An Evaluation of Project SUCCESS Programming
# Table of Contents

- Executive Summary ........................................................................................................ 1
- Introduction ....................................................................................................................... 3
- Methods ............................................................................................................................ 3
- Results ............................................................................................................................... 4
- Evaluation Question: How Does Participation in Project SUCCESS Affect Teachers? .... 4
  - Teachers’ Views About Project SUCCESS In-Class Activities ................................. 4
    - Facilitators .................................................................................................................. 4
    - Collaboration ............................................................................................................. 6
    - Connecting with Students ........................................................................................... 6
  - Teachers’ Views About Out-of-School Project Activities ........................................... 7
    - Theater Performances ............................................................................................... 7
    - High School Transition Program ............................................................................... 8
    - Middle School Musicals ............................................................................................. 8
    - Boundary Waters Trips .............................................................................................. 8
    - College Trips .............................................................................................................. 8
  - Teachers’ Views About Project SUCCESS Benefits to Students ............................... 9
    - Goal Setting and Planning for the Future .................................................................. 9
    - Identity Development ................................................................................................. 9
    - School Engagement .................................................................................................. 9
    - Academic Performance .............................................................................................. 10
    - Attitudes Toward School ............................................................................................ 10
Table of Contents (Continued)

- Team Building ........................................................................................................... 10
- Facilitator Impact ....................................................................................................... 10
- Evaluation Question: How Does Participation in Project SUCCESS Affect Students’ Plans Beyond High School? ......................................................................................... 11
- Alumni Views About Project SUCCESS Benefits to Students .................................. 11
  Alumni Plans for the Future ...................................................................................... 12
- Teachers’ and Alumni Recommendations .................................................................. 13
  Collaboration with Facilitators .................................................................................. 13
  Theater Participation .................................................................................................. 13
  High School Boundary Waters Trip .......................................................................... 13
  Alternatives to College and Financial Information .................................................. 13
- Discussion .................................................................................................................. 14
- Background Research on Metacognition .................................................................... 14
- Summary of the Findings .......................................................................................... 16
- Conclusion and Evaluation Recommendations ........................................................ 17

LIST OF TABLES:

Table 1: Teacher and Alumni Views About the Benefits of Project SUCCESS ............... 11

APPENDICES:

Appendix A: Survey Results .......................................................................................... 19
Appendix B: Interview and Focus Group Guides ............................................................... 52
Executive Summary

INTRODUCTION

Project SUCCESS (PS) is a youth-development organization working with students in public schools in Minneapolis and St. Paul, MN. For over 18 years, the program has worked to motivate students to set goals, plan for the future, and pursue their dreams. The program seeks to accomplish these goals by collaborating with teachers, facilitating in-class workshops with students, and providing access to theater experiences and other special programs and services (e.g., one-on-one assistance, college tours, school performances, and Boundary Waters Canoe Area (BWCA) adventures).

In August 2011, PS contracted with the University of Minnesota’s Center for Applied Research and Educational Improvement (CAREI) to conduct an evaluation of its program. During the 2011-2012 school year, evaluators focused on building a foundation of evaluation activities that can be expanded on in future years. The purpose of the evaluation was to gather information to help program staff better understand how the program impacts students and teachers. This information is expected to help guide further exploration of program effectiveness.

EVALUATION DATA

Individual interviews were conducted with five teachers with 15+ years experience working with PS. Teacher focus groups were conducted with middle school and high school teachers (n=11) from Minneapolis and St. Paul. On-line surveys were administered to teachers (n=75) and PS alumni (n=52).

FINDINGS

✓ Teachers and PS student alumni embrace PS and its efforts to help students dream, set goals, and plan for their futures. This was evident in teacher interviews, focus groups, and teacher and alumni survey responses.

✓ Teachers speak highly of PS facilitators and identify several characteristics that make them successful. According to teachers, PS facilitators are enthusiastic, well trained, remarkable, and high quality.

✓ Teachers suggest that PS facilitators help foster students’ metacognitive awareness when they engage them in activities designed to set goals, develop identities, engage in school, improve attitudes, team build, and solve problems.

✓ Teachers think it is beneficial to students to have one facilitator follow students from middle school to high school. Only one teacher mentioned that PS was viewed by some teachers as an interruption in the classroom.
✓ Teachers desire more consistent communication and additional planning to build work around PS in-class workshops.

✓ PS alumni indicate that the program helps students to build their confidence and motivates them to solve problems, be engaged in school, set goals, and to be more self aware.

✓ A majority of alumni credit PS with helping them set goals and plan. However some alumni expressed a desire for PS to provide information about financing college and alternatives to college.

RECOMMENDATIONS

✓ **Continue to collect program effectiveness information from multiple sources.** This is particularly important, given that teachers and alumni offer multiple perspectives that may be useful for future planning.

✓ **Follow up with teachers to learn more about their communication and collaboration needs.** Teachers desire more consistent communication and additional planning for PS in-class workshops.

✓ **Consider further study of areas where PS can provide students with additional information that meets their needs.** For example, several alumni recommended that PS include more information on financing college and alternatives to college.

✓ **Follow up with schools to learn the reasons why some students choose not to attend theater productions.** Two teachers perceived that students in poverty were not taking advantage of theater opportunities.
Introduction

At the request of PS, the Center for Applied Research and Educational Improvement (CAREI) conducted an evaluation of program activities during the 2011-2012 school year. CAREI’s evaluation plan focused on providing both formative and summative aspects of the program to help program staff better understand how their efforts affects teachers and PS alumni.

The evaluation questions that guided the study include: 1) How does participation in PS affect teachers? and 2) How does participation in PS affect students’ plans beyond high school?

This report focuses on the experiences of teachers and alumni involved with PS and the effectiveness of the program from the perspectives of these groups.

Methods

CAREI’s evaluators employed a multi-phased data collection approach to study teachers’ and alumni experiences with PS. The purpose of this approach was to engage program participants in helping the evaluators identify language used by teachers and alumni to describe their involvement with the program. The first phase of the evaluation included interviews with experienced teachers (15+ years working with PS), followed by the evaluators conducting focus groups and on-line teacher and alumni surveys.

The program staff members received a draft copy of each data collection guide for review and comment before they were finalized and used in the field. The evaluators took notes and also made an audio recording of interviews and focus groups. Each session was transcribed into a database and was used for the qualitative analyses. The following sections describe methods processes.

Teacher Interviews. CAREI’s evaluators worked with PS program staff to identify teachers with 15+ years PS experience to interview regarding their experiences. Five teachers participated in interviews. This process lead to the development of focus group, and survey protocols used for data collection and analyses.

Teacher Focus Groups. CAREI’s evaluators worked with PS program staff to identify a group of middle and high school teachers (each with at least three years experience working with PS) to participate in a focus group. Two middle school teachers and nine high school teachers (n=11) from Minneapolis and St. Paul participated in one of three focus groups. The information gained from the focus groups helped to inform the development of teacher and alumni survey items.

Teacher Survey. The evaluators developed an on-line survey to administer to PS teachers. The purpose of the survey was to gather information regarding program effectiveness and to better understand how teachers were affected by PS. Seventy-five teachers completed a survey.
Alumni Survey. CAREI’s evaluators developed an on-line survey to gather information regarding the effectiveness of the program based on the perceptions of alumni. The PS program staff provided alumni contact information. Of the 52 alumni who completed a survey, 29 (56%) were involved with PS between three to four years, and 13 (25%) alumni were involved with the program for five to six years. Only three alumni indicated that they were involved with the program for two years or fewer, and seven alumni were involved for more than six years.

Results

The results of analyses carried out on interviews, focus groups, and surveys are organized by the two evaluation questions in the sections below.

Evaluation Question: How does participation in PS affect teachers?

Teachers’ Views About PS In-Class Activities

The teachers we interviewed indicated that once a month a Project SUCCESS facilitator worked with students on different themes during an English class. These teachers indicated that the program follows students from middle school to high school with a curriculum that progresses and encourages students to dream about the future. There are also workshops on identity development, goal setting and planning for life after high school.

Twenty-six of the 75 teachers who completed a survey (35%), awarded students extra credit for participation in PS. Fourteen of these teachers awarded points if students wrote about a PS experience they had (field trips, plays), nine teachers awarded points to students for participating in class, two exchanged tickets for assignments, and one middle school teacher gave students “SPAN dollars” (credit at the school gift shop). Complete results showing all survey responses and percentages are presented in Appendix A.

Students received suggestions from facilitators in-class about how to focus their attention on planning for their futures. For example, two teachers described how PS worked with students to identify their goals and dreams.

“Every activity comes down to the students and their identity and goals.”

“Basically they [facilitators] teach them [students] skills and ideas about how they can reach their dreams.”

The teachers also shared their views on variety of other ways that PS worked with students in their classes. These activities are described in the sections below.

Facilitators. The teachers spoke highly of PS and emphasized several characteristics that they perceived made facilitators successful with students. Only one teacher mentioned that PS was viewed by some teachers at her school as an interruption in the classroom.
Some of the descriptors mentioned by teachers were “enthusiastic,” “well trained,” “remarkable people,” and “high quality.” Two teachers described how the facilitators excelled at team building with their students. For example, one teacher said,

“There is a lot of community building, kids sharing with each other and the facilitators making the kids listen to each other. Another teacher said, they “encourage kids to be themselves and do team building.”

The same teacher indicated that these collaborative exercises helped students to accept others’ views.

When speaking positively about facilitators in general, one teacher said, “They are like models for my students. They must get some sort of training. I met the director herself. I worked with her for a while. The simplicity of her, the way she talks and does things, I think that has been passed on to all the other facilitators. Openness, friendliness and simplicity.”

For another teacher, it was important that PS helped students to be more self aware. He said, “The facilitator that I’ve worked with is very aware of my curriculum, and she goes so far as to know what the assignments that my students have, and she speaks to them about the assignments and will relate to them stories about her own life that are either based on her high school experiences or how having done similar things aided her as she has gotten older. She does try to teach them general metacognitive skills, that self-awareness. So students are mindful, planful, conscious, considering.”

The teachers also mentioned that the consistency of having one facilitator follow students from middle school to high school was a strong benefit for students. For example, one teacher reported that it was important for students to feel they could trust the facilitators. She said,

“They [students] have the same facilitator in seventh and eighth grade who still works with them in high school. When these kids are seeing all these teachers, many of whom are white, the trust factor is a big issue. The fact that there is one person the kids see on a regular basis who has their best interest at heart – who isn’t grading them, which for kids is an amazing feeling. The benefits to a student, just having an advisor and someone who is in your corner is incredible. You can get a lot of messages through to adolescents that way because they tell you things.”

Two teachers mentioned that they thought it was important that PS had good relationships with students. They said,

“Teaching is all about relationships. You can really have an impact on their lives. You can get them to look at their lives or the subject matter differently. A lot of the kids have a deep connection with the facilitators. Just about every kid has a positive connection. Even new kids get swept up in the tide and enjoy the Project SUCCESS day.”

“I’m always amazed at how well they do and connect with our students. They make things very accessible; they break things down so everyone is successful. What’s neat is that we now have
students who have gone through middle and high school with Project SUCCESS and are now working for them.”

Collaboration. Some teachers described a variety of ways that they collaborated with PS, while others indicated that PS was not generally connected to what they were doing in class. For example, one teacher mentioned that PS supported her role because the theater component of the program complemented her curriculum. She said,

“It supports my role very, very well. In the fact that I’m teaching English and the whole theater component dovetails with that. Also there is a heavy emphasis in my curriculum of having the students view the subject as something that extends past the walls of the school. PS embodies that in the way they come in and speak about what’s outside of school and beyond school.”

In another example, one teacher mentioned that PS did not connect directly with what was happening in the classroom. The teacher said,

“I would say that it doesn’t integrate directly. I have my goals and what I’m working on. And I share with them what we are doing. They try to relate it. For my classroom, they will hear that we’re reading ‘Anne Frank’ and they will try to relate that (in workshops). Anne Frank had a lot of issues and challenges and they will relate that. But I don’t think that they necessarily address the curriculum.”

All of the teachers who participated in interviews and focus groups desired more collaboration with teachers. For example, one teacher said, “There’s probably not enough of that [collaboration]. It varies with the facilitator. The first facilitator I had, he and I worked hard to facilitate his message with what I was doing in class. We would email, have contact. But I have recognized that took a lot of super work on his part. He was teaching a lot of classes both at my school and others. It’s a lot to ask to sort of tailor his workshop to what I was doing.”

When asked how facilitators supported classroom learning, one teacher responded, “They have their own curriculum. To be quite honest, I don’t collaborate with them at that level. I do observe and try to integrate what they do with what I do in class. I do use some of their strategies, maybe a concept and apply it in my classroom.”

Two teachers said they were in regular communication with their facilitators via email. For example, one teacher said, “They would always give us a schedule at the beginning of the year with the days they would be coming. About a week before they were scheduled to come they would stop by, check in, and they’d tell you about their plans and we could talk about how it fit into what you were doing. So, they were aware of what we were teaching at the time and then they would make the connections with what they did.”

Connecting with students. One of the major benefits of working with PS for teachers was having opportunities to make better connections with students. For example, one teacher mentioned that PS helped him to connect more with his students, because he was able to observe the facilitator with his students in class. When he observed his students with the facilitator, he
said he could better assess which students struggled with reading and writing. This view was also supported by teachers who completed a survey. Several teachers mentioned that observing a facilitator in their classrooms gave them a different perspective on how to relate to and motivate their students. For example, one teacher said,

“The Project SUCCESS activities allow me to get to know my students’ goals, dreams, and passions. Observing the Project SUCCESS teachers in action is a complete pleasure. My students cheer when they enter the room and they remain engaged for the entire session. The teachers repeatedly reach out to the students, and, amazingly, draw the best out of them all.”

**Teachers’ Views About Out-of-School PS Activities**

**Theater performances.** Every year PS offers students and families opportunities to attend community theater productions. Schools’ participation in theater performances ranges from the entire school attending a play to only English classes attending. Tickets, transportation, and babysitting (if needed) are provided by PS. The program also supports theater attendance outside of school-related activities. Students and family members are offered tickets to attend.

The teachers spoke highly of this part of the program for its support of the English curriculum. For example, one teacher described how students were reading Anne Frank in her class and that PS arranged to take her class to see the play for free. Another teacher indicated that PS took her entire school to a Christmas musical. She added that this year her class was able to see a play at the Guthrie that was related to what they were studying in class.

Teachers also indicated that theater attendance was important because the teachers were able to assign work and make real world connections. For example, one teacher indicated that by having students attend theater productions, he was able to do activities and assign homework in class. The same teacher spoke about how going to plays “reinforced in the real world what we were doing theoretically in class.” Another teacher indicated that theater productions were real benefits to her students because 80 percent of the students in her school were on free and reduced lunch programs, and they did not have the means to go to plays otherwise. Another teacher discussed how her students “got interested in the theater” due to being able to attend performances.

Two teachers expressed concern that students did not take advantage of theater tickets that were available outside of school time. Both teachers noticed that participation among their students was low. For example, one teacher said,

“My only complaint is that the very students Project SUCCESS and I want to reach, despite the fact impediments have been removed, it’s difficult to get them to attend. The kids come from lower middle class families or poverty; it’s really difficult to pry them away from their lives and go see a show. So even though they have an assignment from the teacher and they have the ability to get free transportation, it is still those kids that can’t seem to get out and go to the theater. So many people who are using the benefits of SUCCESS, I won’t say they don’t need them, but they don’t need them as much.”
**High school transition program.** PS offers a week long summer program to assist eighth grade students with the transition from middle school to high school. Students visit the high school they will attend, learn about their schedules, and are instructed by PS facilitators on how to be successful in high school. Two teachers discussed the benefits of this program. One teacher said, “It’s scary to move from middle school to high school. You wouldn’t believe it, they seem confident but it’s really a façade. By September of ninth grade, they are calling the facilitator by their first name. It gives them a sense of belonging.”

Another teacher discussed the impact of the program by saying, “In eighth grade the kids were nervous about going to high school. The facilitator was a perfect person to help them because she was also working with the high schools. The students knew she’d be there and she talked with them about a lot of ways to handle high school. And to begin to think about college.”

**Middle school musicals.** One teacher spoke about the middle school musical that PS facilitates every spring. She said that over 80 students participate in the event. PS hires choreographers and uses resources from theater communities to support the presentation. The teacher spoke about the production in the context of how PS gives students “opportunities.” She described the students’ experiences by saying, “They use the kids’ skills – like if they aren’t actors but have technical skills or if they want to work behind the scenes – there is room for everybody to be a leader on something.” The teacher also mentioned that the program has an impact on students who often exhibited unacceptable behavior. She said, “The kids want to be in the play, so we see changes in behavior to be able to do it. They keep their act clean.”

**Boundary Waters trips.** PS offers interested middle school students opportunities to attend a Boundary Waters camping trip during the summer. Teachers are also encouraged to go. Students are prepared for the trip by PS facilitators who discuss the lack of toilets and showers, show the students clothing to bring such as rain gear, and engage the students in team building activities beforehand. They also conduct a workshop entitled, “What to do in the Boundary Waters.” One teacher talked about her two-year participation with the trip and what she observed. According to teachers, most of the students had very little outdoor experiences. Taking the trip required “risks” for students in the sense that spending time in the wilderness seemed “frightening” to some of them. The teacher observed that some students were uncomfortable with coming out of their tents at first. The facilitators supported the students, encouraged them, and the students gained confidence as the trip progressed.

**College trips.** PS organizes in-state and out-of-state college tours for students. The in-state tours are offered to students in the 9th grade, and out-of-state tours are offered to 11th and 12th grade students. Students visit colleges and universities in Minnesota, Wisconsin, and Illinois. The trips are typically offered during school release days. According to one teacher, the cost of the trips for students is “nominal.” Students tour campuses and speak with college representatives. Three teachers mentioned the benefits of these trips for their students. For example, “Once you get kids thinking in those [college] terms, it totally changes them. If you step foot on a college campus, it’s never quite the barrier as before.” Another teacher mentioned that students at her school rarely considered college as a possibility. She said that PS encouraged students to think about attending college after high school graduation.
Teachers’ Views About PS Benefits to Students

CAREI’s evaluators asked teachers, in focus groups and interviews, how PS benefits students overall. The sections below describe what teachers told us about how PS helped students.

**Goal setting and planning for the future.** Teachers identified goal setting as being an integral part of the PS curriculum. According to teachers, PS activities appeared to be intentional and the facilitators assisted students to set both long and short term goals. According one teacher, “Goal setting usually begins with dreaming.” Two teachers provided specific examples of how goal setting benefitted students. One teacher said, “Kids are allowed to have their dreams, a safe space, somebody cares, as they move through the grades they take kids to colleges. This gives them the ability to think concretely about ‘what am I going to do with my life?’ As they continue, they see what specific steps need to be taken about careers—what’s required.”

Another teacher described goal setting as a main contribution to students’ lives. He said, “I know when I was in high school I wasn’t thinking on a concrete level. One Project SUCCESS activity – write down goals, I participated, I wrote mine down. One was to play in a band. I do play in a band now. I credit the facilitator for helping me realize my own personal goals. I believe it works, but I don’t have any evidence of it. You’d have to ask the students.”

According to teachers, while in middle school, students begin working with PS to plan for their high school success. When in high school, this type of developmental progression follows what students plan to do after graduation and how to successfully attain their goals. Activities in high school focus on possible careers and emphasize higher education as one avenue to obtain a career. One teacher mentioned that PS engaged students in an in-class activity where students wrote down their goals. According to the teacher, writing goals down helped students to identify what they wanted to do in life and how to get there.

Other concrete activities related to goal setting included visiting college campuses. The teachers spoke of how the college trips benefitted the students. For example, one teacher indicated that 10th grade students prepared in the spring for the trips the following year. According to the teacher, “They [students] are told that they can go to college and that they won’t be excluded because of finances.” Another teacher described how many of his students would not have considered higher education if PS had not introduced the opportunity to them.

**Identity development.** The teachers provided examples of PS activities that helped students with identity development. For example, seventh grade students painted their dreams which were placed on fabric and made into a quilt. The quilt was hung on the wall at the school so that students could see their dreams throughout the year. Another activity described by teachers was that students designed a symbol that represented who they were. These symbols were then shared among classmates and described why they chose it for themselves. The symbols were displayed on classroom walls to reinforce students’ self-awareness and identity.

**School Engagement.** The teachers mentioned that they observed several changes in students in the days following PS led activities in their classrooms. One teacher mentioned that he noticed
that his students opened up more, and he worked to build on that momentum by connecting the importance of good communication skills to activities in the classroom such as making a class presentation.

Another teacher said, “It helps students connect to school. They like Project SUCCESS so much—and Project SUCCESS is so much a part of our school—they get excited.” Another teacher said, “There’s no hard evidence but I do believe they contribute to the overall engagement of students in the school and community.”

**Academic Performance.** The teachers indicated that it was hard to quantify or provide evidence of how PS affected students’ academic performance. For example, one teacher spoke about how facilitators worked with students to do better in school. She said, “There are always students who don’t do anything in middle school. Our deal is to get them to start doing something. We would tell the facilitator about these kids and she worked on that message hard and fast, this is the time to plan, this is the time to hit the ground running – before high school – to start building a GPA that looks like something that you’ll be proud of so you won’t have regrets about it. She emphasized this – like another voice. And we did have some students buy in on that.”

Another teacher said, “In terms of skill building, I don’t see that. But in terms of behavior related to school, I guess I’d have to say I see that.” And in some cases, teachers mentioned that students check in more for class because of PS.

**Attitudes Toward School.** One teacher mentioned how Project SUCCESS influenced students’ attitudes towards school. She said, “Some of being successful in school is your attitude, a way of thinking about school. If you have something positive to look forward to at school, you’re going to engage in school differently. It isn’t just fun and games, they (Project SUCCESS) are very intentional about what they are doing.”

**Team Building.** Team building was mentioned by teachers as an important component to the PS program. The teachers discussed how facilitators built relationships among the students. For example, one teacher said students benefitted from, “team building and acceptance of individual differences.” Another teacher said, “If we could harness that team approach, community building, that it would make my class more effective. I wonder if Project SUCCESS could offer teachers professional development to help teach students to work together better?”

**Facilitator Impact.** As mentioned in a previous section, the teachers talked in depth about how the consistency of having one facilitator from middle to high school was important for students. Teachers believed that it was important for PS to build trust with students and to foster relationships. For example, one teacher said,

“Teaching is all about relationships. You can really have an impact on their lives. You can get them to look at their lives or the subject matter differently. A lot of the kids have a deep connection with the facilitators. Just about every kid has a positive connection. Even new kids get swept up in the tide and enjoy the Project SUCCESS day.”
Another teacher said, “I’m always amazed at how well they do and connect with our students. They make things very accessible; they break things down so everyone is successful. What’s neat is that we now have students who have gone through middle and high school with Project SUCCESS and are now working for them.”

Evaluation Question: How does participation in PS affect students’ plans beyond high school?

Alumni who responded to the survey (n=52) shared their views about the extent to which several people helped them to make plans after graduating from high school. The majority of alumni indicated that their parents/guardians helped them greatly (60%). Thirty-nine percent indicated that their teachers helped them greatly, followed by their PS facilitators (37%). Their school counselors (29%) and friends (27%) received the lowest ratings for helping students. Complete results showing all answer responses and percentages are presented in Appendix A.

Alumni Views About PS Benefits to Students. Table 1 shows that both teachers and alumni were in agreement on surveys that PS helped students in several ways including building confidence and motivating them to solve problems, engaging students in school, setting goals and planning for the future, and increasing self awareness to name a few.

Table 1. Teacher and alumni views about the benefits of PS.

<table>
<thead>
<tr>
<th>I believe that participating in Project SUCCESS helped my students to…</th>
<th>Teacher Mean</th>
<th>Alumni Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. be better problem solvers</td>
<td>4.24</td>
<td>4.22</td>
</tr>
<tr>
<td>b. be more engaged in school</td>
<td>4.59</td>
<td>4.52</td>
</tr>
<tr>
<td>c. set goals for the future</td>
<td>4.90</td>
<td>4.98</td>
</tr>
<tr>
<td>d. be more planful about their education</td>
<td>4.53</td>
<td>4.86</td>
</tr>
<tr>
<td>e. become more self-regulated learners</td>
<td>4.06</td>
<td>4.18</td>
</tr>
<tr>
<td>f. work better with their peers</td>
<td>4.86</td>
<td>4.44</td>
</tr>
<tr>
<td>g. be more planful about their futures</td>
<td>4.73</td>
<td>4.79</td>
</tr>
<tr>
<td>h. be more self aware of their strengths</td>
<td>4.94</td>
<td>4.67</td>
</tr>
<tr>
<td>i. be more motivated to succeed in school</td>
<td>4.49</td>
<td>4.62</td>
</tr>
<tr>
<td>j. develop better work habits in school</td>
<td>4.04</td>
<td>4.27</td>
</tr>
<tr>
<td>k. be more self-directed in school</td>
<td>4.24</td>
<td>4.48</td>
</tr>
<tr>
<td>l. be more knowledgeable about themselves as learners</td>
<td>4.61</td>
<td>4.61</td>
</tr>
<tr>
<td>m. evaluate their progress towards their goals</td>
<td>4.50</td>
<td>4.79</td>
</tr>
<tr>
<td>n. work more collaboratively in groups</td>
<td>5.01</td>
<td>4.77</td>
</tr>
<tr>
<td>o. develop skills to be more successful in school</td>
<td>4.44</td>
<td>4.60</td>
</tr>
<tr>
<td>p. be more confident about their abilities</td>
<td>4.74</td>
<td>4.69</td>
</tr>
</tbody>
</table>

Scale: 1 to 6, Strongly Disagree to Strongly Agree.
Alumni plans for the future. The majority of alumni credited PS with helping them plan and achieve their goals, while a few others mentioned that involvement in the program didn’t help that much. For example, four alumni reported that they thought PS helped them to make decisions along the way after high school. They said,

“I appreciated that Project SUCCESS opened to me the idea that I could plan things other than college/academia-ad-nauseum after high school. I did end up going to university and doing so on a fairly traditional track, but having that open space in which I could know I was choosing to be there was immensely important emotionally. And every once in a while, when faced with a question or decision, I hear XXXX voice in my head reminding me that 'dreams' is an acceptable answer to every question.”

“I had a very specific job that I wanted, and through Project SUCCESS I set it as a goal and began working toward it. Achieving goals along the way, and eventually, I reached my final goal! Project SUCCESS taught me to take things one step at a time with my goal always in mind.”

“I guess there isn’t one specific thing, but PS always taught us how to look for answers and help reaching out goals in different ways. It was shown to me that one path isn’t something I’m stuck to as I go through life but to build on other ones that I have taken and in bring in others experiences for help in reaching my goals.”

“I have set out to help my community more since I’ve graduated. Since then, I’ve gotten a summer job as a teaching assistant. I was able to be outgoing and articulate what I hoped for the students in my class. Through this experience, I feel like I've started to make things happen in order to accomplish my biggest goals. I’ve been able to plan better and look at the steps that I need to take in order to reach these goals.”

Alumni respondents who did not credit PS with helping them that much felt they would have benefitted from PS providing more information about financing college and alternatives to college. For example, four alumni said,

“Well, I didn't go to the school I got into and registered due to money problems. The planning hasn't impacted it at all, maybe negatively. Not enough focus on financials.”

“It [PS] hasn't. I feel that if you have the drive to do something then PS would help you, but if you don’t really have too much drive then it doesn’t help.”

“To be honest, I was already pretty good at goal setting and post-graduation planning when I started with Project SUCCESS, so I don’t think they had a huge impact on my life. However, I did enjoy the activities. The theater programs definitely increased my enjoyment of theater, which I keep with me to this day. I think Project SUCCESS is a fantastic program.”

“I changed my plan drastically at the end of my junior year. I went from pursuing acceptance at a prestigious university to applying to a culinary trade school. I feel that Project SUCCESS
could have given more information about going into a trade instead of pushing everyone to go to college. There are a lot of other options out there and they should encourage students to explore them all.”

Teachers’ and Alumni Recommendations

Overall, the teachers and alumni would recommend PS to others, and they have a few recommendations for the program that they would like to share with program staff.

Collaboration with facilitators. As mentioned in a previous section, the teachers recommend more collaboration with facilitators as one way Project SUCCESS could be improved. For example, when asked how the program could be improved teachers suggested that more consistent communication with facilitators regarding workshop activities would allow them to build more on what PS does in the classrooms. For example, one teacher said, “Feedback from teachers—they have their curriculum. I’m not aware if the teachers have any input into that curriculum at all. More collaboration in the planning stage. Also at the end of the year, student input can help them in the planning for the next year.”

Theater participation. Two teachers would like to see students participate more in theater opportunities outside of school. One teacher said, “They are trying to inspire some of the kids to see theater. But it’s turning out to be pretty tough. The kids that live in poverty – they just don’t go. They say, ‘I got to go to work or I have to watch my siblings.’ Project SUCCESS has gone a long way with getting them there but there is more work to do. We have to figure out how to help them.”

High school Boundary Waters trip. Two alumni would like for PS to include a Boundary Waters trip for high school students. Below are these students’ views about the trips.

“Honestly, they are doing everything right. I think the one thing they could add is some type of outside of school experience like the Boundary Waters for high schoolers. I never got to participate in that because my middle school wasn’t working with Project SUCCESS, but I always thought something like that with lots of leadership type exercises would be a great experience for high school students as well.”

“It’s been a long time now for me to remember, but I was much more involved in Project SUCCESS when I was in middle school and didn’t get a chance to tour colleges with them or have much involvement in high school. Making sure you’re getting kids involved in middle school then following up on them in high school would keep them interested and aware of your programs. I believe you guys already do this so keep up the good work!! I also would have loved a BWCA trip in high school, don’t remember if that was very easy to do then. Thanks for everything!”

Alternatives to college and financial information. Several alumni mentioned that it would be helpful if PS could help students better understand how college finances work. For example one student wanted more information in this area. He said, “Teach skills in saving money. Resume
skills (those benefit for the rest of one's life and to help get a high school job); how to search for an internship and its value. Show kids examples of people that didn't go to college but still succeeded because they had a plan (guest speakers or examples brought to classes from real life cases).

Another alumni said, “Project SUCCESS does a better job than most 'college prep' style programs or workshops in being open-minded about those who may choose not to progress to four-year college. Although, if there had even been a tiny bit more discussion on the huge measure of alternative-to-college lifestyle options, I think I would have gotten a huge amount out of them. The adult world is scary for someone with no plan of attack, thanks to Project SUCCESS for helping me figure out how to formulate one.”

**Discussion**

The PS program engages students in activities, both in-class and out of class, designed to help them think about their futures and set goals. These types of activities are discussed in the literature as important aspects of everyday metacognition. The research suggests that students’ use of metacognition helps them to be more successful in many environments. Below is a brief review of some relevant literature in this area.

**Background Research on Metacognition**

Researchers suggest that one of the most important tasks of education is to teach students how to learn on their own throughout their lifetimes (Darling-Hammond, Austin, Cheung & Martin, 2012). But how do we know how to learn? How do we know what we’ve learned and how to direct our own future learning? These are all questions addressed by the concept of metacognition. Simply put, metacognition means “thinking about one’s own thinking” (Flavell, 1979).

Metacognition is a critically important, yet often overlooked component of learning. In general, it involves self-reflection and awareness, goal setting and planning, monitoring one’s own progress, and adapting as needed (Lovett, 2008). Most educational and developmental psychologists break metacognition down into two interrelated parts: 1) Metacognitive knowledge and 2) Metacognitive regulation (Schraw, Crippen & Hartley, 2006). Self-appraisal is the main component of metacognitive knowledge. Understanding what one knows and doesn’t know, analyzing strengths and weaknesses in thinking, and determining approaches to learning tasks make-up this knowledge domain. Metacognitive regulation refers to idea generation, goal planning, selecting appropriate strategies to obtain goals, and monitoring one’s progress and changing strategies when necessary to achieve the goals.

Metacognition has been linked to both critical thinking and motivation (Martinez, 2006). Students who are thoughtful about their abilities and skills, entertain different perspectives and alternatives, and have dispositions that are flexible and inquisitive tend to have the metacognitive capabilities to be advanced problem solvers. According to Flavell (1979), these characteristics
can “lead to thoughtful life decisions” (p. 910). Additionally, these metacognitive characteristics help students see what they are learning in school will be useful in their lives outside of school, now and in the future (Rusbult, 2000). This forward thinking motivates students to invest extra mental energy in intentional goal setting and learning.

Metacognition develops gradually, but by adolescence it is a strong predictor of academic success (Joyner & Kurtz-Costes, 1997). Students who do well in school know when their learning is going well and when it is not. If they encounter obstacles such as poor study conditions or confusing and unclear information, they take steps to organize the learning environment, review the material, or seek other sources of support. This active, purposeful approach contrasts sharply with the passive orientation of students who achieve poorly (Zimmerman & Risemberg, 1997). Unfortunately, many poor achievers don’t set explicit learning goals for themselves or make plans to meet any goals they might have (Azevedo & Cromley, 2004). These students often receive messages from the adults in their lives that seriously undermine their academic self-esteem and self-regulatory skills (Berk, 2008). Oftentimes, they believe that ability is a fixed trait, inherited at birth (Henderson & Dweck, 1990). They do not understand that one’s ability to learn is a skill that can be developed over time.

Guidance in recognizing, and practice in applying, metacognitive strategies help students successfully solve problems throughout their lives (Blakely & Spence, 1999). Adults who model metacognitive skills to children and adolescents foster self-regulation (Berk, 2008). For example, teachers who point out important features of a task and suggest strategies for accomplishing it are more likely to have students who often discuss ways to approach problems and who monitor their own performance.

Research has shown that metacognition is teachable (Dignath & Buttner, 2008; Hennessey, 1999; Kramarski & Mevarech, 2003). Most research in this area investigates teaching students metacognitive strategies such as reflection, planning, and monitoring progress towards an outcome, for example, reading comprehension. Dignath et al. (2008) examined the effects of metacognitive training on learning and use of strategies in a meta-analysis of 48 studies. Meta-analysis is one analytical approach that has been used to understand the findings—in this case, self-regulatory and metacognitive training outcomes—across multiple studies. Dignath’s study found that teaching self-regulatory skills and strategies had major positive impacts on students’ success across all subject matters. Dickson and Messinger (1998) found that low-achieving students benefited from instruction that taught students two or more metacognitive strategies. Instruction that taught both planning and self-regulatory strategies, or combined either planning or self-regulatory strategies with “how-to” strategies, had a specific positive influence on low-achieving students’ reading comprehension. Azevedo et al. (2004) found that students who had as little as a half an hour training on the process of self-regulated learning outperformed students who did not receive the training in several important ways. First and foremost, they learned more. In addition, they planned how they would spend their time in a learning task, spent more time in goal-oriented searching, and periodically reminded themselves of their current goal.
Researchers have recommended a number of specific instructional approaches to teaching metacognition. Schraw et al. (2006) urges educators to provide explicit, direct instruction in metacognitive strategies. Schraw emphasizes that students need to know how to use strategies, when to use them, and why they are beneficial. Modeling of self-regulatory skills such as planning, monitoring, and self-evaluating are especially important. Teacher modeling provides knowledge about how experts think about problems and attempt to solve them. For example, teachers can assist students in selecting appropriate strategies to obtain specific goals and then demonstrate how to continually re-evaluate progression towards those goals.

Bransford, Brown and Cocking (2000) recommend classroom conditions that support metacognitive knowledge, such as reflection and self-awareness. “Knowledge” centered classrooms focus on meaningful, powerful, nontrivial activities that help students see the utility of reflective and strategic learning. Additionally, researchers have found that the use of collaborative and cooperative learning environments encourage the development of metacognitive skills (Hennessey, 1999). Collaborative, peer oriented activities promote metacognitive discussions and help students clarify their beliefs and learning.

Summary of the Findings

This report presents an evaluation of PS activities across two school districts located in St. Paul and Minneapolis, MN and includes findings that focus on teachers’ and alumni experiences with the program. CAREI evaluators conducted interviews and focus groups with teachers and administered surveys to PS teachers and the program’s alumni. Together data analyses from these sources offer a candid look at how PS worked with teachers and students to help students plan for their futures and set goals. This section of the report summarizes the major findings and their implications for future program development. The summary is organized by the two evaluation questions: 1) How does participation in Project SUCCESS affect teachers?; and 2) How does participation in Project SUCCESS affect students’ plans beyond high school?

Evaluation Question: How does participation in Project SUCCESS affect teachers?

Teachers and PS student alumni embraced PS and its efforts to help students dream, set goals and plan for their futures. This was evident in teacher interviews, focus groups, and teacher and alumni survey responses.

Teachers spoke highly of PS facilitators and emphasized several characteristics that they thought made them successful in classrooms including enthusiastic, well trained, remarkable, and high quality. The teachers also mentioned that it was beneficial to students to have one facilitator follow students from middle school to high school. Only one teacher mentioned that PS was viewed by some teachers at her school as an interruption in the classroom.

The teachers who participated in interviews and focus groups desired more collaboration with facilitators. When teachers spoke about collaborating with PS, they mentioned the benefits of having PS support their English curriculum and theater components and being able to observe
facilitators working with their students. For teachers, observing a facilitator in their classrooms helped them to reflect on ways they could enhance how they related to and motivated their students. Only a few teachers mentioned that PS did not have a direct connection to what they did in classrooms.

In addition to in-class activities, teachers also spoke highly about PS efforts to help middle school students transition to high school by offering suggestions to students on how to succeed in high school. Students also had opportunities to participate in middle school musical productions and overnight Boundary Waters camping trips.

CAREI's evaluators asked teachers how PS benefitted students overall. The teachers described several ways that PS worked with students to do better in school on the whole. The teachers suggested that PS helped foster students’ metacognitive awareness when facilitators engaged them in activities designed to set goals, develop identities, engage in school, improve attitudes, team build, and solve problems. However it was difficult for teachers to quantify or provide evidence that PS directly affected students’ academic performance.

*Evaluation Question: How does participation in Project SUCCESS affect students’ plan beyond high school?*

Both teachers and alumni agreed that PS gave students confidence and motivated them to solve problems, be engaged in school, set goals, and to be more self aware. These ideas are consistent with alumni views on how much parents/guardians, teachers, and PS facilitators helped with planning beyond high school. Alumni rated the help they received from school counselors and their friends about the same. According to teachers, students also benefitted greatly from PS college trips that were designed to introduce students to the possibilities of college and to familiarize them with college life.

Alumni views about how much PS assisted them with planning for the future, while still in school were varied. While a majority of alumni credited PS with helping them set goals and plan, a few mentioned that involvement in the program didn’t help that much. For example, some alumni mentioned that PS helped them with specific goals, while others reflected on their experiences and wished that PS provided more information about financing college and alternatives to college.

**Conclusion and Recommendations**

The evaluation results together show that PS is valued by teachers and students as a resource for motivating and engaging students to set goals and plan for their future. Through monthly in-class workshops, PS offers teachers an opportunity to observe facilitators working with their students and to reflect on ways they can better connect with their students.

Project SUCCESS incorporates many aspects of metacognition in both its curriculum and manner of instruction. The sequential nature of the curriculum takes a developmental approach.
that supports the progression of both metacognitive knowledge and self-regulatory skills. The focus in middle school is to improve students’ self-understanding and self-reflection, a crucial element for metacognitive knowledge. From there, facilitators promote and encourage students to set short and long term goals for the future and begin taking steps to achieve those goals. Students learn to assess themselves and their options regarding the future.

The high school program builds upon the development of these initial metacognitive skills. The curriculum is designed to further explore students’ goals and dreams for high school and beyond. The closer students get to graduating, the more practical the program becomes. Goal-setting and life-long strategies for success are cultivated even more. Project SUCCESS’s goal is that by spring of their senior year all students will have a personal, post-high school plan that best suits their needs, personalities, and goals.

In addition to Project SUCCESS’s curriculum, instructional processes and the role of the facilitator foster metacognitive awareness. Creative activities such as drama exercises, group games and discussions, emphasize a collaborative environment where students share their aspirations and learn from each other. Facilitators help students gain confidence in creative thinking, decision making, goal setting, and resourcefulness. As shown in the literature, these learning environment components are conducive to the development of metacognitive planning, monitoring, and self-evaluation. These metacognitive skills may increase the likelihood of students realizing and achieving their “dreams.”

The following recommendations are made to help guide future programming decisions:

- **Continue to collect program effectiveness information from multiple sources.** This is particularly important, given that teachers and alumni offer multiple perspectives that may be useful for future planning.

- **Follow up with teachers to learn more about their communication and collaboration needs.** Teachers desire more consistent communication and additional planning for PS in-class workshops.

- **Consider further study of areas where PS can provide students with additional information that meets their needs.** For example, several alumni recommended that PS include more information on financing college and alternatives to college.

- **Follow up with schools to learn the reasons why some students choose not to attend theater productions.** Two teachers perceived that students in poverty were not taking advantage of theater opportunities.
APPENDIX A

SURVEY RESULTS
2012 Project SUCCESS Teacher Survey

(n=75)

The purpose of this survey is to provide Project SUCCESS staff with information about how well the goals of the program are being met – its strengths as well as how it can be improved. Your responses will be combined with the responses of other teachers so that no individual will be identified in any written report. Your participation is voluntary and we appreciate the time you are taking to complete the survey.

Please answer the following questions based on your experiences with Project SUCCESS this school year (2011-2012).

1. How many Project SUCCESS facilitators did you work with in your classroom this year?

<table>
<thead>
<tr>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>63</td>
</tr>
<tr>
<td>Two</td>
<td>32</td>
</tr>
<tr>
<td>Three or more</td>
<td>6</td>
</tr>
</tbody>
</table>

2. In your opinion, what is the primary purpose of Project SUCCESS in your classroom?

- To motivate students towards college.
- To motivate students to think about how to be successful in their lives academically and emotionally.
- Introducing children to theater AND getting them to think about themselves and their futures.
- To share goals in community.
- To help ninth graders create goals for their high school years and their lives afterward.
- To get kids talking about their hopes and dreams.
- To help kids work on goal setting and goal achievement.
- Helping young adults with goal setting through engaging activities which help recognize their skills and aspirations.
- To encourage students to set goals and think about their future.
- Help students connect with a community resource; help students understand the value of theater experiences; provide students another adult role model in their lives.
- To talk about goal setting.
- Help students with goal setting (academic and personal), encourage them to explore post secondary education options, expose them to theater, dance, music and multi-media creation in the community.
- Inspire young students to be goal-oriented.
• To encourage students to aspire to and plan for post-secondary education.
• Continuing team building and self-esteem support from the prior year.
• To assist my students in recognizing their potential and begin thinking about their future careers.
• To encourage full participation in academic endeavors through engagement with the arts.
• To help students understand how setting goals can affect their lives.
• Promote theater and the arts-integration.
• For students to articulate their future goals and identify their successes thus far.
• The primary purpose has been and remains to, through the acts of viewing performance artistry, and participation in a variety of dialogue systems, to create in the minds and hearts of students the capacity to dream of success which is dreamt of but not yet realized.
• To increase access and variety in the classroom via college readiness and arts activities.
• To help students think about the future, set goals and inform them of opportunities.
• To help introduce students to different forms of theater and encourage my students to see their own goals as well as work together for problem solving.
• To help students discover their talents and interests. To motivate them, help them dream big and learn to set goals.
• Planning for the future.
• To keep students goal focused and forward looking.
• To motivate the students to take charge of their lives and their futures by dreaming and planning to achieve their dreams.
• To get kids engaged in theater arts while simultaneously getting them prepared for thinking about life and the BIG, heady philosophical/life path thoughts.
• To build personal relationships, lead goal achievement activities, guide the students through college planning, and connecting students to wonderful theatrical opportunities.
• The primary purpose of Project SUCCESS was a complimentary learning environment that helps students learn how to be open to their own success through self-exploration.
• To connect students with the arts community (primarily theater) and to guide their thinking about their future plans regarding college and careers.
• Project SUCCESS remains true to its mission, which is to, through dialogue, long term mentorships, and participation in artistry help students and their families realize dreams for success.
• Expose students to new activities and ways of thinking. Grow creativity and build group cohesiveness and connections.
• To interact with, encourage and liberate students.
• I was not able to implement Project SUCCESS this year because we did not have an interpreter available.
• To help with goal setting and encourage kids to identify and reach for what they want.

• Goal setting/Teaming/High school preparation.

• Invite students to attend plays and camp in the boundary waters.

• To actively engage the students in team building activities and to get them to plan for their futures.

• I had 9th grade, so it was an introduction to the High School portion of Project SUCCESS.

• Promote classroom community. Develop student awareness of transition skills.

• Workshops on academic goals and tactics, theater.

• Preparing students to become active agents in determining their futures.

• The purpose was to get students to believe in themselves through the arts.

• To engage students in activities that help them envision their future.

• Help students succeed in life.

• To get students thinking about future goals, such as college and beyond, and get them to take concrete actions in preparing for life after high school (as well as preparing for the last years of high schools in terms of improving their academic achievement).

• Involve kids in the arts.

• To prepare/expand students for lifelong achievement by focusing on clarification of students' independent desires and values.

• To make kids feel wonderful and competent and give them the skills they need (and confidence) to think about a life beyond high school.

• 1) To encourage students to do well in school; 2) To encourage students to get to know their classmates better; 3) To encourage students to think ahead, including preparing for college.

• To help students set goals and to promote the arts through theater attendance.

• Discuss future goals and plans by exploring students thoughts, perceptions and dreams. Students are also provided a bridge from the classroom lessons to the theatre opportunities.

• To help students see their potential after high school.

• Encourage students to discover themselves and their goals.

• To engage student thinking about opportunities outside of high school.

• Getting them prepared to think about college and adult life.

• To provide energized, structured personal and group dialogue about goal setting, present and future educational plans, to inspire personal pursuits of various arts activities!
• Having the students think about their future and know that they have many options!
• To encourage students to think about life after high school and to help them realize that there is more to life than academics.
• To provide time for the students to reflect and consider their identities and goals in life and learning.
• Empowering students to make thoughtful choices with a view toward success in school and in life.
• Helping students set goals and plan for their futures through the use of the arts.
• By building trust and building relationships with students, Project SUCCESS is able to send the message that planning for your future is of the utmost importance.
• To engage students in planning for the future. To expose students to a broader horizon and possibilities.
• Teach learners to set goals, work as a community and develop self-belief about their future.
• To use drama to help students with goal setting and achievement.
• To expand student thinking in regard to personal goals, careers, and theatre exposure/opportunities.
• To help students explore their values and dreams and to use this knowledge to plan for their future.
• To teach students about self worth and being strong for themselves.

3. Did students in your class ever receive any class credit for participating in Project SUCCESS activities (e.g., write a paper in response to a theater performance)?

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>36</td>
<td>26</td>
</tr>
<tr>
<td>No</td>
<td>64</td>
<td>46</td>
</tr>
</tbody>
</table>

4. Please briefly describe the credit your students received.

• If they went to a play and brought the ticket to me, they could exchange an approved assignment for the theater experience.
• I offered extra credit for students who attended an out of school event and wanted to write an essay about their experiences. This was used to enhance lessons on preparing for the 9th grade MCA GRAD writing test.
• My students receive participation grades for working with PS teacher, also extra credit for attending performances.
• Students wrote paragraphs reflecting on the material presented during project success. They also received feedback regarding their participation: verbally. (My students are English Language Learners.)

• Participation points were given. Even the kids who did NOTHING for most of the class have always participated in Project SUCCESS.

• Participation for writing and performing plays.

• The students attended the performances for enrichment points. (The stub and a brief discussion is all I required.)

• If students were at a performance they received credit for going (it is not like class credit because this is a middle school). For extra credit and SPAN dollars that they could use at the school store, they had to prove they were there; such as with a ticket.

• Written reflections.

• Students always get daily points for participation in the PS activities. This semester students had a play viewing/reviewing project and some of them took advantage of the offerings through Project SUCCESS to complete their assignment.

• I gave extra credit to any student that attended and completed a critical reflection of the theatrical experience.

• Students received credit for their participation in Project SUCCESS. Students had a complimentary writing warm-up on several days after the visit.

• Students receive credit for participating in PS activities just like any other assignment in my class.

• Points for written work.

• They can receive up to a one-third letter grade increase on their final grade.

• Journal writing credit.

• Whenever Project SUCCESS offered tickets to a play I was teaching, I offered extra credit for those who attended the play. In some instances, if the play they saw had relevance to what I was teaching, I enabled them to explain how in written form for extra credit.

• It was part of their social studies grade.

• Extra credit for attending plays, participation points for working with Project SUCCESS teacher.

• It varied. Most often is was about an activity that or discussion that took place with Project SUCCESS. I would then connect it to our classroom environment or our current unit of study.

• I linked the Project SUCCESS activity to the monthly IB learner profile trait. I had students write, share, and turn in a reflection about the activity and the IB learner trait that is part of our MYP curriculum. These traits identify attributes like risk taking, caring, ingenuity, etc.
• I will remove one low grade on a previous paper and replace it with the higher grade if the student provides a quality written piece summarizing and reflecting on their Project SUCCESS experience.

• Project SUCCESS provided a field trip experience for my students this year of Larry Yazzie and the American Indian dance troupe. I gave my students extra credit for attending AND we discussed the performance in class round robin style. What gave me insight was how important the exposure was to American Indian culture for my non-Indian students. Respect and appreciation sky rocketed!

• Students received credit for attending plays.

• Wrote an essay and created story board about "Annie" and some other PS field trip such the CTC .

• Extra credit for writing.
5. Please indicate your level of agreement with the following statements. (Please select one answer for each item.)*

<table>
<thead>
<tr>
<th>I believe that participating in Project SUCCESS helped my students to...</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. be better problem solvers</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>22</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>b. be more engaged in school</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>19</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>c. set goals for the future</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>d. be more planful about their education</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>e. become more self-regulated learners</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>15</td>
<td>35</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>11</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td>f. work better with their peers</td>
<td>8</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>g. be more planful about their futures</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>h. be more self aware of their strengths</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>19</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>i. be more motivated to succeed in school</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>j. develop better work habits in school</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td>k. be more self-directed in school</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>10</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td>l. be more knowledgeable about themselves as learners</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>m. evaluate their progress towards their goals</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>10</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>n. work more collaboratively in groups</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>o. develop skills to be more successful in school</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>11</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>p. be more confident about their abilities</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>11</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>11</td>
<td>28</td>
</tr>
</tbody>
</table>

*The top number in each cell is the percent, and the bottom number is the frequency of respondents choosing that response category. We calculate the percent only over those responding and do not include missing data.
6. How has working with Project SUCCESS helped you to reflect on your work with students?

- Project SUCCESS has not been that successful in my classroom this year because there was too much talking at them and not enough doing. Their activities always got cut short.

- Project success has reinforced my belief in learning about students and listening to students first before giving them information. Project success utilizes groups and peer activities, keeping students engaged. I have used some of the grouping strategies that I’ve learned from Project SUCCESS, and instructional strategies with my own lesson planning.

- Seeing the children engage with the project success person (XXX) helped me to look at how I teach and to reach towards what she does.

- It helps me to have another adult in my classroom trying to build community and gives me a different perspective on some students, particularly those who do not do well academically but are enthusiastic participants in PROJECT SUCCESS activities.

- Creating learning goals each quarter helps them invest in their education.

- It has helped me to remember to talk about how all of the stuff we do in class can relate to their futures.

- It hasn't. My students did not really like the project success activities/facilitator. If anything, it made them appreciate me as a teacher/mentor more.

- By giving me the opportunity to observe my own students and consider ways to differentiate their learning.

- It has helped me remember to think about my students in all aspects of their life.

- Has reinforced my notions of collaborative problem-solving activities.

- I have the opportunity to see students engage and participate in a non-graded, non-pressure activity with their peers. I am amazed and impressed with how my facilitator is able to work with students and build a relationship with them beyond the student/teacher relationship. The optimism and excitement is a joy to see!

- To take the time to be more playful in classroom assignments to increase collaboration and thinking skills.

- PS has given me different ways of seeing my students.

- Watching PS teachers conduct their lessons reminds me of the value of planning lessons that are highly engaging for the students. Your staff exemplify excellence in teaching.

- The work of project success is linked with my goal to help students reflect on where they are going and how they are going to get there.

- Students are more eager to participate in other ways, to think about how my class will help them for college.

- It has helped me plan lessons to have fun and get kids up and moving. They need the time to be creative!

- It made me want to do more group activities.
• Project SUCCESS is an invaluable lens through which I am able to "see" my students in lights under which I would never see. I have no interest in teaching in a non-Project SUCCESS school.

• I was able to work with XXX our facilitator, to create links with my course content.

• It has helped me incorporate more goal setting and future planning in my classroom.

• I work in a federal setting, XXX helped to show me how the students can work together to be better learners and evaluate themselves.

• It has helped me to see the students in a new light, and I realize I should be more aware of their personal interests.

• Students verbalize their goals which I can use to motivate them. It also works to hold them accountable to their own words and promises.

• I'm reminded of the value of having students work in small groups to share responses and complete tasks.

• It dovetails nicely with my senior theater project; perfectly, actually.

• The Project SUCCESS activities allow me to get to know my students’ goals, dreams, and passions. Observing the Project SUCCESS teachers in action is a complete pleasure. My students cheer when they enter the room and they remain engaged for the entire session. The teachers repeatedly reach out to the students, and, amazingly, draw the best out of them all.

• I think that the students gained many skills from the monthly visits. I work in a special education classroom in a federal 3 setting EBD program. I feel it was invaluable to build interpersonal skills and it allows students to experience expectations in a mainstream environment. I feel they helped me reflect on how much I miss team teaching and how it can be such an advantage to have so many perspectives. Also, it helped me learn that, when I was not actively engaged, the students were not also. It also helped me understand how to relate to junior high students in a fun way and gave me examples of how to use personal experience in a motivating way.

• I have been inspired to use more fun, interactive, and collaborative activities. I have enjoyed the opportunity to let me see different sides of students and to let students see a different side of me.

• Project SUCCESS allows me to witness my students from another point of view and another context.

• Makes me want to continue to introduce new experiences and exposure to our students.

• Teaching is a practice and I become better at my practice when I am able to observe someone else actively interacting with my students.

• It helped me remember that it is important to pause the rat race once in awhile and reflect on other things that are important.

• I am able to better see areas that may require more focus on improving certain skills.

• I am not sure it has helped me reflect on my work with students.

• The response that XXX gets from the kids is totally different than what I get, and it is very interesting to see the difference. I then modify my approaches to certain students accordingly.
• Great to sit with the students and see class from a student's perspective.

• Discussions of academic goals, strategies and discussion of theater

• It has helped me develop more student-centered lessons.

• I was able to see my students in a different way in my classroom. Sometimes I could participate with them.

• It really hasn't.

• I see connections made with students in ways in which I am not succeeding.

• I've enjoyed seeing "another side" of my students in PS and at times have used that in my interactions with them.

• Thinking about arts integration more.

• To be more broad in my planning/thinking.

• Yes. Their activities are very hands-on and the response they get inspires me to do more hands-on "touchy feely" things. However, I think part of the reason they work so well is that they are not the regular classroom teacher, so when they come, kids who might have reservations, say, "Well, it's only one day," and they open up.

• It has helped me reflect on the collaborative activities we engage in the classroom, and how to assess their participation.

• I think I should spend more time with goal setting.

• It helped me learn more ways to engage students.

• Absolutely, XXX teaching techniques inspired me to see my students in a different light.

• It allows me to see another facilitator work with my students. I can learn from their success and their failure. It’s also very refreshing to get a look at my students working with another adult.

• I do not do as much group work as I should.

• Incorporate more movement, more audio, and more hands on product out come more often.

• Realizing that many students do not have any idea of what they want to do after high school and how to find out what their choices are.

• It helps me step back and remember that curriculum is not always the most important aspect of my job.

• It also reminds me to see the students as not just English students but as students of life.

• It constantly reminds me that students have different strengths in different areas and if I am able to tap into their strengths & reaffirm their ability to be a learner then I can help them improve in areas where they struggle to succeed.
• The aims of Project SUCCESS correspond with my own, in terms of finding ways to help students become more responsible for their work and behavior.

• It helps me see my students in a different way and prompts me to consider how I might create more creative and interactive lessons.

• I observe how drama and planned lessons with reflective content help students ignite meta cognitive participation. This is something I believe in very strongly. I strive to achieve this myself as a teacher, but more quietly and with paper and pencil. I need to be more active and hands-on with my students. I used to be more like that, but after 26 years in the classroom, I am slowing down some. Your teachers through Project SUCCESS are amazing. I take my hat off to them. Thank you!

• It fits hand in glove with activities I did in my classroom. The lessons reinforced my class lessons with the advantage of coming from another source.

• One on one conversation with XXX, the PS coordinator, helped me share views on learning and teaching through the arts. I was able to learn from his group activities and creativity as well

• I especially like the focus on goal setting. I feel like I can use the information they give the students to build on academically.

• Project SUCCESS has energized me to think about and incorporate a greater variety of hands-on activities to foster learning in class.

• It has helped me to see strengths in students I wouldn't otherwise see in my day to day classes, and to incorporate more creative assessments into my lessons.

• I already do many of the activities in my room as I was in theater.

7. How has your participation with Project SUCCESS affected your teaching this year?

• I've learned more about keeping instruction student centered.

• It has helped each class get to know one another better, which allows for better communication and a safer learning environment.

• To be completely honest, it has been an added stressor. I love the idea of PS, but the way it was implemented in my classroom did not help my teaching or my classroom.

• I have worked to vary my activities to meet their different learning styles through observing Project SUCCESS engaging students through unique interactive opportunities to self-assess their learning. Students have worked on writing their goals, enacted them through role-playing, and shared them through small group and whole class discussions. I work to repeat this process when having students work on reading and writing goals.

• It has been tough because there have been significant structure and classroom management issues when project success is in my classroom.

• It has reminded me to encourage students to think about their futures as they move through their middle school years.
• I have done more small group with my students and trust them to make decisions that will be beneficial to themselves and others.

• Focus more on group work for the students.

• It has helped to remind me that there are times when teambuilding, reflection are just as important as content and skills.

• Yes, I have my students reflect on their PS lessons and I also try to emulate some of the PS teaching style.

• It gets kids ready for future choices. It is really magical to watch what happens when we have Project SUCCESS come in for the class.

• I LOVED it! It has been a great experience to see and hear how my students have transformed into respectful young adults.

• Adding in more group activities.

• Teaching is an act of dialogue. Project SUCCESS allows me to change my position in the dialogue. A change of perspective is the phrase I believe.

• It has enhanced what is already happening in my classroom.

• I had a blast with XXX this year. My students were excited when she came into the classroom and so was I. I feel as if the energy that I was able to provide to my students helped me to be a better facilitator and take part in the activities that XXX so carefully planned.

• The energy it takes is very intense and it needs to be maintained throughout the day. I know that XXX is leaving to move on to her next adventure. Please make sure that the person that takes her place is well aware of the thick skin, the short term memory and the willingness to start over every second of everyday with these students.

• It showed me that my students were excellent performers so I added more theater style activities to the class.

• I make an effort to remind students of tie ins to the PS presentations.

• It helps create the atmosphere of less top-down teaching and more of a collaborative effort.

• As in past years, being around the amazing energy of the Project SUCCESS teachers reminds me to do my best to provide my best energy for my students.

• It has been a natural part of the teaching I have done this year, as it has always been.

• Increased knowledge of my students increases the manner in which I shape the known curriculum.

• It has reminded me to include more of the arts.

• More effort toward reflection.

• We have emphasized self-confidence.
• Not really.
• It helped me engage students that I wasn't reaching.
• Deepens my understanding, commitment and passion toward teaching.
• It is great to have another adult in the room. It is great to see students in another situation.
• It has helped me see my students as real people outside of the classroom.
• I learned some strategies from XXX that I could incorporate in my class.
• Really hasn't.
• I try to emulate things that students seem to enjoy.
• Not too much in terms of content, since that is fairly fixed, but generally in terms of getting to know the students better, yes.
• It hasn't.
• Reinforced my beliefs.
• Positively.
• It has helped me get to know a side of particular students that might not otherwise have been visible to me in class.
• Helped me to know students in different ways, and the more you know about students, the better you can present curriculum to them in a more meaningful manner
• I have tried to work larger themes into work.
• IT was great to have them and will be even better next year.
• Yes, I see the importance of well planned lessons.
• It's just been another positive experience.
• I looked forward to the times that Project SUCCESS would come into my classroom.
• It provided a safe, meaningful framework to discuss what they need to get them out in the community to experience art, it gave us a safe, meaningful frame work to compare and contrast students' experiences with formal theater in contrast to their parents lack of experiences.
• Yes. I ask students about their future plans more often.
• I don't think it has.
• I just completed a three year loop with the same group of Middle Graders. As 8th graders moving on to the high school experience, Project SUCCESS provided time for both my students and myself to be more reflective about our prior learning experiences and set goals for high school. We considered the legacy they wanted to leave behind and the goals they need to set for success in high school. Acknowledge their strengths and set goals to cope with shortcomings.
• I think that Project SUCCESS reinforces the same things I have been emphasizing since these students came to me two years ago. Project SUCCESS looks at these areas from a life-skills perspective whereas a classroom teacher would address them from an academic perspective. Both points of view are complementary and reinforce each other.

• Project SUCCESS is the "great synthesizer" for my students. Your program is a collaborative asset to the whole learning experience of my students. I am grateful.

• It complemented what I was doing in the classroom.

• All positive to be reminded that PLAY and theater matters in educating English language learners or all learners in middle school.

• Helped with getting the students to really consider their high school choices rather than just blindly follow the lead of a few kids, which I think was a larger problem this year than I had had in years past.

• Project SUCCESS gives me ideas and a dose of optimism to try things "out of the box."

• Because I can participate with the students, instead of facilitating, it has allowed me to have fun with them and get to know them better. Any chance to build relationships with my students helps strengthen my teaching.

To put your answers in context, we would like to gather some background information from you. Your answers will be held in the strictest confidence by the researchers at CAREI.

8. What grades do you teach? (Select all that apply.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>21</td>
</tr>
<tr>
<td>Grade 7</td>
<td>18</td>
</tr>
<tr>
<td>Grade 8</td>
<td>19</td>
</tr>
<tr>
<td>Grade 9</td>
<td>19</td>
</tr>
<tr>
<td>Grade 10</td>
<td>22</td>
</tr>
<tr>
<td>Grade 11</td>
<td>23</td>
</tr>
<tr>
<td>Grade 12</td>
<td>28</td>
</tr>
</tbody>
</table>

9. How many years have you been teaching?

<table>
<thead>
<tr>
<th>Years</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>6–10 years</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>11–15 years</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>50</td>
<td>34</td>
</tr>
</tbody>
</table>
10. How many years have you been working with Project SUCCESS in your classroom?

<table>
<thead>
<tr>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>59</td>
</tr>
<tr>
<td>6-10 years</td>
<td>27</td>
</tr>
<tr>
<td>11-15 years</td>
<td>13</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>2</td>
</tr>
</tbody>
</table>

11. Please select the school where you teach.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann Sullivan Communication Center</td>
<td>3</td>
</tr>
<tr>
<td>Anwatin Middle School</td>
<td>8</td>
</tr>
<tr>
<td>Battle Creek Middle School</td>
<td>2</td>
</tr>
<tr>
<td>Edison High School</td>
<td>5</td>
</tr>
<tr>
<td>Humboldt Junior High</td>
<td></td>
</tr>
<tr>
<td>Jefferson Community School</td>
<td>3</td>
</tr>
<tr>
<td>Marcy Open School</td>
<td>5</td>
</tr>
<tr>
<td>North High School</td>
<td>6</td>
</tr>
<tr>
<td>Northeast Middle School</td>
<td>6</td>
</tr>
<tr>
<td>Olson Middle School</td>
<td>13</td>
</tr>
<tr>
<td>Patrick Henry High School</td>
<td>10</td>
</tr>
<tr>
<td>Sanford Middle School</td>
<td>15</td>
</tr>
<tr>
<td>South High School</td>
<td>12</td>
</tr>
<tr>
<td>Southwest High School</td>
<td>13</td>
</tr>
<tr>
<td>Washburn High School</td>
<td></td>
</tr>
<tr>
<td>Washington High School</td>
<td></td>
</tr>
</tbody>
</table>
12. Please share any recommendations you have for improving Project SUCCESS.

- I love it. I would like to have more opportunity for student field trips during the school day.
- It is great! Keep including my special needs children!
- Perhaps renewing/refreshing some of the lesson plans for ninth graders. Themes can remain—just adjust the lessons a bit. Or maybe, different lessons for different hours. For example, peanut butter and jelly could be putting on a jacket during the next hour.
- More hands-on activities with less direct instruction. Maybe things more around theater?
- Having our PS leader learn our students’ names. This made it really hard for them to buy into the PS activities, because they felt our leader didn’t care to engage with them on a personal level I know this isn’t true, but that’s the impression the kids got.
- The facilitator did not even attempt to get to know the kids' names. That is necessary when working with students in high school. He should definitely do that first thing next year. Also, he seemed to get frustrated with the kids, and he didn't seem to be very nice to them once he got frustrated. Most of my kids don't respond well to XXXX. He also showed up late to my classes regularly.
- Have students do some form of tracking their goals and progress using writing journals or portfolios.
- Make sure your representatives understand structure and best practice techniques for at risk students.
- The facilitator needs to have more classroom training. His lessons lacked closure, and therefore, meaning. He was always trying to get kids to the "point" of his lesson as they were heading out the door—which is ineffective. The facilitator made almost no effort to learn the kids’ names, and did not have them up and being active together. He would also engage in negative behavior with the kids, kind of “coming at” them if they were off task or bored. Because of this, the kids really did not enjoy Project SUCCESS days, and it was always a battle for me.
- More performing arts events after school and on weekends! Put in place one field trip per grade during the school year.
- It is hard to improve on perfection. This is a well conceived program, with excellent staff, and my students look forward to PS every month.
- XXXX needs some more training in engaging and motivating students as well as in classroom management. I also need to help him modify his lessons for English Language Learners.
- How can you improve upon the original? The concepts have CHANGED THE LIVES OF YOUNG PEOPLE. The vision of this idea is no less important than the IPad for our kids. Thank you!!!!!
- None! My students LOVED having Project SUCCESS days!
I so enjoyed having XXXX as part of my year!
Keep doing an amazing job!

I really want to thank them for taking the time to work within the SPAN programs. These students are some of the most difficult to teach, but the ones that need it the most.

A list of monthly themes ahead of time would be helpful to enable classroom teachers to weave Project SUCCESS days into the curriculum (if possible).

I'm not sure how you improve it. This is the most solid and worthwhile program I've ever had in my classroom. So many times agencies want to come in and deliver "their" message to the kids PS is there for kids. The leaders I've worked with are terrific and maintain a friendly yet professional relationship with the students. I hope this program continues for a very long time.

I think Project SUCCESS is already great. I think a short warm-up, e.g. a quick personal survey, etc. may help some students transition into the class. I'd also like to know more about what expectations they have of teachers. I was unclear If I should be participating, backing off, or how I could support the facilitators at times. .

Perhaps we could be more collaborative if I knew the topics and activities ahead of time. Then I wouldn't steal their thunder with an interactive activity, and I could blend our work with the literature into the work of PS.

Project SUCCESS relies on the strength of its facilitators. The keystone to the Project SUCCESS arch of success is in its teaching team. Facilitator evaluation is an area to always think about.

Continue to be reflective and thoughtful. Maybe work some social justice into the curriculum...

I would like to see the sessions about 15 minutes longer in order to reflect a little longer on the activity and let students see how the activity can apply to themselves.

I would like to know how many kids from our school actually go to the plays and go to camp. (not just sign up, but actually go) It seems to be so much of the focus and if kids aren't going, I would recommend less focus on that aspect.

No recommendations. Love what XXXX brings to my classrooms. Thanks!

It has been an excellent program.

Even more focus, senior year, on time-management, stress reduction, realistic self-expectations. Some of the IB seniors still put themselves under too much pressure.

More interactive activities.

Facilitators might be trained to moderate their voices more, speaking when students are quiet rather than trying to speak over them. Also avoid speaking extra loudly when they are speaking towards the chalkboard, for example.

More transportation provided for shows during school. Students wanted to attend but for whatever reason were not able to go or get their parents/guardians to take them.
• I don't know how the shows are picked or distributed, but sometimes there is a play that fits perfectly into my curriculum but it goes to Washburn or South instead. Paige and staff do everything they can to get my kids tickets (above and beyond) but it would be nice to get a sneak peek at the season. I'm always willing to change the order of what I teach so my curriculum can be enhanced by a live show.

• I think it might be useful to prove an end-of-year survey like this one to the students who participate in Project SUCCESS.

• You do a wonderful job!

• More interactive lessons and less talking by the instructors.

• The more we can communicate the better.

• To find a way to get more students to participate in seeing plays and productions.

• I'd like to continue to break down how PS will provide transportation in order to get to a show. I think my students just can't grasp that aspect of support.

• Continue the great work!!

• I have none. Project SUCCESS is always a bright spot in the month for students and allows them to interact with each other in new ways.

• I have nothing but positive things to say about Project SUCCESS. The facilitators professionalism and willingness to collaborate with my curriculum is really one of a kind. So often, extra resources we receive in the classroom come at the expense of many additional hours of planning, meetings and feedback. Somehow Project SUCCESS always comes through with meaningful, well-prepared lessons that fit seamlessly into my existing class work. It's a wonderful learning experience for both the students and myself. We all look forward to Project SUCCESS events. I've made it a tradition to attend Project SUCCESS events twice a year with a trio of students I either need to reward for being amazing but perhaps over looked. Or a trio that I am having trouble bonding with and need to see in a different light. Shared food and a cultural event is always a bonding experience and Project SUCCESS affords me the luxury of doing such a great thing.

• The times that XXXX showed power point presentations, such as for the summer camping trip, the students seemed to enjoy it very much. Maybe video or power point presentations could be included more often, with students having a chance for giving feedback.

• Prompt students to identify connections between what they learn during each Project SUCCESS visit. EXAMPLE: "Last time we learned...and this time we learned..."

• What I am noticing this year is a need to pay closer attention to students work habits. Building rigor, discipline, follow through. I think it may prove worthwhile to think about some of that stuff. Teenagers are just building their tolerance for "elbow grease." We need to put them through some course of training to be stronger workers: for themselves and for community.
• It might be helpful to give the teacher a heads up about the purpose and topic of the lesson that project success will provide. It usually fit well, but a little heads up would be nice.

• Publish on the wall, what some students are saying about PROJECT SUCCESS, so they can read their own voice....have more time for reflections...

• I love Project SUCCESS and can't think of any suggestions for improvement.

• The time goes so fast the only thing that I can think of is suggestions for follow-up when a workshop might get rushed at the end

• Provide teachers with a few suggested activities, or assessments that they can use to extend learning beyond days Project SUCCESS is present in the classroom.

• I think students need more challenging activities. They seem to have done most of them and are getting bored as one student said.

  Thank you for your participation!
2012 Project SUCCESS Survey for Alumni Students
n=52

Purpose:

The purpose of this questionnaire is to provide Project SUCCESS staff with information about how well the program is working and how to improve. We want to learn more about your experiences with Project SUCCESS before you graduated from high school and how the program influenced your plans beyond high school. In any report we might publish, we will not include any information that would make it possible to identify any individuals.

1. To the best of your recall, approximately how many years were you involved with Project SUCCESS before graduating from high school?

<table>
<thead>
<tr>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>4  2</td>
</tr>
<tr>
<td>1-2 years</td>
<td>2  1</td>
</tr>
<tr>
<td>3-4 years</td>
<td>56 29</td>
</tr>
<tr>
<td>5-6 years</td>
<td>24 13</td>
</tr>
<tr>
<td>More than six years</td>
<td>14 7</td>
</tr>
</tbody>
</table>

2. Please think about when you were in high school (before graduation) and indicate your level of agreement or disagreement with the following statement for each answer option below.*

<table>
<thead>
<tr>
<th>I believe that participating in Project SUCCESS helped me to…</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>be a better problem solver</td>
<td>4  2  6  6  47  24  14</td>
<td>2  3  3  24  12  7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be more engaged in school</td>
<td>2  1  6  8  27  39  19</td>
<td>1  3  4  14  20  10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>set goals for the future</td>
<td>4  2  6  4  10  36  42</td>
<td>2  2  2  5  19  22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be more planful about my education</td>
<td>2  1  6  6  16  31  39</td>
<td>3  3  3  8  16  20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>become a more self-regulated learner</td>
<td>6  3  20  19  37  26  12</td>
<td>3  10  19  13  6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>work better with my peers</td>
<td>4  2  6  8  31  29  23</td>
<td>2  3  4  16  15  12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be more planful about my future</td>
<td>4  2  6  4  15  37  35</td>
<td>2  3  2  8  19  18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be more self aware of my strengths</td>
<td>4  2  4  4  24  39  26</td>
<td>2  2  2  12  20  13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Moderately Disagree</td>
<td>Slightly Disagree</td>
<td>Slightly Agree</td>
<td>Moderately Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------------</td>
<td>----------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>I believe that participating in Project SUCCESS helped me to…</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be more motivated to succeed in school</td>
<td>6</td>
<td>8</td>
<td>33</td>
<td>27</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
<td>17</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop better work habits in school</td>
<td>8</td>
<td>21</td>
<td>21</td>
<td>37</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>11</td>
<td>11</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>be more self-directed in school</td>
<td>6</td>
<td>12</td>
<td>32</td>
<td>28</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>6</td>
<td>16</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>be more knowledgeable about myself as a learner</td>
<td>8</td>
<td>8</td>
<td>22</td>
<td>41</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>11</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluate my progress towards my goals</td>
<td>6</td>
<td>4</td>
<td>23</td>
<td>40</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>12</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>work more collaboratively in groups</td>
<td>2</td>
<td>2</td>
<td>12</td>
<td>21</td>
<td>29</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>11</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>develop skills to be more successful in school</td>
<td>2</td>
<td>4</td>
<td>12</td>
<td>21</td>
<td>37</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>be more confident about my abilities</td>
<td>2</td>
<td>6</td>
<td>19</td>
<td>42</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
<td>10</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>create a plan for after graduation</td>
<td>8</td>
<td>4</td>
<td>17</td>
<td>31</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>9</td>
<td>9</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>track steps to reach my goals for the future</td>
<td>8</td>
<td>4</td>
<td>21</td>
<td>40</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>2</td>
<td>11</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pursue my dreams</td>
<td>4</td>
<td>2</td>
<td>15</td>
<td>25</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reflect about choices available to me</td>
<td>4</td>
<td>4</td>
<td>17</td>
<td>42</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>9</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>value others who have different perspectives</td>
<td>4</td>
<td>4</td>
<td>15</td>
<td>35</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The top number in each cell is the percent, and the bottom number is the frequency of respondents choosing that response category. We calculate the percent only over those responding and do not include missing data.
3. On a scale of 1 to 5 with 5 being the highest ranking, and 1 being the lowest, what value did you place on participating in the Project SUCCESS activities listed below before you graduated from high school? *

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Valuable</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>Not Valuable At All</th>
<th>Did Not Participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theater experiences</td>
<td>42</td>
<td>22</td>
<td>29</td>
<td>12</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>In-class Project SUCCESS workshops</td>
<td>48</td>
<td>25</td>
<td>46</td>
<td>4</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Boundary Waters canoe area adventures</td>
<td>26</td>
<td>13</td>
<td>24</td>
<td>2</td>
<td>4</td>
<td>69</td>
</tr>
<tr>
<td>After school workshops</td>
<td>12</td>
<td>8</td>
<td>16</td>
<td>10</td>
<td>2</td>
<td>59</td>
</tr>
<tr>
<td>School performances</td>
<td>24</td>
<td>12</td>
<td>24</td>
<td>12</td>
<td>2</td>
<td>39</td>
</tr>
<tr>
<td>College tours</td>
<td>47</td>
<td>24</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td>Transition to high school summer program</td>
<td>16</td>
<td>8</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>70</td>
</tr>
</tbody>
</table>

*The top number in each cell is the percent, and the bottom number is the frequency of respondents choosing that response category. We calculate the percent only over those responding and do not include missing data.

4. To what extent did each of the following help you plan for your future after high school graduation? *

<table>
<thead>
<tr>
<th>Source</th>
<th>Helped Greatly</th>
<th>Helped Somewhat</th>
<th>Helped a Little</th>
<th>Did Not Help at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent(s) or guardian(s)</td>
<td>60</td>
<td>21</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Friend(s)</td>
<td>27</td>
<td>54</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Teacher</td>
<td>39</td>
<td>44</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>School counselor</td>
<td>29</td>
<td>29</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>Project SUCCESS in-class facilitator</td>
<td>37</td>
<td>42</td>
<td>17</td>
<td>3</td>
</tr>
</tbody>
</table>

*The top number in each cell is the percent, and the bottom number is the frequency of respondents choosing that response category. We calculate the percent only over those responding and do not include missing data.
5. Think about the planning (goal setting) you did with Project SUCCESS. How has that planning impacted what you’ve been doing since graduation?

- I appreciated that Project SUCCESS opened to me the idea that I could plan things other than college/ad-mania after high school. I did end up going to university and doing so on a fairly traditional track, but having that open space in which I could know I was choosing to be there was immensely important emotionally. And every once in a while, when faced with a question or decision, I hear Pip Gengenbach's voice in my head reminding me that "dreams" is an acceptable answer to every question.

- I had a very specific job that I wanted and through Project SUCCESS I set it as a goal and began working toward it. Achieving goals along the way, and eventually, I reached my final goal! Project SUCCESS taught me to take things one step at a time with my goal always in mind.

- Helped me to research my interests and set goals.

- The main thing I learned about planning from project success was to always have a plan going and if your plan modified throughout time that is ok. In college I always have a running plan of what classes I want/need to take and when I need to take them, what pros I want to have, where I am going to live, things like that and of course since making those plans they have changed a bit but I know that sometimes plans need to change in order to achieve what you want.

- Project SUCCESS helped me realize my goals in life, and gave me the motivation and support to follow those dreams.

- To be honest, I was already pretty good at goal setting and post-graduation planning when I started with Project SUCCESS, so I don't think they had a huge impact on my life. However, I did enjoy the activities. The theater programs definitely increased my enjoyment of theater, which I keep with me to this day. I think Project SUCCESS is a fantastic program.

- I changed my plan drastically at the end of my junior year. I went from pursuing acceptance at a prestigious university to applying to a culinary trade school. I feel that Project SUCCESS could have given more information about going into a trade instead of pushing everyone to go to college. There are a lot of other options out there and they should encourage students to explore them all.

- I've had to adjust financially and take time off, take different odd jobs. I guess it honestly hasn't been surprising. Project SUCCESS was really good about not over-emphasizing the importance of a post-secondary education, while still valuing it.

- Just the act of "thinking" about the many possibilities after graduation not just planning benefited my future. It was a great place to think about the future in a safe environment away.

- Project SUCCESS taught me that dreams are always obtainable with proper planning. What I wish it taught me more of is building a resume and some light money management. From the youngest age possible, working to teach the value how to save money can not only help with funding college education, but building a source to tackle other dreams.

- Reinforced the goals I already had to attend college, then grad school, then launch a career.
• The goal setting I did with project success did not impact me very much, as I did not act on the goals that I set.

• I have continued to utilize the skill of setting goals and steps to achieve them ever since my Project SUCCESS experience.

• Everything I did with Project SUCCESS enhanced me in a positive way, ultimately increasing my chance to succeed later in life but to be honest the "goal setting" part doesn't stick out in my memory. It was the activities such as camping and going to plays that I really remember.

• It allowed me to begin to consider my college choices and the opportunities available to me opportunities that I didn't even know existed. It also helped me identify a support system as I continued through my college career.

• Because of what I learned in Project SUCCESS workshops, I often take time to check in with myself and make sure my actions and direction in life reflect my priorities. This has kept me moving in a direction that I'm happy with.

• I guess there isn't one specific thing, but PS always taught us how to look for answers and help reaching out goals in different ways. It was shown to me that one path isn't something I'm stuck to as I go through life but to build on other ones that I have taken and in bring in others experiences for help in reaching my goals.

• Considering my strengths, goals, and interests with the help of a mentor greatly helped me get to where I am now. I studied photography and now work in the industry here in New York. Project SUCCESS helped to show me the strength and impact having a career in the arts can have on myself and others.

• I'm not sure.

• Planning allowed me to go to Michigan Tech, graduate with a four-year degree, and get a great job. The teachings also aided in learning different ways to plan projects in my new job.

• Since graduation, I've made plans to attend a four year university and decided to major in political science and I'm doing that by being admitted to a school and learning more about my major.

• It helped me to realized what I am passionate about and how that passion can turn into a career.

• I did some short goal setting with Project SUCCESS. the short term goals helped me follow through my education.

• I have set out to help my community more since I've graduated. Since then, I've gotten a summer job as a teaching assistant. I was able to be outgoing and articulate what I hoped for the students in my class. Through this experience, I feel like I've started to make things happen in order to accomplish my biggest goals. I've been able to plan better and look at the steps that I need to take in order to reach these goals.

• I have been working at the YWCA, so that I can help pay for my college education.
• I'm following the exact plan I have set with Project SUCCESS. I just graduated from South high school during spring 2012. I am now attending Hamline University which is the first step I need to be taking in order to reach my goals.

• It lowered my goals for what I want to do in life but that made them easier to reach and better to plan in the future.

• It helped me to set realistic goals in college in terms of getting work done in time. It also helped me prepare for all of the college expenses and how to use my money wisely.

• Well, I didn't go to the school I got into and registered with due to money problems. The planning hasn't impacted it at all, maybe negatively. Not enough focus on financials.

• They have always told me I can and the staff actually sat down with me to plan stuff out. The plans I made with them I still have in my head and plan on sticking with.

• Ever since Project SUCCESS, I feel that I am more into myself in the ways where when I think, I think about my decisions and how it affects others. Project SUCCESS has really opened up my perspective and my choice of what I want to do with my life. Now that I am in college, I feel that I am who I am today because of the experiences and the projects/sessions we had in class. They were very helpful and very motivating.

• I'm in the process of doing what I set out to do, my goal was to go to college and now I am finishing up my generals at MCTC then hoping to transfer by next school year to one of the MNSCU schools.

• I got into college as planned, in the desired major, and now we'll see what comes after.

• It made me think a lot more about what I want to do with my life. The planning showed me that whatever I plan to do with my life someone's going to be right there by my side supporting me. That's how Project SUCCESS impacted my view on planning, Project SUCCESS has always been there.

• I planned to attend college and that is what I am still striving for.

• I created the overview 10-year plan with Project SUCCESS, and I am still on track feeling very motivated to complete this plan.

• It hasn't. I feel that if you have the drive to do something then PS would help you but if you don't really have too much drive than it doesn't help.

• I've been more optimistic about education. I've always knew that education was not given to you, but in these day of times, education is the key to everything. So I have been realizing that more.

• I start to look and plan what I will do to get to where I want to be.

• I've been planning out what I need to do to finish college and how I should take learning skills into effect at school.

• I ended up going to prison and yet to have a chance to start to pursue any talked of goals. Though it did help me to think of alternative career options after the fact a felony greatly held me back from my original dream of being a doctor. It stimulated mind provoking thought of what I really wanted now that one road was weakened.
• Not that much unfortunately.

6. What about Project SUCCESS has paid off most for you beyond high school?
• It has helped me reach both my collegiate goals as well as my professional ones.
• Mentorship, providing opportunity to knowledge and finding a sense of community.
• I honestly feel like I wouldn't have really gotten through high school without project success and the help of my facilitator. All of the in class workshops about planning and working towards various goals and the ones that were all about being more sure of yourself were really beneficial to me. I do believe that I am a more confident and more sure of myself and how to handle various things that life throws at me because of them.
• The support that I've been provided has paid off the most. I am in very close contact with many of my old facilitators, and they still are invested in my life. This is my biggest motivator and support in my current activities and path.
• The theater access programs greatly increased my appreciation of theater.
• The energy and motivation that I got from the Project SUCCESS representatives.
• Mostly the memories.
• I believe listening to the stories of our very enthusiastic and motivated mentors (Guffrey) really made a difference. Looking back at High School, I really looked up to the Project SUCCESS mentors and staff. Just hearing them be so positive about the future made a difference to a lot of my fellow classmates.
• Self reflections while doing panels to educate upcoming high school graduates about how each path is different.
• Still being involved in the program in various ways has let me see how Project SUCCESS continues to inspire and help students.
• It has helped me to foster an appreciation for the arts.
• Everything; group work, goal setting, reflection.
• My ability to see the importance of organized events and the bonding of people that that brings. It made me a leader.
• The connectedness and support that was created with my classmates.
• Actually, the opportunities I've had to volunteer with Project SUCCESS and pay it forward a little have probably paid off more than anything else for me. Being able to pass what I've learned on to a younger generation has allowed me to trace the huge amount of growth I've gone through. It's funny how teaching makes you realize how much you've actually learned.
• The support and interest that I received in high school has not changed since I graduated and left the program. While in school they listened to me and showed my many options for the future. And If I want to go to them now with questions about grad schools or job references, I know they would help me and give me the exact same if not more support as when I was in high school.
I will never forget having the opportunity to attend the Guthrie Theatre performances. Making these opportunities available to students and their families to participate in together after school builds community, trust, and inspiration in many aspects of life. Also, the middle school performance that Project SUCCESS funded and directed meant a great deal to my peers and I. Knowing how much Project SUCCESS staff and supporters care is truly communicated through experiences such as this. It means a great deal to a young person.

The experiences that my parents never would have been able to or thought to expose me to Boundary waters and Theater. I still think about my trip to the BWCA for the first time and the feeling of totally surprising myself. I also clearly remember seeing Who's Afraid of Virginia Wolf at the Guthrie and being floored by the performance.

Learning different perspectives has paid off most for me. This has made me aware of other people's opinion.

The experiences that my parents never would have been able to or thought to expose me to Boundary waters and Theater. I still think about my trip to the BWCA for the first time and the feeling of totally surprising myself. I also clearly remember seeing Who's Afraid of Virginia Wolf at the Guthrie and being floored by the performance.

Learning different perspectives has paid off most for me. This has made me aware of other people's opinion.

The experiences that my parents never would have been able to or thought to expose me to Boundary waters and Theater. I still think about my trip to the BWCA for the first time and the feeling of totally surprising myself. I also clearly remember seeing Who's Afraid of Virginia Wolf at the Guthrie and being floored by the performance.

Learning different perspectives has paid off most for me. This has made me aware of other people's opinion.

The experiences that my parents never would have been able to or thought to expose me to Boundary waters and Theater. I still think about my trip to the BWCA for the first time and the feeling of totally surprising myself. I also clearly remember seeing Who's Afraid of Virginia Wolf at the Guthrie and being floored by the performance.

Learning different perspectives has paid off most for me. This has made me aware of other people's opinion.
- It helped me plan ahead and set my priorities straight so now I know what I am doing in college and I don't have to mess up like many others who are in my position.

- The opportunities to visit colleges and make plans were very helpful.

- That it encouraged me to get my bottom off the couch, and search for better education. The future planning I'd say most likely affected me the most.

- My confidence. It made me look at myself a whole lot better, that I can be whatever I want in life. Successful.

- The ability to share things that are personal with people.

- The motivation, positivity and spirit of never giving up... all combine to help me achieve further.

- Nothing yet.

- Realizing that education is the key to everything.

- The fact that I know I can do anything that I want and I'm the only one in my way. Plus that I should take every opportunity that is handed to me, that would help me better my future.

- It gave me a great love of theater witch I still try to attend.

- That they bring people to my college to visit!

7. Would you recommend getting involved with Project SUCCESS to other students?

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>96</td>
<td>52</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

8. In your opinion, how could Project SUCCESS be improved for students in the future?

- Keep on keeping on! The work that Project SUCCESS does is SO valuable during school and beyond. I graduated in 2006, so I'm a bit out of the loop on how the program changed in the last several years, but I can't say enough good things about my experience.

- I wish it were in every Minneapolis and St. Paul public Middle and High Schools. Every student should receive the same support as I did!

- Honestly, they are doing everything right. I think the one thing they could add is some type of outside of school experience like the boundary waters for high schoolers. I never got to participate in that because my middle school wasn't working with project success but I always thought something like that with lots of leadership type exercises would be a great experience for high school students as well.
• More frequent contact with students. At my time (1999-2003) in high school, the project SUCCESS facilitator came only a few times a year. I think there is great potential to use email Facebook etc to connect with students outside the classroom.

• Maybe set up a network for alums to keep in touch and give feedback to current students.

• Really encourage kids who need it to stay after to do the workshops for college and scholarship searches. Help individual students explore majors and travel abroad programs early on so they know the school they pick best suits them in that respect. Also work continually to understand and respect that some high school students have familial obligations (be it their children or their other family members) that keep them from immediately attending college, but they should still receive aid/info about pursuing a further education.

• It would be interesting to see high school students be involved in the planning of the curriculum or structure of the program.

• Teach skills in saving money. Resume skills (those benefit for the rest of one's life and to help get a high school job) How to search for an internship and its value Show kids examples of people that didn't go to college but still succeeded because they had a plan (guest speakers or examples brought to classes from real life cases)

• Just by reaching even more students!

• Project SUCCESS does a fine job with most kids. I did not fully apply myself and fully participate in the classroom activities and things. Maybe figure out how to connect with kids like me, who have talents and skills but can't see themselves moving beyond middle and high school.

• Based on what I remember the structure was great; lots of activities and helpful staff.

• It's been a long time now for me to remember but I was much more involved in Project SUCCESS when I was in middle school and didn't get a chance to tour colleges with them or have much involvement in high school. Making sure you're getting kids involved in middle school then following up on them in high school would keep them interested and aware of your programs. I believe you guys already do this so keep up the good work!! I also would have loved a BWCA trip in high school, don't remember if that was very easy to do then. Thanks for everything!

• More one-on-one contact with Project SUCCESS facilitators.

• Project SUCCESS does a better job than most 'college prep' style programs or workshops in being open-minded about those who may choose not to progress to four-year college. Although, if there had even been a tiny bit more discussion on the huge measure of alternative-to-college lifestyle options, I think I would have gotten a huge amount out of them. The adult world is scary for someone with no plan of attack, thanks to Project SUCCESS for helping me figure out how to formulate one.

• Every area I can think of is covered!

• I haven’t been involved with project success since graduating high school in 2003. That being said based on my experiences I think that college research, trips, and guidance for students throughout the application process is highly important.
• Maybe more frequent workshops?
• Continue to care and say thank you for showing up. This is a wonderful program.
• More real life opportunities and scenarios. I thought the classroom exercises, though with good intention, were cheesy and fairly unrealistic. I also think a more personalized approach would have been helpful for me.
• Include workshops on other things to do after high school besides college.
• They can be improved by promoting more of the FREE theater shows.
• I don’t know if there is a after school activity for Project SUCCESS but I think it would be great to have an after school club or something for Project SUCCESS.
• Coming into the classrooms more than once a month would be awesome. I feel like if students are in the mindset that there’s something bigger than just passing high school out there, more kids would strive for college and set more prominent goals for themselves.
• More afterschool workshops for kids who are interested.
• I think more help with college applications and career goals.
• Having more in class sessions.
• FOCUS ON FINANCIALS.
• Make every in class workshop as helpful as possible.
• Coming to the school more then once a month
• Project SUCCESS can help you with the idea of guidance. It will help you better understand yourself and to make better choices. It will also allow you to evaluate yourself and to make use of your time.
• Help more with testing like the MCAs and the ACT, do ACT preps on Saturdays maybe like Admission Possible does.
• Maybe have even more college visits, I don’t remember if there were any in Wisconsin but that would be a good place to visit. I can’t think of anything else right now.
• Magically appear more often.
• Honestly I don’t think Project SUCCESS can be improved, it’s a very good group as it is right now.
• I think more sessions per class.
• I would say to continue exactly what you are doing, such as having great theater performances, workshops with students, interacting and encouraging...
• For upper classman, have more college related activities and after school programs. Just more.
• Come to classrooms more than once a month.
• More explanation on how you can go to your major in college. Tell the students what they should do first before they can get to their major.
• More workshops.
• I can’t honestly think of anything. It would be a great benefit to anyone who truly tries to utilize the help given in which I regret. I failed to heed due to outside school related influences.
• Have activities for people who already have a life plan.

To put your answers in context, we would like to gather some background information from you. Your answers will be held in the strictest confidence by the researchers at CAREI.

9. Where did you graduate from high school?

<table>
<thead>
<tr>
<th>School</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edison High School</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>North High School</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Patrick Henry High School</td>
<td>55</td>
<td>28</td>
</tr>
<tr>
<td>South High School</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>Southwest High School</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Washington High School</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

10. What year did you graduate from high school?

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>2006</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>2008</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>2009</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2010</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>2011</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>2012</td>
<td>35</td>
<td>19</td>
</tr>
</tbody>
</table>

11. When you think back to high school, what did you plan on doing after you graduated?

<table>
<thead>
<tr>
<th>Plan</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend a four-year college or university</td>
<td>75</td>
<td>39</td>
</tr>
<tr>
<td>Attend a community college</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Attend a technical college</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Get a job</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Enter the military</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Take a year off</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Other, please specify (Fashion College)</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
12. What did you do after high school graduation?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend a four-year college or university</td>
<td>81</td>
<td>42</td>
</tr>
<tr>
<td>Attend a community college</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Attend a technical college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get a job</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Enter the military</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take a year off</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Other, please specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

INTERVIEW AND FOCUS GROUP GUIDES
Thank you for agreeing to participate in the interview. My name is ________________ and I am conducting interviews with teachers who have experience with Project SUCCESS in their classrooms. The Center for Applied Research and Educational Improvement at the University of Minnesota was hired by Project SUCCESS to evaluate how well the program works in schools. I am going to ask you a few questions about your involvement with Project SUCCESS. Your participation will help us to better understand how teachers and students benefit from the program. Your comments will be held confidential and individual names will not be reported. We would like to tape record our interview only for accuracy and completeness, if that is okay with you. If you decide at any time that you do not want to continue with the interview, let me know. The interview should take about 30 minutes to complete.

1. How long have you been a teacher at this school?
   - What subject(s) do you teach?

2. How are you involved with Project SUCCESS at your school?
   - How often does PS conduct workshops in your classroom?
   - How does the facilitator work with your students?
   - What activity stands out as memorable for students?

3. Why are you involved with Project SUCCESS?
   - Are there similar programs in your school?

4. How do you collaborate with the facilitators to support classroom learning?
   - How do the facilitators share this information with you?
   - How are you involved with planning what facilitators do in your classroom?
   - How do facilitators meet their objectives?
   - How familiar are you with curricula that facilitators use in your class?

5. How do your students benefit from their participation in PS in class activities? What do they learn?
   What changes have you observed in your students this year since working with PS?
   Listen for:
   - Improved academic performance
   - Positive outlook
   - More informed choices
   - Set goals
   - Plan for future
   - Homework
   - Increased imagination
   - Behavior
   - Increased confidence
   - Attendance
6. PS also assists students to attend the theater, how are those experiences incorporated into classroom activities? How do students benefit from that participation?

    What changes have you observed in class based on students attending the theater?

7. What expectations do you have for facilitators in your classroom?
    - In what ways do they meet those expectations?
    - How do you provide feedback to facilitators regarding their work?

8. In general, how would you describe your relationship with PS facilitators?
    - What are the strengths of the relationship?
    - How can it be improved?

9. From your perspective, how well does the PS program work?
    - How is the program supported in your school (e.g., principal, colleagues)
    - How can it be improved?

10. These are all of the questions we have for you at this time. Is there anything else that you would like to add?

    This completes the interview. Thank you for your participation.
High School Focus Group Interview Questions

General Questions

1. From your observations, what are the major goals of Project SUCCESS?
   Possible probes:
   - How well do these goals integrate with your goals for students in your classroom?
   - How do you collaborate with facilitators on what they will do in your classroom?

2. Are there any ways that Project SUCCESS makes your job easier?
   - How does PS support your role as a teacher?

Expectations

3. What do you hope will happen with Project SUCCESS in your classroom?

4. What conversations have you had with others about the effectiveness of the program?
   - What do you think is most beneficial about what facilitators do for students?

IN CLASS
   a. social/emotional
   b. life long skills
   c. school engagement
   d. work habits
   e. motivation
   f. attitude
   g. breaking tasks down to manageable steps
   h. community building activities --- Why?

OUT OF CLASS

theater, Boundary Waters

College trips --- plans for after graduation?

- How do students benefit from these out of class activities?

5. How do these things affect students’ school work?

6. Think about what happens in class a few days after your facilitator has led your students through a workshop activity. Have you observed any changes that you can relate to what the facilitator did with students?

Dream for the Future

In several publications, Project SUCCESS mentions that the program helps students develop goals and establish dreams for the future. Can someone describe how facilitators do that?

7. How does goal setting work?
We’ve learned that there is a week long summer event where PS works with middle school students to prepare them for high school. We’re interested in learning more about how this helps students to transition.

8. Can anyone tell us more about this?

**Program Satisfaction**

9. Tell us about the facilitators.
   - What are their strengths and weaknesses?

10. Does anyone have a sense of the benefits or challenges with having consistency in facilitators?
    - The same facilitator throughout

11. What Project SUCCESS activities have had the most pay off?
    - Most popular with students?
    - Transition program from middle school to high school? What is the pay off?

12. How can Project SUCCESS improve? Is there something that is not working?
References


