The breakdown regarding the 357 Scholars by sites are as follows: 47 Scholars each attended The Grove Presbyterian Church and Renaissance West STEAM Academy (13.2%), 42 Scholars attended Martin Luther King, Jr. Middle School (11.8%), 41 Scholars attended Highland Renaissance Academy (11.5%), 40 Scholars attended Christ Lutheran Church (11.2%), 33 Scholars attended Alexander Graham Middle School (9.2%), 31 Scholars attended Shalom Park (8.7%), 29 Scholars attended Marie G. Davis Middle School International Bachelorette (8.1%), 27 Scholars attended Providence Day School (7.6%) and 20 attended Oakhurst STEAM Academy (5.6%). A summary the demographics for Level 2-4 Scholars are reported in Table 4.

Level 2-4 Scholars responded to 18 questions in the following categories: Reading, Agency/Making a Difference, Future Thinking/Goal Setting/Optimism, Learning & Education, Social/Emotional Skills and Freedom School Experience. Each Scholar responded to the 18 items using a Likert scale ranging from (1) Strongly Disagree; (2) Disagree; (3) Agree; (4) Strongly Agree.

Three items were categorized into Reading. The majority of Scholars reported that they either agreed or strongly agreed with the statement that being at Freedom School made them a better reader ($n=294$; 82.3%), that they enjoy reading more because of their experience at Freedom School ($n=254$; 71.2%), and that they planned on spending more time reading ($n=214$; 60.2%). These results are reported in Table 5.

Five items were categorized into Agency/Making A Difference and Future Thinking/Goal Setting/Optimism. The majority of Scholars reported that they feel good about who they are ($n=304$, 85.2%), are more proud of their race ($n=306$, 85.7%) and are more proud of their community ($n=287$, 80.4%) because of Freedom School. The majority of Scholars also reported that they feel better about their future ($n=314$, 88.0%) and have plans for what they want to do when they are an adult ($n= 270$, 75.6%) because of Freedom School. These results are reported in Table 6.

Four items were categorized into Learning and Education. The majority of Scholars reported that they feel that they will be a better student next year ($n=299$, 83.7%) and that they feel comfortable asking for help from a teacher when needed ($n=288$, 80.6%). The majority of Scholars also reported wanting to stay in school and graduate from high school ($n=327$, 91.5%) and that they wanted to go to college ($n=300$; 84.0%). These results are reported in Table 7.

Six items were categorized into Social/Emotional Skills and Freedom School Experience. The majority of Scholars reported knowing how to better resolve conflicts or problems with other students ($n=248$, 69.4%), knowing how to resolve conflicts or problems with adults ($n=246$, 68.9%), knowing how to ask for help in dealing with social problems or conflicts with others ($n=255$, 71.4%) and knowing how to work well with others ($n=268$, 75.1%) because of their time in Freedom School. In regards to their Freedom School experience, the majority of

scholars reported they enjoyed Freedom School this summer ($n= 293$, 82.1%) and reported they wanted to do Freedom School again next year ($n=261$, 73.1%). These results are reported in Table 8.

Findings Level 1-4 Open-Ended Responses

Each Scholar responded to a variety of open-ended response questions that illustrated their individual experience with (a) Reading, (b) Agency/Making a Difference, (c) Future Thinking/Goal Setting/Optimism, (d) Learning and Education, (e) Social/Emotional Skills, and (f) Freedom School Experience. Level 1 Scholars responded to four open ended response questions about their future plans, what they learned this summer, how they can make a difference in their school or community and how Freedom School could be improved. They also had the option to give any additional thoughts. Level 2-4 Scholars responded to eight open ended response questions that assessed: (1) what they learned from the book they read, (2) how they can make a difference in their school and community, (3) their plans for their education and career, (4) a description of how Freedom School may help them in the coming school year, (5) changes in how they worked with others after the Freedom School experience, (6) what they liked about Freedom School, (7) what could make Freedom School better and (8) thoughts on improving Freedom School. They also had the option to give any additional thoughts. In total, almost all Scholars responded to each open-ended question which provides support for the data analysis.

Data Analysis

After the surveys were completed, the open-ended questions were transcribed verbatim and uploaded to NVivo12, a qualitative data analysis software program. NVivo12 was used as a tool to assist the researchers with organizing the data, exploring the coding patterns and

maintaining an audit trail. Before the analysis was conducted, the researchers read the transcript of each survey to have a comprehensive understanding of the data set. The researchers then used a constant comparative approach to data analysis, through which the data was classified into categories based on an inductive coding process. Using an open coding method, the data was organized into initial categories that described the salient ideas associated with each response. The data was then continuously refined to ensure that the open codes captured similar core concepts. As open codes were compared and defined, the researchers explored relationships and patterns between the codes and themes emerged from the data.

Findings for Level 1 Scholars

Plans for the Future

The Level 1 Scholars responded to one question regarding their future plans about their school, education and future career ideas. Most Level 1 Scholars reported that they have a desire to go to college. Some of the Scholars described how they had a desire to make it through the next year in school and get good grades. Some Scholars reported specific colleges that they may be interested in attending, such as University of North Carolina at Charlotte, Winston Salem State, North Carolina A&T State, Clemson University and Queens University. Most Scholars mentioned that they want to have a house and make money so that they can have things they need. One Scholar stated, “I would want to go to college because when I pass college, I would have a job [and] get more money”.

The Scholars also mentioned several specific career fields that they would be interested in pursuing. Several Scholars expressed interest in professional sports, such as being a football player or basketball player. Other Scholars stated their desire to work in health care by being a nurse, doctor or veterinarian. There were also several Scholars that stated their desire to work in

community helper careers, such as police officers, security workers or firefighters. There were a few Scholars who had interest in fields like engineering or STEM careers. Finally, several Scholars mentioned wanting to be a parent and having children of their own someday.

Reading

The Level 1 Scholars responded to one question regarding their knowledge they obtained in the books they read and discussed at Freedom School. Four themes emerged from the analysis: Making a Difference, Morals/Self-Awareness, Social Justice and Academics.

Making a Difference. A large portion of the Scholars reported about learning how to make a difference within their community, school and world. They also reported wanting to make a difference within their family. Most Scholars then described how they could make a difference in their school or community in the next open-ended question.

Morals/Self-Awareness. A large portion of the Scholars reported different morals or life lessons from the readings. These were things like, “I learned to share, give hug[s] and not give up” and “I learned about filling people’s buckets”. The Scholars also made other connections to morality with statements like, “It doesn’t matter if you’re different, you can always learn something new from someone else”. The Scholars also reported more self-awareness with statements like “some people don’t have a big family and others do” or “if someone is calling you a name, think they aren’t talking to you”. These statements show that the Scholars have learned important life lessons and are understanding their own influence within their life.

Social Justice. A large portion of the Scholars reported different Social Justice topics that they had explored over the summer. Scholars mentioned such items like discrimination, race or skin color, segregation, racism and slavery. They also mentioned gun abuse or gun violence and police brutality. Several Scholars mentioned Ron McNair and how he became an astronaut and

learned about flying even though he wasn't allowed to go to the library based on his skin color. Scholars responded that "skin color doesn't matter" and "we learned how slavery/segregation changed the world". Scholars also stated that they learned "about gun abuse and how to stop it".

Academics. A large portion of the Scholars reported different academic related things they learned. For example, "I read a chapter book about a pirate and they had a boat, and Blackbeard came and destroyed the boat" or "...read and respect books". As a whole, Scholars mentioned learning about animals, cars, fairy tales and children around the world. Some Scholars reported learning more sight words or "hard words". There were several Scholars who talked about specific books they had read and what happened within those texts. For example, there was a book titled "Beatrice's Goat" which is a true account of a girl in Uganda who receives a goat from a nonprofit organization. Scholars reported learning, "Beatrice could go to school... after [s]he sold a goat". Another text was "Abiyoyo", which is an African folktale. Several Scholars reported enjoying the story because it "helped them learn". Finally, there was mention of the text, "Jamaica Louis James" and the Scholars reported it was a fun story.

Agency and Making a Difference

The Level 1 Scholars responded to one open ended question that asked how they could make a difference within their own community. The themes of Environment, Relationships, Positive Actions and Positive Feelings emerged.

Environment. Scholars noted specific actions that they could take to help the environment. These included things like not littering and not polluting. Other Scholars mentioned how they could make a difference by telling others to pick up trash, clean up the ocean or telling others to not pollute. Some Scholars mentioned cleaning up their community by picking up trash off the ground and recycling.

Relationships. Several Scholars mentioned how they can make a difference by forming relationships with other people and by being respectful to adults. The Scholars mentioned specifically that they would invite new people to play with them, be nicer to their siblings and listen to the teachers. One Scholar wrote, "...playing sports, saying hi, finding new neighbors". It is evident that some Scholars have learned how to interact with others in a more positive way from these answers.

Positive Actions. Several Scholars noted specific actions that they could take that would help their community, this included things to help themselves be more productive citizens and things that would help others. Scholars noted things like reading books, working hard, and cleaning up around the house. Scholars also mentioned things they could do which would help others, like giving food to homeless people, growing their own food to give to others and helping others in general. One Scholar wrote, "...by giving a speech to Blacks and Whites, telling them not to be mean, do not rob someone's house and do not shoot anyone". This statement shows he or she has learned about specific actions that can be taken to help make his community a better place.

Positive Feelings. Scholars mentioned positive feelings that they could have which would make a difference within the community and with their agency. Several scholars mentioned being kind, helpful and helping people solve problems. They also mentioned believing in themselves and being a leader. One Scholar wrote, "paying attention, being nice, telling the truth."

Improving Freedom Schools

The Level 1 Scholars responded to two open ended questions that asked how Freedom School could be improved and asked if there was anything else they wanted to share with the

researchers. The themes that emerged from these two questions were Behavior Modifications, Activities, and Resources.

Behavior Modifications. Several Scholars mentioned ways that they felt Freedom School could be made better by changing the consequences for other Scholars who were not following directions. For example, one Scholar wrote, “make sure everyone is doing their work and listening to the teacher”. One Scholar gave a suggestion to have Scholars who do something wrong, sit out and write sentences. Scholars also mentioned things like, saying nice words, not yelling, and being respectful.

Activities. Scholars mentioned several activities that they would like to add or have more of throughout their time at Freedom School. Scholars mentioned wanting nap time, an end of summer party and going to the pool more often. Scholars also mentioned certain places they’d like to go for field trips, like Ray’s Splash Planet, Monkey Joe’s and Carowinds. Scholars mentioned ways they’d like the curriculum to be improved like adding more DEAR time and a longer Harambe. Several Scholars mentioned that they wished they could do math at Freedom School, not just reading.

Resources. Finally, Scholars mentioned several additional resources they would like to have for Freedom School. These included things like adding more students and teachers, providing iPads and more food. Scholars specifically asked for more snacks and more books that cover more diverse topics, like animals.

Findings for Level 2-4 Scholars

Reading

Level 2-4 Scholars responded to one open-ended question evaluating what the Scholars learned from the books they read over the summer and discussed at Freedom Schools. Three themes emerged from these data: Reading Skills, History/Social Justice and Life Lessons.

Reading Skills. The Scholars mentioned several reading skills such as comprehension, fluency, vocabulary words, stamina and reading confidence. Several Scholars reported a new-found enjoyment of reading and they now want to read in their free time. One Scholar mentioned, “I learned that there are different types of books that help to show who we are. I learned that if I read a book, I can use more of my imagination”. Another Scholar noted that “I learned that reading is important and IRC has taught me that words that you don’t know are really important”.

History/Social Justice. The Scholars made it very evident that they learned about several important moments in America’s history. They listed learning about the terrorist attacks of September 11th, 2001, undocumented immigrants, slavery, the Black Panther party, equal rights and gun violence. Some specific examples of their responses mentioned the book, “Give a Boy a Gun”. One Scholar wrote, “What I’ve learned from that book is you should always treat people with respect because you never know what their mental stability is and you never know if they copy with disrespect and bullying so be nice”. One Scholar mentioned, “learned about more black history because we don’t learn that in school”.

Life Lessons. The Scholars mentioned several life lessons or morals that they learned through the readings this year. They mentioned things like “don’t let people tell you what you can and can’t do” and “just be yourself”. Other Scholars mentioned treating everyone with kindness, respect yourself, follow your dreams and don’t give up. Another Scholar mentioned “I have learned a lot about multiple issues, for example, gun violence, racism throughout history,

self-love and things like that. I have been seeing things through different people's perspectives and lives".

Agency and Making a Difference

Level 2-4 Scholars responded to one open-ended item about how they can make a difference in their community and school. Three themes emerged: Taking Action, Environment and Improving Self.

Taking Action. The Scholars mentioned a variety of ways they could make a difference by doing specific actions. They mentioned things like donating old clothes, giving out school supplies and doing a fundraiser. Several Scholars stated they would want to make a difference by informing others around them about things like immigration and gun violence. Several Scholars also mentioned things they could do to help others, like helping teachers, encouraging others, helping the homeless, tutoring and showing kindness in the community. Another Scholar wrote, "...I could make a difference in my school is to stop bullying because bullying can also make kids in danger".

Environment. The Scholars mentioned a variety of ways they could help the environment like recycling, picking up trash, not littering and stopping pollution. Several Scholars mentioned ways to keep the ocean clean like recycling, not throwing trash in the ocean and being respectful of the ocean. One Scholar wrote, "Also, to recycling more because if we keep putting stuff in the trash that won't help. The trash has to go somewhere".

Improving Self. Another theme that emerged showed that Scholars wanted to be positive influences and change their behaviors to be more positive role models. They mentioned things like sticking up for myself, standing up for others, being respectful, being kind and having a good attitude. Other Scholars mentioned things like being a leader and being respectful to the

teachers. One Scholar wrote, “You can be kind and listen to people, you can help make your community a more accepting place. If you do that, everybody will feel good and welcomed”.

Another Scholar wrote, “treating people with kindness and respect because that’s how I would want them to treat me”.

In conclusion, one Scholar mentioned each of these themes and wrote, “by being yourself, not littering, not judging people, helping the homeless, respecting the ocean”.

Future Thinking/Goal Setting/Optimism

The Scholars answered one open ended question regarding the Scholar’s plan for education and what they want to do when they are an adult. The Scholars listed a variety of plans for their career. Many Scholars mentioned careers in professional sports teams, specifically soccer, basketball and football. The Scholars listed other careers in community service careers like police, military, teachers, firefighters and FBI agents. Several Scholars listed health care professions like nurses, doctors, and veterinarians. There was mention of different entertainment careers like being a singer or dancer. Finally, careers like cosmetologists, lawyers, scientists, engineers, and architects. The Scholars mentioned a variety of higher education institutions they would like to attend such as Duke University, University of North Carolina at Charlotte, Yale University, Julliard, and Davidson College. The Scholars also reported wanting to attend a variety of different Historically Black Colleges or Universities such as North Carolina A&T State University, Winston-Salem State University, Johnson C. Smith University and Spelman College. Several Scholars also mentioned specific degrees like obtaining their Masters or Doctorate degree. One Scholar mentioned very specific plans.

For education, I want to go to college. I want to work hard for a scholarship. I want to work with animals and maybe do something involved with public

speaking. I sometimes think about becoming a president. I want to make our world overall better for everything and everyone.

Learning and Education

Level 2-4 Scholars responded to one open-ended question about how being a part of Freedom School will help them in the upcoming school year. Two themes emerged: Academic Performance and Self-Confidence.

Academic Performance. Scholars mentioned reading more, working hard in school and paying attention in school. They stated they would study harder, reread tests, and that Freedom School helped them to love reading again. Other Scholars mentioned they wanted to become more fluent readers. One Scholar stated they wanted to improve their reading to possibly be in honors courses.

Self-Confidence. Scholars mentioned that they gained confidence in a variety of ways when reading out loud, when meeting new peers, believing in themselves and when speaking their mind. Several Scholars mentioned they now had more confidence when going to school next year. Other Scholars mentioned they would have more confidence in friendships by being kind to their peers and make more friends. One Scholar mentioned they felt being in Freedom School was like a “mini start” to college.

In conclusion for this section, one Scholar mentioned both themes of academic performance and self-confidence when he or she stated:

Being in Freedom School has helped me gain more confidence. I've been having a lot of fun. The books are very interesting and have made me a little more open minded on what some people go through so I feel I will be a nicer person and will like reading. My intern has also given me a lot of advice on the future and school.

Social/Emotional Skills

The Scholars responded to one open ended question regarding changes in how they work with others since being a part of Freedom School. One theme emerged which was Communication with Others. Some Scholars mentioned having a more positive attitude when working in groups at school while others mentioned they did not feel their work with others had changed.

Communication with Others. Several scholars mentioned specific ways that they can interact with other people that they've learned because of Freedom School. For example, they mentioned participating more in school, working things out with others, listening to people when they're talking, and being more cooperative. One Scholar wrote, "We have been doing a lot of group work...I have also done some leadership. It's been easier to work with people. We have learned to cooperate with each other".

Improving Freedom School

The Scholars were asked two open ended questions regarding things they liked about participating in Freedom School and how Freedom School could be improved. They mentioned a variety of things such as better behavior management for the other Scholars who aren't following directions, more field trips and having more motivational speakers who understand the minority community. Some Scholars mentioned they wanted more time in Harambe and more chants. One Scholar stated that Freedom School made his or her summer better. And one Scholar mentioned that they wanted more meetings with parents so they could be involved in what they were doing there. Several Scholars also mentioned their desire to be able to do math in their time at Freedom School.

Servant Leader Intern Likert Response Results

Ninety-six SLIs completed an electronic survey via SurveyShare and answered 41 questions regarding demographics, their experience as a Freedom School SLI and how their experiences with Freedom School will impact them in their future and careers. Of the 96 SLIs, 62 identified as African American/Black (64.6%), 16 identified as European American/White (16.7%), 7 identified as Latino/Hispanic (7.3%), 1 identified as Native American/American Indian (1.0%) and 4 identified as Mixed Heritage (4.2%). 6 did not identify a Race/Ethnicity (6.3%). 21 SLIs identified as male (21.9%) and 69 identified as female (71.9%); 6 declined to respond (6.3%). On average, the SLIs were 21 years old, with a range of 18 years old to 34 years old ($M=20.89$, $SD=2.49$). SLIs served 35 Level 1 Classrooms (36.5%), 32 Level 2 Classrooms (33.3%) and 16 Level 3 Classrooms (16.7%) and 13 SLIs did not identify their classroom level served (13.5%). The majority of SLIs identified their education level as an undergraduate student ($n=78$, 81.3%), with other SLIs being graduate students ($n=5$, 5.2%) or already graduated ($n=7$, 7.3%) and 6 chose not to respond (6.3%). A summary of the SLI demographics is displayed in Table 9.

The SLIs responded to 20 Likert scale items that rated the extent to which they agreed with each statement ranging from (1) Strongly Disagree to (4) Strongly Agree. These items were divided into categories based on their perceptions of their (a) Freedom School Experience, (b) College, Career & Future Plans, (c) Volunteering, Community Engagement & Advocacy, and (d) Agency/Soft Skills.

In the first category, Freedom School Experience, there were six items. The majority of SLIs stated they either agreed or strongly agreed that they enjoyed their work as an SLI ($n=88$; 91.7%) and would like to return in the future ($n=77$; 80.2%). The majority of SLIs also stated

that they either agreed or strongly agreed that they possessed skills to help them as an SLI ($n=92$; 95.8%) and that they learned new skills as result of being an SLI ($n=88$; 91.7%). Finally, the majority of SLIs either agreed or strongly agreed that they experienced both successes ($n=93$; 96.9%) and challenges ($n=91$; 94.8%) in their work as a SLI over the summer. A summary of these results is in Table 10.

The next category included the SLI's perceptions of their College, Career and Future Plans. The majority of SLIs stated that they disagreed or strongly disagreed that their plans for their education changed because of their experience in Freedom School ($n=79$; 82.3%). They also reported that they disagreed or strongly disagreed that their plans for career or work choices changed because of their experience in Freedom School ($n=79$; 82.3%). Finally, the majority of SLIs did not believe their experience at Freedom School changed their economic prospects ($n=62$; 64.6%). A summary of these results is in Table 11.

SLIs responded to seven questions about their perceptions on volunteering, their community engagement and their advocacy of diverse populations of children that live in poverty. The majority of SLIs either agreed or strongly agreed that they view themselves as making a difference in their community and world ($n=89$; 92.7%) and stated their view of making a difference has changed because of Freedom School ($n=82$; 95.4%). Most SLIs reported that they are more likely to work in their community because of Freedom School ($n=81$; 84.3%). Almost three-fourths of SLIs either agreed or strongly agreed that their understanding of education had changed or expanded because of Freedom School ($n=70$; 72.9%). A majority of SLIs stated they either agreed or strongly agreed that their understanding of multiculturalism has changed and expanded because of their experience with Freedom School ($n=62$; 64.6%). With advocacy, SLIs reported that they are more likely to advocate for children living in poverty ($n=$

88; 91.7%) and advocate for families ($n=87$; 90.6%) living in poverty because of their experience with Freedom School. A summary of these results is in Table 12.

Finally, SLIs reported on their personal Agency and Soft Skills. The majority of SLIs reported that they had developed or enhanced leadership skills because of their time in Freedom School ($n=87$; 90.6%) and that they were better at working with others ($n= 78$; 81.2%). The majority of SLIs stated that can better talk and work with others who are different than them ($n= 81$; 84.4%) and that they are better at adapting to changes that take place around them ($n= 84$; 87.5%). A summary of these results is in Table 13.

Servant Leader Intern Open-Ended Response Findings

The Servant Leader Interns (SLIs) responded to a variety of questions via SurveyShare to communicate their experiences with Freedom School this year. The survey asked questions regarding their future plans, community engagement and agency/soft skills. They also gave improvements to the Freedom School program. The SLIs answered sixteen open ended questions related to likes and dislikes, skill development, successes and challenges and if their education, work or economic perspective had changed because of their experience with Freedom School. They also answered questions about community service, education and multiculturalism, changes to their ideas on poverty, and how their life had changed. They answered general final thoughts at the end of the survey. There were 96 SLIs that responded to the survey and almost every SLI responded to the questions that were applicable to them. Data analysis was completed using the same procedure as the Level 1-4 Scholars.

Freedom School Experience

SLIs were asked five questions about their Freedom School experience. The SLIs described their likes and dislikes, skill development, and success and challenges.

Liked/Disliked. The SLIs reported that they loved their experience at Freedom School and made great connections with his or her Scholars. One SLI discussed how they felt supported and everything they needed was supplied for them. Another stated, “I liked working with the Scholars and building relationships with them and having an impact on their lives”. Another SLI mentioned that they would like to see Level 3s given some career opportunities to help those older students see the value of staying in school.

There were several SLIs that noted some aspects that they disliked. There was continual mention of a lack of support from the administration of Freedom School. One SLI wrote, “The energy was not there this summer. I did not feel like everyone had the same intentions while they were applying”. Several SLIs mentioned a disorganization within the system and when they went on field trips. This SLI also mentioned that their Scholars didn’t have enough books to take some home on the weekends, which he or she felt like was unfair. One SLI wrote:

I loved the ability to impact scholars and the freedom my site coordinator gave me to instruct my classroom environment and treat them. However, I soon realized the majority of my Scholars were unable to read and write and it made completing the Freedom model very difficult... I also noticed [that] not all sites are treated the same or even awarded the same field trip opportunities...Overall, this experience has opened my eyes to the realm of education and made me realize how suited I am for the field. I have loved being a part of this movement and I look forward to returning.

Skill Development. The SLIs answered two open ended questions about skills they believed they developed in Freedom School or those they possessed to be influential SLIs. The

SLIs mentioned things like interpersonal skills, confidence in their abilities to lead a classroom, and positive experiences. One SLI stated:

After working with Freedom School, I now have confidence in my abilities to lead a classroom. Freedom Schools has helped me to both develop and implement a toolbox of strategies for maintaining a classroom. I have been able to build character as I have faced new challenges and learned to be flexible and think on my feet.

Another SLI stated that he or she was able to be conversational in Spanish, which helped related to the Scholars.

Successes/Challenges and Areas for Growth. The SLIs mentioned a variety of successes, such as helping Scholars break out of their shell, building strong relationships, and mental strength. One SLI mentioned changing his or her Scholars from a negative mindset to a more positive mindset about being in Freedom School. One SLI said:

I've had the opportunity to successfully break timid scholars out of their shells. This success alone meant a lot to me because there is a chance that those Scholars that leaned into discomfort with me this summer, definitely have the ability to do it during the new school year on their own.

The SLIs mentioned several challenges. One SLI discussed needing more support from a floater SLI because JSL (Junior Servant Leaders) were not as helpful. Another SLI stated:

I feel that it should be expected that as a result of this year, optimism and the reputation of Charlotte Freedom School has gone down significantly. I also want it to be known that the "support" that is given to the interns is virtually non-existent.

There were a couple comments regarding the curriculum. One SLI discussed a lack of time to complete all the curriculum and readings and another SLI mentioned how the curriculum seemed very repetitive for his or her level 1 Scholars.

College, Career and Future Plans

The SLIs responded to five open ended questions that asked them to explain changes in their future education plans, their future career plans, their economic perspectives and how they will use their experiences in the future.

Change of Plans. As noted in the Likert responses, the majority of SLIs did not change their education or career plans because of their experience in Freedom School. However, there were still some SLIs who did note a change of plans. Several SLIs noted that their experience confirmed their desire to work in education or with children. Several SLIs mentioned adding to their current plans, such as wanting to add a degree in urban education to their current plan, changing their career path to include being an Occupational Therapist that works in the school setting and considering curriculum design. One SLI listed:

I have always been passionate about education but I decided that law fits my personality and interest more. But since being in Freedom School classrooms, my Scholars made me realize they need more people who want to understand them to teach. With that being said, I have decided to double major in law and education with the hopes of one day become the Secretary of Education.

Another SLI stated Freedom School helped him or her recognize what grade level they would be interested in teaching. Finally, another mentioned how they realized they may not be successful in guidance counseling so they needed to find another career choice for them. There were some SLIs who mentioned specific ways that their economic perspectives changed with the Freedom

School experience. These included ideas like “money doesn’t buy happiness” and they noted resilience of the Scholars regardless of their home life. In particular, one mentioned that his or her Scholar wasn’t able to return to Freedom School because they were evicted from their house and this really impacted their SLI’s experience. Another SLI said:

I would hear a lot of background stories of their everyday lives that is a norm to them but not to me. It makes me sad to even think of some Scholars at a young age knowing what they know in their communities and thinking ‘that’s just how it is’. It made me go extra hard to prove to them they are worth it.

Using the Freedom School Experience. The SLIs stated a variety of ways that the Freedom School experience impacted them and how they can use their experience. Some SLIs talked about applying the strategies learned in Freedom School to their own classroom or impacted how they interacted with children. One said, “I will take my experience from this summer and hold it dearly as I interact with other children”. Another one said, I will use these as a guide to become an educator”. Another SLI stated, “I am [now] considering nonprofit management as a result of working with Freedom School”. Finally, one SLI stated:

Overall, my Freedom School experience has affirmed all my previous beliefs on poor children of color. We are simply not afforded the same opportunities as others, due to home environment, lack of resources and school environment. I plan to use this harsh reality as fuel to my fire to reform the education system one step at a time so the problems that exist today may not be there in 30 years.

Volunteering, Community Engagement and Advocacy

The SLIs responded to three open ended questions that asked of any changes in their thoughts regarding community service and ability to make a difference, education and multiculturalism, and children and families living in poverty.

Thoughts about Making a Difference. The SLIs mentioned a variety of different ways they wanted to make a difference within the community. One SLI stated they are no longer sure if they want to move away from the Charlotte area. Another stated that it just future solidified their decision to serve in the community. One SLI said: "...making a difference in my world doesn't just happen by doing super big things, but [by] changing the way children view education makes a differen[ce] in our world". One more SLI stated, "I really feel like what I do will make a difference".

Thoughts about Education and Multiculturalism. The SLIs did report having a variety of changes in their thoughts towards education and multiculturalism, most noted having a deeper understanding. For example, they reported understanding the need for education in all communities, how impactful home life can be in educational settings and the representation the Scholars noted in the literature. One SLI commented that "my class was predominantly Latinx and that made me realize that children of color have different needs in order to succeed". Another SLI stated, "I grew up very privileged and Freedom School has shown me firsthand the many different experiences children have to go through".

Thoughts about Poverty. The SLIs reported differences in their thoughts on poverty because of their experiences in Freedom School. One of the SLIs said they realized that children living in poverty are very limited in their education due to the lack of access to books and transportation. Another SLI stated, "Witnessing poverty and homelessness, first hand, allowed

me to put a face with a statistic”. A couple SLIs shared that they wanted to work in high poverty schools. Finally, one SLI said, “many of my Scholars are being crippled by bad home situations, absent parents and unhelpful teachers. The situation is dire and until someone steps in, America will continue to lose black, brown and/or poor students”.

Agency/Soft Skills

The SLIs completed one short answer question that asked how their life had changed in good and/or negative ways. When responding to the Likert scale items, the majority of SLIs did report a positive change in their lives as a result of their time at Freedom School. Several SLIs reported building bonds and relationships with coworkers and with their Scholars, they also mentioned having more confidence and knowing how they can give back to the community.

Specifically, one SLI said:

Often times, I was put into a situation in which I was in the minority. This is a rare event for me considering where I grew up and the schools I attended. It allowed me to get out of my comfort zone and experience what many experience every day. I am also able to think on my feet and adapt to situations as a result of Freedom School and Freedom School flexibility.

Another said “It’s been an eye opening experience. I know everybody is different but you never truly understand it until you are given 11 different personalities that you have to guide”. One of the SLI’s commented on how their view of children changed, “...these are not bad kids, they are misunderstood kids, angry kids, annoying kids but they are not bad”. Another SLI said, “I got to work with people from different backgrounds and was able to use some of the creative ideas and thought to incorporate with my ideas”. Finally, one said “...I was able to connect my passion

with my skills and make an impression on a great number of people in the Freedom School family”.

Final Thoughts

The SLIs were given the opportunity to provide any additional comments about the SLI experience regarding site operations, field trips, training and organization; not all SLIs responded to this question and some SLIs stated they did not have any additional comments to say. However, there were a couple of responses that listed specific changes they would like to see. One SLI mentioned the field trips weren't fair to all sites and that some sites were not given the same opportunities as others. Another SLI mentioned how supportive their site team was for them and their Scholars. One SLI mentioned the addition of in-town training on field trips, challenging behaviors and communication and another SLI also mentioned more training for challenging behaviors. One SLI replied they were scared to be laid off and wished they would have had some support from their site coordinator or other administration. Finally, one SLI stated a simple suggestion to make each site have a different colored shirt to help with confusion when all the Scholars and sites are doing events together.

Recommendations

There are several key realizations about the successes and improvements that can be made to the Freedom School program through analysis of the combination of quantitative and qualitative data that was collected. The majority of Scholars, regardless of Level or age, gave positive feedback in regards to their reading achievement and attitude towards reading. The Scholars also reported that they felt they could make a difference within their school and community with specific actions like helping the environment and making friends with new peers. The Scholars gave a variety of answers on their future career and education goals and many Scholars mentioned continuing their education in a higher education institution. They

mentioned careers like lawyers, community service fields and teaching and colleges like Duke University. Scholars gave feedback on the skills they had learned that helped them deal with conflicts, how to ask for help from adults and how to be a better version of themselves. Finally, the Scholars reported a variety of ways that their involvement in Freedom Schools helped them this summer and ways it will help them throughout the next academic year. Upon analyzing all elements of the Scholars responses, it is evident that there are some obvious strengths to the Freedom School experience. These strengths include things like making Scholars aware of historical events and helping Scholars to understand their own racial identity. There is also strength in the opportunities that Freedom School is providing because many Scholars mentioned wanting more field trips or more time at the field trip. The Scholars also reported enjoying reading more than before and seem to be more encouraged to read on their own. The Scholars also reported some needed changes, particularly in their desire to have some time when they could do mathematics, instead of just reading. Several Scholars also mentioned they'd like to use iPads to read. Scholars also wanted more time in Freedom School, like allowing them to attend for longer than six weeks.

There were also several key realizations from the SLIs that are important to understand. The majority of the SLIs had positive reports of their own experiences at Freedom School. The SLIs also reported positive changes within their future plans or they noted no changes but further confirmation of their life path. The SLIs explained the positive ways in which the Scholars had influenced them. As a whole, the majority of SLIs reported they would return to Freedom School as an SLI in the future. While the majority of the SLIs reported very positive experiences within their time at Freedom School, there were several reports of poor management or poor leadership from those in charge at the various sites. There were also reports of certain sites not being

offered the same opportunities as other sites. There were several SLIs that reported they would not be returning to Freedom School as an SLI because of the negative experiences with Freedom School staff and site coordinators who were in charge. Many of these same SLIs reported that the experience with the Scholars was “priceless” and they felt guilt for their decision to not return. These SLIs still reported positive changes for the Scholars. In addition, there is some evidence that there is some site to site variability in management, leadership style and implementation of the Freedom Schools model. It will be important going forward to investigate and document this variability.

Summary

In conclusion, the Scholars and SLIs reported positive experiences and positive feelings of advocacy and self-efficacy. The Scholars have positive feelings towards reading and other academic areas because of their time at Freedom School. The Scholars are also better prepared to handle diverse social situations because of their understanding of their culture. The SLIs also reported better understanding diverse communities and diverse student needs, which will continue to be illustrated throughout their careers. Several SLIs reported changing career paths because of their experiences with these Scholars. In conclusion, it is evident that Freedom School Partners is a positive program that is making a difference for children in Charlotte, North Carolina and with several small improvements to the program, it could be even more impactful.

Appendix

Table 1

Descriptive Statistics for Level 1 Scholars

	<i>n</i>	%				
Race/Ethnicity						
<i>African American/Black</i>	132	73.7				
<i>Latino/Hispanic</i>	28	15.6				
<i>European American/White</i>	4	2.2				
<i>Asian American</i>	1	.6				
<i>Native American/American Indian</i>	2	1.1				
<i>Mixed Heritage</i>	7	3.9				
<i>Other</i>	2	1.1				
Sex						
<i>Male</i>	84	46.9				
<i>Female</i>	89	49.7				
Grade in School						
<i>Kindergarten</i>	33	18.4				
<i>First Grade</i>	65	36.3				
<i>Second Grade</i>	75	41.9				
<i>Third Grade</i>	3	1.7				
Site						
<i>Shalom Park</i>	27	15.1				
<i>Providence Day School</i>	19	10.6				
<i>Christ Lutheran Church</i>	16	8.9				
<i>Alexander Graham Middle School</i>	19	10.6				
<i>The Grove Presbyterian Church</i>	14	7.8				
<i>Highlands</i>	12	6.7				
<i>Martin Luther King, Jr. Middle School</i>	14	7.8				
<i>Renaissance West STEAM Academy</i>	25	14.0				
<i>Marie G. Davis Middle School</i>	18	10.1				
<i>Oakhurst</i>	15	8.4				
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>Mode</i>
Age	179	7.12	.819	5	9	7 years old (n=75)
Number of Years Attended	177	1.55	.775	1	4	One year (n=106)

Table 2

Level 1 Scholars' Perceptions of Freedom School Experience, Reading, Agency/Making a Difference

Item	Not True for Me		True for Me	
	<i>n</i>	%	<i>n</i>	%
Freedom School Experience				
<i>I enjoyed Freedom School this summer.</i>	8	4.5	170	95.0
<i>I want to do Freedom School again next year.</i>	32	17.9	144	80.4
Reading				
<i>Since being a part of Freedom School, I am a better reader.</i>	27	15.1	149	83.2
<i>Since being a part of Freedom School, I enjoy reading more.</i>	27	15.1	151	84.4
<i>Since being a part of Freedom School, I will spend more time reading.</i>	28	15.6	146	81.6
Agency/Making a Difference				
<i>I want to make a difference in my school and community.</i>	12	6.7	165	92.2

Table 3

Level 1 Scholars' Perceptions of Learning and Education, Future Thinking/Goal Setting/Optimism, and Social/Emotional Skills

Item	Not True for Me		True for Me	
	n	%	n	%
Learning & Education				
<i>After my experience with Freedom School this summer, I think I will be a better student next year.</i>	6	3.4	173	96.6
<i>Since being a part of Freedom School, I feel more comfortable asking for help from a teacher when I need it.</i>	18	10.1	161	89.9
<i>Since being a part of Freedom School, I want to go to college.</i>	26	14.5	151	84.4
Future Thinking/Goal Setting/Optimism				
<i>My future is important to me</i>	6	3.4	173	96.6
Social/Emotional Skills				
<i>I know how to ask for help when I have to deal with social problems or have a conflict with someone.</i>	20	11.2	158	88.3
<i>I know how to work well with others.</i>	10	5.6	167	93.3

Table 4

Descriptive Statistics for Level 2-4 Scholars

	<i>n</i>	%				
Race/Ethnicity						
<i>African American/Black</i>	208	58.3				
<i>Latino/Hispanic</i>	57	16.0				
<i>European American/White</i>	5	1.4				
<i>Asian American</i>	6	1.7				
<i>Native American/American Indian</i>	5	1.4				
<i>Mixed Heritage</i>	38	10.6				
<i>Other</i>	17	4.8				
Sex						
<i>Male</i>	151	42.3				
<i>Female</i>	171	47.9				
Freedom School Level						
<i>Level 2</i>	220	61.6				
<i>Level 3</i>	108	30.3				
<i>Level 4</i>	9	2.5				
Grade in School						
<i>Third Grade</i>	64	17.9				
<i>Fourth Grade</i>	77	21.6				
<i>Fifth Grade</i>	84	23.5				
<i>Sixth Grade</i>	37	10.4				
<i>Seventh Grade</i>	37	10.4				
<i>Eighth Grade</i>	29	8.1				
<i>Ninth Grade</i>	6	1.7				
<i>Tenth Grade</i>	4	1.1				
<i>Eleventh Grade</i>	2	.6				
Site						
<i>Shalom Park</i>	31	8.7				
<i>Providence Day School</i>	27	7.6				
<i>Christ Lutheran Church</i>	40	11.2				
<i>Alexander Graham Middle School</i>	33	9.2				
<i>The Grove Presbyterian Church</i>	47	13.2				
<i>Highlands</i>	41	11.5				
<i>Martin Luther King, Jr. Middle School</i>	42	11.8				
<i>Renaissance West STEAM Academy</i>	47	13.2				
<i>Marie G. Davis Middle School</i>	29	8.1				
<i>Oakhurst</i>	20	5.6				
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>Mode</i>
Age	342	11.09	1.77	8	17	11 years old (n=85)
Number of Years Attended	341	2.62	1.80	1	8	One year (n=135)

Table 5

Level 2-4 Scholars' Perceptions of Reading

Item	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Agree</i>		<i>Strongly Agree</i>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
1. <i>Since being at Freedom School, I am a better reader.</i>	11	3.1	47	13.2	185	51.8	109	30.5
2. <i>Since being at Freedom School, I enjoy reading more.</i>	31	8.7	69	19.3	162	45.4	92	25.8
3. <i>Because I participated in Freedom School, I plan on spending more time reading.</i>	43	12.0	92	25.8	146	40.9	69	19.3

Table 6

Level 2-4 Scholars' Perceptions of Agency/Making a Difference and Future Thinking/Goal Setting/Optimism

	Item	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Agree</i>		<i>Strongly Agree</i>	
		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
	Agency/Making a Difference								
5.	<i>Since being a part of Freedom School, I feel good about who I am.</i>	10	2.8	37	10.4	122	34.2	182	51.0
6.	<i>Since being at Freedom School, I am more proud of my race.</i>	11	3.1	35	9.8	120	33.6	186	52.1
7.	<i>Since being a part of Freedom School, I am more proud of my community.</i>	24	6.7	40	11.2	154	43.1	133	37.3
	Future Thinking/Goal Setting/Optimism								
9	<i>Since being a part of Freedom School, I feel better about my future.</i>	10	2.8	27	7.6	138	38.7	176	49.3
10	<i>Since being a part of Freedom School, I have plans for what I want to do when I am an adult.</i>	30	8.4	49	13.7	115	32.2	155	43.4

Table 7

Level 2-4 Scholars' Perceptions of Learning and Education

	Item	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Agree</i>		<i>Strongly Agree</i>	
		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
12.	<i>Since being a part of Freedom School, I think I will be a better student next year.</i>	19	5.3	34	9.5	144	40.3	155	43.4
13.	<i>Since being a part of Freedom School, I feel comfortable asking for help from a teacher when I need it.</i>	21	5.9	45	12.6	159	44.5	129	36.1
14.	<i>Since being a part of Freedom School, I will stay in school and graduate from high school.</i>	8	2.2	18	5.0	83	23.2	244	68.3
16.	<i>Since being a part of Freedom School, I want to go to college.</i>	14	3.9	37	10.4	76	21.3	224	62.7

Table 8

Level 2-4 Scholars' Perceptions of Social/Emotional Skills and Freedom School Experience

Item	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Agree</i>		<i>Strongly Agree</i>		
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	
Social/Emotional Skills									
17. <i>Since being a part of Freedom School, I know how to better resolve conflicts or problems with other students.</i>	20	5.6	69	19.3	159	44.5	89	24.9	
18. <i>Since being at Freedom School, I know how to resolve conflicts or problems with adults.</i>	28	7.8	59	16.5	158	44.3	88	24.6	
19. <i>Since being a part of Freedom School, I know how to ask for help in dealing with social problems or conflicts with others.</i>	20	5.6	59	16.5	131	36.7	124	34.7	
20. <i>Since being a part of Freedom School, I know how to work well with others.</i>	18	5.0	44	12.3	147	41.2	121	33.9	
Freedom School Experience									
20. <i>Since being a part of Freedom School, I feel better about my future.</i>	17	4.8	26	7.3	102	28.6	191	53.5	
21. <i>I want to go Freedom School again next year.</i>	30	8.4	41	11.5	68	19.0	193	54.1	

Table 9

Descriptive Statistics for Freedom School SLIs

	<i>n</i>	%				
Race/Ethnicity						
<i>African American/Black</i>	62	64.6				
<i>Latino/Hispanic</i>	7	7.3				
<i>European American/White</i>	16	16.7				
<i>Asian American</i>	0	0				
<i>Native American/American Indian</i>	1	1.0				
<i>Mixed Heritage</i>	4	4.2				
<i>Other</i>	0	0				
Sex						
<i>Male</i>	21	21.9				
<i>Female</i>	69	71.9				
Freedom School Level Served						
<i>Level 1</i>	35	36.5				
<i>Level 2</i>	32	33.3				
<i>Level 3</i>	16	16.7				
<i>Level 4</i>	0	0				
Educational Status						
<i>Undergraduate Student</i>	78	81.3				
<i>Graduate Student</i>	5	5.2				
<i>I already graduated</i>	7	7.3				
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>Mode</i>
Age	90	20.89	2.49	18	34	20 years old (n=30)

Table 10

SLIs' Perceptions of Freedom School Experience

Item	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Agree</i>		<i>Strongly Agree</i>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
4. <i>I enjoyed my work as a Freedom School Servant Leader Intern this summer.</i>	0	0	7	7.3	42	43.8	46	47.9
5. <i>I would like to return in the future as a Freedom School Servant Leader Intern.</i>	3	3.1	14	14.6	40	41.7	37	38.5
6. <i>I possess skills that have helped me in my work as a Servant Leader Intern.</i>	1	1.0	2	2.1	39	40.6	53	55.2
7. <i>I have learned new skills as a result of my work as a Servant Leader Intern.</i>	1	1.0	6	6.3	40	41.7	48	50.0
8. <i>I have experienced successes in my work as a Servant Leader Intern.</i>	1	1.0	0	0	39	40.6	54	56.3
9. <i>I have experienced challenges in my work as a Servant Leader Intern.</i>	1	1.0	2	2.1	37	38.5	54	56.3

Table 11

SLIs' Perceptions of College, Career and Future Plans

	Item	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Agree</i>		<i>Strongly Agree</i>	
		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
9.	<i>My plans about my education have changed as a result of my experience as a Freedom School Servant Leader Intern (decision to attend college, change of major or degree, transferring to another college or school).</i>	26	27.1	53	55.2	9	9.4	3	3.1
10.	<i>My plans about my work or career choices have changed as a result of my experience as a Freedom School Servant Leader Intern.</i>	24	25.0	55	57.3	8	8.3	4	4.2
11.	<i>I believe my experience as a Freedom School Servant Leader Intern has changed my economic prospects.</i>	5	5.2	57	59.4	20	20.8	8	8.3

Table 12

SLIs' Perceptions of Volunteering, Community Engagement and Advocacy

	Item	Strongly Disagree		Disagree		Agree		Strongly Agree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
13.	<i>I view myself as a difference maker in my community and world.</i>	1	1.0	1	1.0	41	42.7	48	50.0
14.	<i>My vision for making a difference has changed or expanded as a result of my Freedom School experience.</i>	1	1.0	8	8.3	41	42.7	41	42.7
15.	<i>I am more likely to work in my community as a result of my experience with Freedom School.</i>	3	3.1	7	7.3	44	45.8	37	38.5
16.	<i>My understanding of education has changed or expanded as a result of my Freedom School experience.</i>	1	1.0	20	20.8	46	47.9	24	25.0
17.	<i>My understanding of multiculturalism has changed or expanded as a result of my Freedom School experience.</i>	2	2.1	26	27.1	36	37.5	26	27.1
18.	<i>I am more likely to advocate for children living in poverty as a result of my Freedom School experience.</i>	2	2.1	1	1.0	38	39.6	50	52.1
19.	<i>I am more likely to advocate for families living in poverty as a result of my Freedom School experience.</i>	2	2.1	2	2.1	37	38.5	50	52.1

Table 13

SLIs' Perceptions of Agency/Soft Skills

	Item	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Agree</i>		<i>Strongly Agree</i>	
		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
23.	<i>I have developed or enhanced my leadership skills as a result of my Freedom School experience.</i>	2	2.1	1	1.0	41	42.7	46	47.9
24.	<i>I am better at working with others as a result of my Freedom School experience.</i>	3	3.1	8	8.3	44	45.8	34	35.4
25.	<i>I am better able to talk and work with others who are different from me as a result of my Freedom School experience.</i>	3	3.1	6	6.3	38	39.6	43	44.8
26.	<i>I am better at adapting to changes that take place (at work, home, social contexts) as a result of my Freedom School experience.</i>	3	3.1	3	3.1	41	42.7	43	44.8