

# An Evaluation of Dent Education's Bet on Baltimore Summer Program – Year 3

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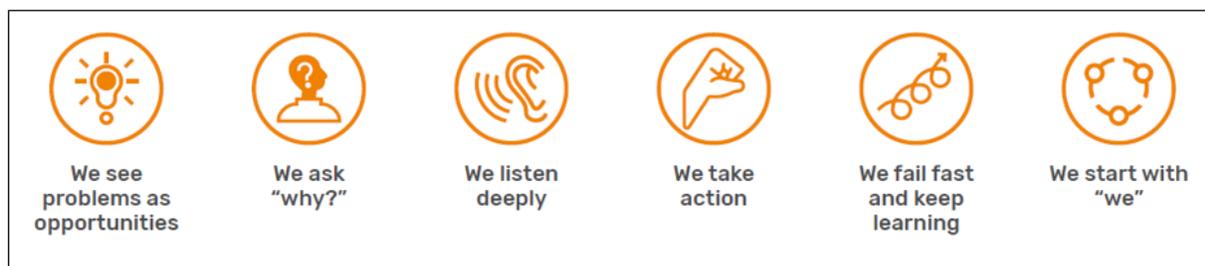
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## EXECUTIVE SUMMARY

Bet on Baltimore is a summer youth development program with a focus on creativity, making, and entrepreneurship created by Dent Education in 2017 and designed for Baltimore City public high school students. The goals are to engage high school students in Baltimore in meaningful work, leadership, and personal development activities and, according to the program's developers, to "catalyze student potential and prepare them to create impact and value in a 21<sup>st</sup> century economy." Dent Education's mission is to "promote equity by empowering under-resourced youth to discover and develop their innate creative potential to shape the world around them." Through its curriculum, Dent Education seeks to introduce students to the creative problem-solving process of design thinking, maker skills, and the experience of entrepreneurship and networking. Students explore community issues and business challenges, meet with community and business professionals, learn new skills such as 3D printing and music production, and work to create their own social or business enterprise. During the summer of 2020, 10 cohorts of students ( $n = 138$ ) participated in Bet on Baltimore through a five-week paid summer job opportunity funded by YouthWorks. The cohorts focused in the following areas: Graphic Design, Recording Studio, Social Innovation, Start-up Garage, Web Design, and Made@Dent. The five-week session culminated in a virtual showcase, where students presented their ideas and shared lessons learned for an online audience of more than 300 people. During the summer of 2020, 20 coaches (2 per site) led students through the program with the support of four site supporters and four Fellows.

A primary focus of the summer program is developing students' mindsets and leadership skills necessary to succeed in the 21<sup>st</sup> century through coach instruction and hands-on experience. Students not only learn from their own experience, but also gain inspiration from entrepreneurs, local leaders, business owners, and mentors who share their own stories. Through the program, it is intended that students develop their sense of curiosity, self-efficacy, and growth mindset, and improve skills related to collaboration, communication, and self-awareness. In addition to curbing summer learning loss, Dent Education's goal is to alter students' self-perceptions, as well as their perceptions of the world around them. The program aims to teach students how to see problems as opportunities, embrace failure as part of the learning journey, and develop confidence in their ability to make an impact in the world. Students reflect and journal every morning about their personal growth, and then work in teams to bring their ideas to life. These concepts, delivered through the Dent Mindsets, are illustrated in Figure 1.



*Figure 1. Dent Mindsets*

The purpose of the Year 3 evaluation study was to continue examining program implementation processes and outcomes focused on student participation, perceptions of their experiences, and attitudes and aspirations regarding future education and career interests. The study was designed to answer the following research questions:

1. What is the nature of the summer program activities for each of the 10 cohorts?
2. What are students' experiences in and perceptions of the program regarding engagement, activities, benefits, and challenges?
3. To what degree are changes in students' self-efficacy, attitudes toward school, and education and career aspirations reflected over the duration of the program?
4. What are students' self-perceptions of how their behavior might have changed during the program?
5. What are coaches' experiences in and perceptions of the program regarding personal roles and activities, student outcomes, benefits, and challenges?

## *Results*

Overall, the program appeared highly successful – notable given the virtual format as a result of COVID-19 – based on the perceptions of all stakeholders, which were very positive. Student survey and focus group results were largely consistent with those obtained in the previous two years, which revealed that participants were extremely satisfied with their program experience. At the conclusion of the program, the overwhelming majority of students reported that they possess many of the attitudes that Dent Education attempts to instill, and regularly exhibit many of the behaviors reinforced through the program. These included attitudes related to self-efficacy and growth mindset, and behaviors related to curiosity, collaboration, communication, self-awareness, and self-management. Furthermore, from the pre-survey to the post-survey, students made statistically significant growth in a total of eight areas<sup>1</sup>, seven of which specifically dealt with behavior. The majority of these areas fell within the domains of communication and self-management. Of note, by the end of the program

<sup>1</sup> On the survey, students' pre- to post-program growth was assessed across a total of 26 areas.

students were significantly more likely than they were at the beginning to report that they frequently present their ideas clearly to others, actively listen to others, engage in teamwork, and believe that their ideas persuade other people to take action. In terms of self-management, by the end of the program, students were more likely than they were at the beginning to indicate that they frequently come to class prepared, pay attention (even when there are distractions), remain focused when working independently, and get their work done right away instead of waiting until the last minute.

Coaches reiterated the program strengths include providing access to opportunity and practical experience not typically found in a summer youth jobs program. Real-life applications through the experience of working in a professional setting, hands-on activities, group work, and final presentations were all deemed valuable components of the program. Coaches further noted more intangible program strengths, such as providing students with a safe space where they are valued and, as coaches, the ability to be authentic and focused on serving the students. Coaches believe that, for the majority of students, the program delivered an impactful and empowering experience.

### *Recommendations*

Key recommendations from the overall data collection reiterate major suggestions made last year:

- Continue to refine the curriculum so that implementation is more realistic in a five week window.
- Clearly define coach responsibilities at the outset to provide clarity of expectations.
- Extend the training period and provide more content specific training.
- Improve coaching professional development and support, add site supporters, and improve overall program formatting to further increase future benefits.
- Continue to enlist a diverse selection of speakers during Food for Thought to be representative of the students participating in the program.
- Streamline meetings to ensure efficient use of participants' time.
- Improve communication between Dent and coaches and coaches and students.
- If the program will be virtual next year, increase access to technology for participants.

Implementing these further refinements could help the program's continuous improvement efforts, as well as overall effectiveness and sustainability.

## An Evaluation of Dent Education's Bet on Baltimore Summer Program – Year 3

Bet on Baltimore is a youth development program created by Dent Education in 2017 and designed for Baltimore City public high school students with a focus on creativity, making, and entrepreneurship. The goals are to engage high school students in Baltimore in meaningful work, leadership, and personal development activities to increase interest in education and preparation for careers. Dent Education's mission is to "promote equity by empowering under-resourced youth to discover and develop their innate creative potential to shape the world around them." Through its curriculum, Dent Education seeks to introduce students to the cognitive process of design thinking, maker skills, and the skills of entrepreneurship and networking. Students explore community issues and business challenges, meet with community and business professionals, and create their own social or business enterprise while working with business owners. During the summer of 2020, 10 cohorts of students ( $n = 138$ ) participated in a five-week paid summer job opportunity funded by YouthWorks.

The students selected were assigned to the following sites: Graphic Design, Recording Studio, Social Innovation, Start-up Garage, Web Design, and Made@Dent. Students are assigned tracks based on their rating of program offerings during their initial interview. The five-week session culminated in a closing Showcase, where students present their ideas and share lessons learned. During the summer, 20 coaches (2 per site) led students through the curriculum with the support of four site supporters and four Fellows. Site supporters were former Bet on Baltimore coaches assigned to specific sites where they had relevant experience in order to provide ongoing coaching support and professional development. Fellows were college or high school interns who provided administrative support to each site, including managing paperwork, tracking attendance, and communicating with families.

A primary focus of the summer program is developing students' mindsets and leadership skills necessary to succeed in the 21<sup>st</sup> century through instruction and hands-on experience. Through the program, students learn the importance of curiosity, self-efficacy, growth mindset, collaboration, communication and self-awareness. In addition to curbing summer learning loss, Dent Education's goal is to alter students' self-perceptions, as well as their perceptions of the world around them. The program aims to teach students how to see problems as opportunities, embrace failure as part of the learning journey, and develop confidence in their ability to make an impact in the world. Students reflect and journal every morning about their personal growth, and then work in teams to bring their ideas to life. These concepts, delivered through the Dent curriculum, are illustrated in Figure 1. Students not only learn from their own experience, but also gain inspiration from local leaders and mentors who visit the program and share their own stories.



*Figure 1: Dent Mindsets*

Following the pilot year of the program in 2017, leadership at Dent Education worked with the Johns Hopkins University, Center for Research and Reform in Education, to conduct an evaluation of the program and examine implementation processes and outcomes with a focus on student participation, perceptions of their experiences, and attitudes and aspirations regarding future education and career interests. Results of Year 1 and 2 evaluations revealed that, based on multiple data sources, participants reported highly positive views of Bet on Baltimore and were overwhelmingly satisfied with their program experience. Student surveys showed their self-reported beliefs and behaviors significantly changed in a variety of important ways over the course of each summer session. Feedback from coaches was also highly positive of their experience, viewing it as both an opportunity for their own growth and personal interest in working with youth. Among the greatest benefits of the program, as reported by both students and coaches each year, was the exposure to new and different opportunities not typically offered through the Baltimore YouthWorks summer job program<sup>2</sup>.

The purpose of the Year 3 evaluation study was to continue examining these program implementation processes and outcomes, with an additional focus on student behavioral attitudes. The study was designed to answer the following research questions:

1. What is the nature of the summer program activities for each of the 10 cohorts?
2. What are students' experiences in and perceptions of the program regarding engagement, activities, benefits, and challenges?

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<sup>2</sup> YouthWorks is a summer jobs initiative run through the Baltimore City Office of Employment Development. The initiative provides paid five-week job experiences for Baltimore area teenagers with non-profit, government, and private-sector employers. During the summer, students are paid \$10.10 per hour (the state's minimum wage) while completing the job experience. More information is available at <https://youthworks.oedworks.com/>

3. To what degree are changes in students' self-efficacy, attitudes toward school, and education and career aspirations reflected over the duration of the program?
4. What are students' self-perceptions of how their behavior might have changed during the program?
5. What are coaches' experiences in and perceptions of the program regarding personal roles and activities, student outcomes, benefits, and challenges?

## Method

### *Research Design*

The current study employed a mixed-methods design, including qualitative and quantitative data collected from students and coaches, with a primary focus on capturing how students' experiences in the summer program affected their self-efficacy, development as leaders, and aspirations regarding education and careers. A second focus was to obtain formative evaluation findings to guide Dent Education in refining future offerings of the program. Of specific interest for the Summer 2020 evaluation, this research sought to examine outcomes related to the program's virtual delivery. Due to circumstances concerning the COVID-19 pandemic, Dent Education program developers purchased Chromebooks and other digital materials and reoriented programming to be delivered using distance learning methods. To examine these outcomes, the Johns Hopkins Center for Research and Reform in Education (CRRE) developed or co-developed with Dent Education the student survey and focus group instruments. Due to COVID-19, the program was delivered virtually and no onsite observations were conducted.

### *Participants*

The primary study participants included 138 students in grades 8 – 12, representing 25 high schools from Baltimore City. Students were selected for participation in one of the 10 cohorts by Dent Education staff in cooperation with their parents and high schools. Student selection consideration includes a 15-20 minute in-person interview with eligible high school students who express interest in the program. An additional participant group were the 20 coaches responsible for program delivery and mentoring.

### *Measures*

Data sources for the current study included:

**Student questionnaire.** A pre- and post-survey, co-developed by CRRE and Dent Education, was administered to student participants and is found in Appendix A.

This survey was developed during the Year 1 evaluation, and refined in Year 2; several additional questions regarding personal behavior were added in 2020, Year 3<sup>3</sup>. Closed-ended items asked students to rate their beliefs and abilities across six domains using a 5-point Likert scale. These domains included curiosity, self-efficacy, growth mindset, collaboration, communication, and self-awareness. Open-ended items also collected information about students' perceptions of their Bet on Baltimore experience, likes, dislikes, and recommendations for improvement. Behavioral questions focused on self-efficacy and self-perceptions of participants. The pre-survey was administered online to students during the first week of implementation and the post-survey on the final day of the session. Descriptive statistics and frequencies for the student survey are presented in Appendix D.

**Student focus groups.** CRRE conducted three virtual student focus groups on the final day of the summer session. Each group lasted approximately 60 minutes. A total of 19 students representing all of the implementing sites were asked about their perceptions of (a) program components, (b) coaches, (c) program goals, and (d) program benefits and challenges. For the focus group instrument, see Appendix B of this report.

**Coach focus groups.** Virtual focus groups were conducted with 10 coaches representing each of the sites in order to examine their experiences and perceptions while participating in the program. Questions directly addressed their perceptions of student engagement with the program activities, impacts of the program on students' interests in education and careers, and impacts on students' leadership. The focus group instrument is shown in Appendix C of this report.

### *Analytical Approach*

Student survey results were analyzed both descriptively and with inferential statistical tests. Paired-samples t-tests were used to identify areas in which students' scores significantly changed from the pre-survey to the post-survey. Additionally, descriptive analyses were used to explore any differences that may have appeared in the survey responses between male and female students, older and younger students, students participating in different tracks, students who participated in the spring 2020 PPE initiative<sup>4</sup>, and students who participated in Bet on Baltimore the previous summer. The overall small size of the sample coupled with its relative homogeneity, however, precluded analyses that compared survey results by student ethnicity.

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<sup>3</sup> Items added to measure student behavior were pulled and adapted as needed from the CORE Districts Social Emotional Learning Survey. For more information on this publically available survey, please visit <http://measuringSEL.casel.org/product/core-districts-sel-survey/>

<sup>4</sup> The Dent PPE initiative engaged students in producing high-quality face shields for frontline workers.

## Results

The following section includes findings from all data sources, including student surveys, and student and coach focus groups. Due to the virtual nature of the program in 2020, on-site observations were not conducted. As appropriate, these findings are synthesized across data points to present main findings and recommendations.

### Student Survey

All participating students for whom parental consent was obtained were invited to complete both the pre- and post-survey, administered during the first week and on the final week of the session, respectively. Surveys were completed by students online via the Qualtrics survey platform. In total, 78 students completed the post-survey, while 64 students completed both the pre-survey and the post-survey<sup>5</sup>. The sample consisted of slightly more female students than male students. About 80% of students were African American. While the sample included a mix of student ages, about 65% were 16-18 years old. Less than half of students had had exposure to Dent programming prior to the summer, either through the spring 2020 Dent PPE initiative or through participating in Bet on Baltimore during the summer of 2019. A full summary of the demographic characteristics of the participant group is presented in Table 1.

Table 1<sup>6</sup>  
*Student Survey: Demographic Characteristics*

	<i>Percent of Sample</i>	<i>N</i>
Gender		
Male	39.0	30
Female	61.0	47
Race		
Asian	1.3	1
Black or African American	78.2	61
Hispanic or Latino	5.1	4
White	5.1	4

<sup>5</sup> Only students whose parents provided consent to participate in the study completed the surveys. The participant sample is limited to this group.

<sup>6</sup> Demographic characteristics presented in Table 1 are for the analytic sample and incorporate only participants who completed the student survey. Based on official enrollment statistics (recorded in Spring, 2020), 138 students enrolled in Bet on Baltimore for summer 2020. Students came from 25 different Baltimore City high schools and consisted of 5 rising 9<sup>th</sup> graders, 51 rising 10<sup>th</sup> graders, 72 rising 11<sup>th</sup> graders, 7 rising 12<sup>th</sup> graders, and one student who just completed high school (grade level information was not available for two additional students).

	Two or more	10.3	8
Age			
	14-15 years old	35.9	28
	16-18 years old	64.1	50
Location			
	Start-Up Garage	24.4	19
	Recording Studio	23.1	18
	Made @ Dent	21.8	17
	Graphic Design	15.4	12
	Social Innovation	3.8	3
	Web Design	11.5	9
Previous Experiences			
	Participated in Bet on Baltimore in 2019	24.4	19
	Participated in Dent PPE Initiative	35.9	28

**Curiosity.** Curiosity items measured the extent to which students ask questions, listen to others, and seek to understand different perspectives. As shown below in Figures 2 and 3, upon the conclusion of the program this year, the vast majority of participating students indicated that they frequently<sup>7</sup> listen to others using active listening strategies (93.5%) and carefully listen to other people's points of view (92.2%). Over 70% of participants indicated that frequently, they think about problems from different points of view (79.3%) and ask questions to deepen their understanding (71.5%).

Across these areas, students' responses were generally similar between what they reported before beginning the program (pre-survey) and what they reported after completing the program (post-survey). The one exception was in the area of actively listening to others. After completing the program, students were significantly more likely than they were at the start to indicate that they frequently engage in this behavior ( $p < .01$ ).

<sup>7</sup> For purposes of narrative clarity, "frequently" refers to those students who indicated that they "often" or "almost all the time" engaged in this action during the past 30 days.

“In the past 30 days, how often did you do each of the following...”

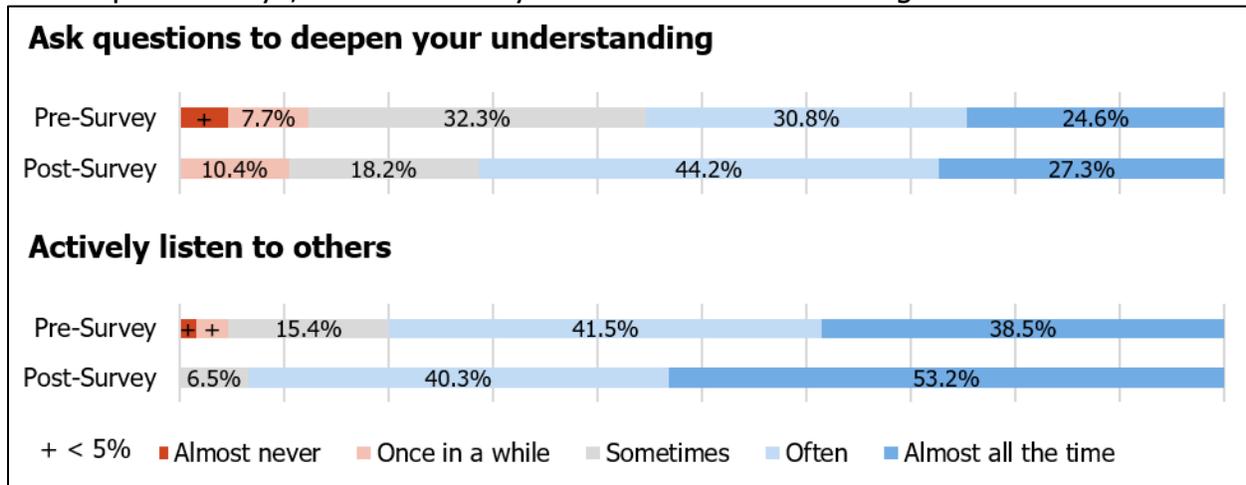


Figure 2. Curiosity survey responses (Part I)

“In the past 30 days, how often did you do each of the following...”

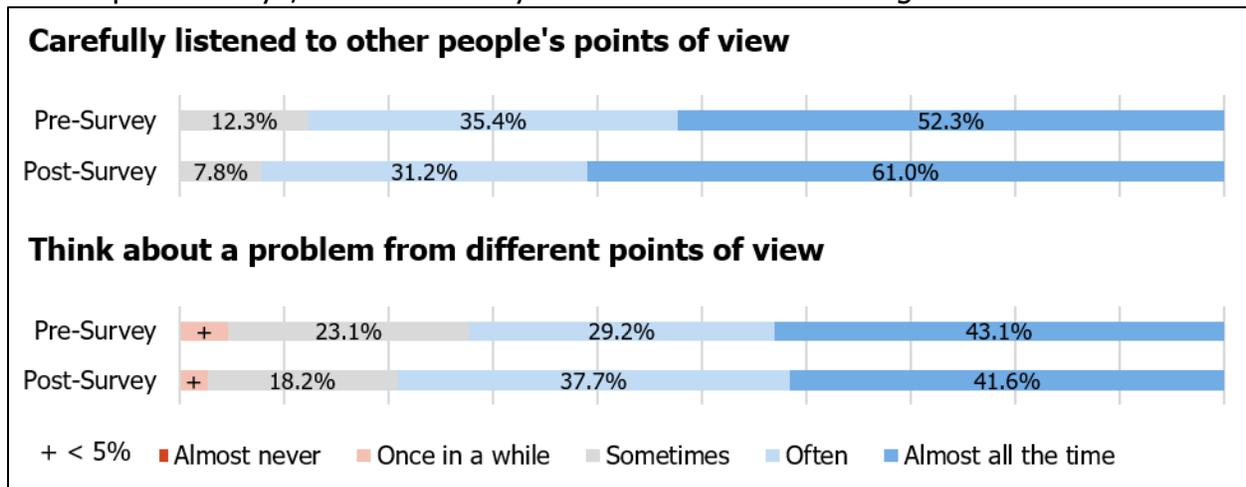


Figure 3. Curiosity survey responses (Part II)

**Self-awareness, efficacy, and mindset.** Survey items also addressed several loosely connected concepts related to student’s social-emotional functioning: self-awareness, self-efficacy, and growth mindset (see Figure 4).

First, self-awareness was examined through items that measured the extent that students’ engaged in behaviors such as reflecting on past experiences and asking for feedback from others. By the end of the program, roughly 80% of students indicated that they frequently reflect on and learn from past experiences. Just over 70% indicated that they regularly ask for feedback from others.

“In the past 30 days, how often did you do each of the following...”

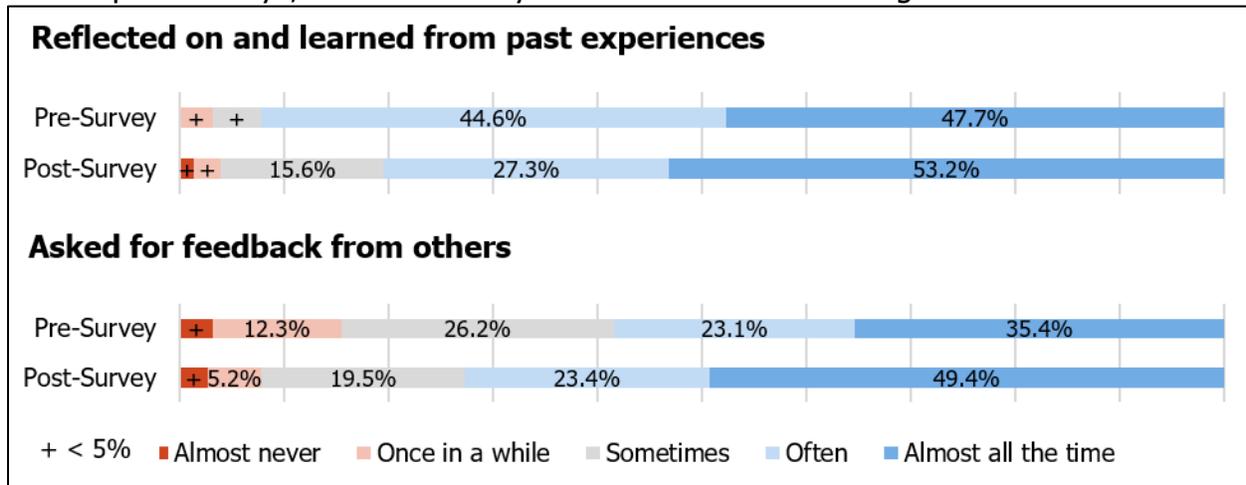


Figure 4. Self-awareness survey responses

Survey items related to self-efficacy examined students’ beliefs concerning adversity and their ability to impact the world around them, while items related to growth mindset examined students’ beliefs concerning failure and the role that effort plays in achieving goals (see Figure 5). By the close of the program, over 95% of students indicated that they believe that, with effort, they can get better at anything. Over 90% indicated that they view problems as opportunities to make a difference and believe in their ability to shape the world around them. Just under 90% indicated that they are comfortable risking failure to achieve their goals. Across each of these items, students’ responses were relatively similar between the pre- and post-surveys.

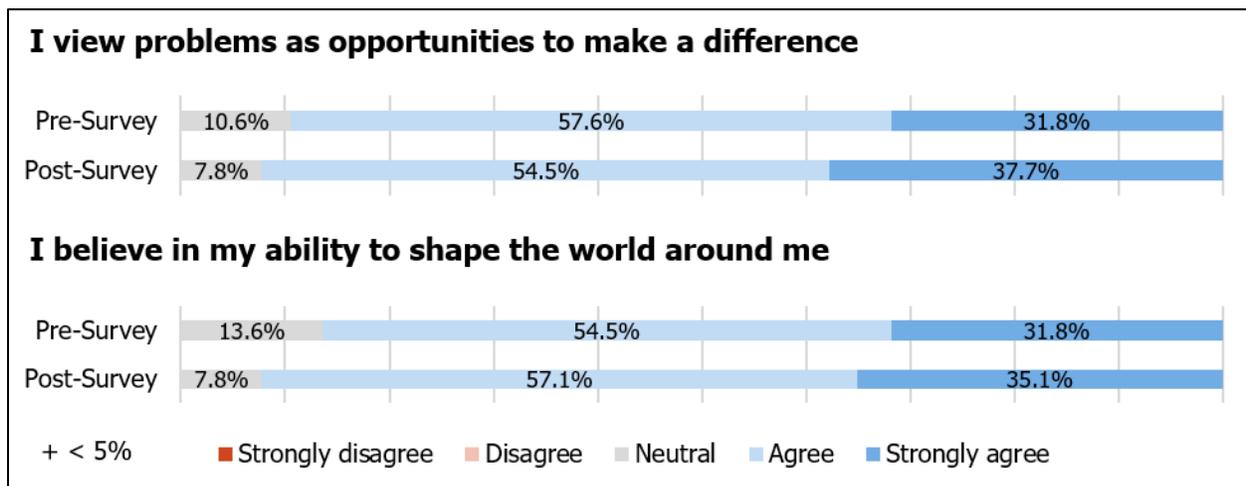


Figure 5. Self-efficacy survey responses

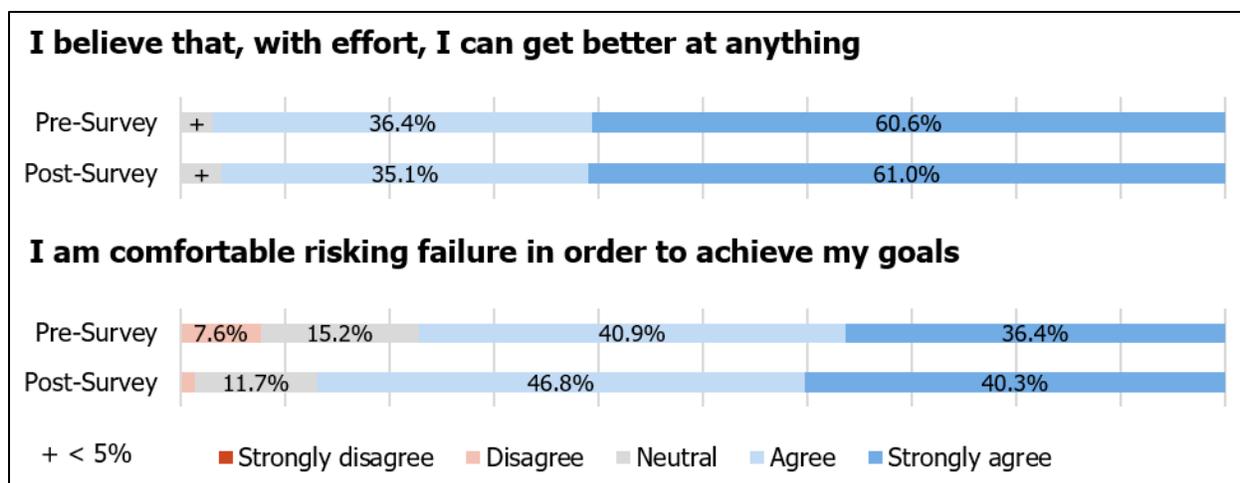


Figure 6. Growth mindset survey responses

Open-ended questions that addressed these areas were also incorporated into the survey. In one question related to self-awareness, students were asked, “How has the program changed you?” Almost half reported becoming more confident, outgoing, independent, and willing to take risks. One student summed it up this way:

*Yes, this program, specifically my coaches, helped me to stop doubting myself. I would always question my abilities or I wouldn't take what I did seriously, or never really thought I made an impact. But my coaches made sure that I knew that I made a difference and they praised me every time I stepped out of my comfort zone, which I really appreciate because I learned that it's okay to take risk[s] and sometimes those risk[s] will be beneficial.*

Another student stated:

*Yes! This may sound cliché, but I have grown in who I am as an individual and who I want people to view me as instead of trying to find some random version of myself.*

Other students pointed to the life lessons they experienced in the program and how they could apply them in the future. Still others valued the skills they learned, such as communication, problem-solving, team work, team management, and patience.

Finally, students reported becoming more open and empathetic to the world around them:

*The program has helped me see different opportunities all around me and to see the world through a different lens.*

Or,

*They changed my perspective on things because I never put myself in anybody else's shoes.*

Open-ended questions on the post-survey also addressed the areas of self-efficacy and self-perceptions of students in the program. Responses to these questions illustrate how participation in the program resulted in nearly universal acknowledgement of increased confidence and empowerment among participants.

In response to the question, "Because of this program I am more...", about one-third of students reported being more confident in themselves and their ability to initiate change. A similar number acknowledged being more creative and productive, or more "focused and positive." Yet another group of students responded that they were now more open-minded and accepting, of others as well as of themselves. Students described becoming more outgoing and overcoming feelings of shyness, especially when having to speak to a large group or ask for help. One student succinctly summarized these responses by stating, "Confident, Determined, Passionate. Period!"

In response to the following open-ended question, "Because of this program I now believe..." the vast majority of students responded, "I can do anything" or that "Anything is possible." Students expressed a potent belief in themselves and their abilities to set goals and, with hard work and dedication, achieve their dreams. As one student stated,

*Because of the program, I now believe that if I have an idea, I can make it a reality. That I can make a change in the world.*

Students recognized failure as a step on the road to success, developed an awareness of their own leadership abilities, and learned to empathize with other points of view as a result of their experience with Bet on Baltimore.

**Collaboration.** Students' collaboration abilities were measured through Likert items that assessed their beliefs, as well as through items that asked them to report the frequency in which they engage in certain behaviors (see Figure 7). In terms of beliefs, at the close of the program, over 85% of students indicated that they believe that working with others can help them reach goals in new ways, that they can work with someone who has different opinions than them, and that they enjoy working with other students their age.

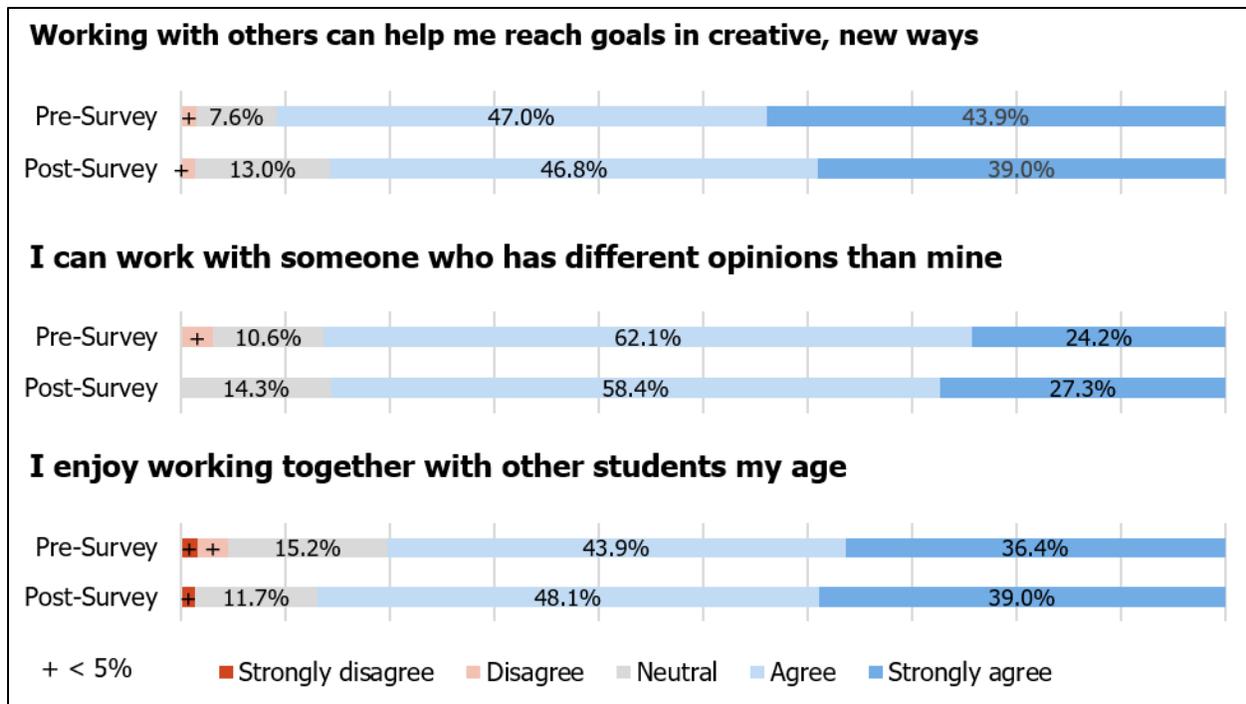


Figure 7. Collaboration survey responses – Student beliefs

In terms of behaviors, by the close of the program over 95% of students indicated that they frequently demonstrate respect for others, while close to 90% indicated that they frequently engage in teamwork (see Figure 8). About 80% indicated that they regularly express appreciation for teammates<sup>8</sup>.

<sup>8</sup> One survey item that asked: “In the past 30 days, how often have you expressed appreciation for your teammates” was administered on the post-survey only.

“In the past 30 days, how often did you do each of the following...”

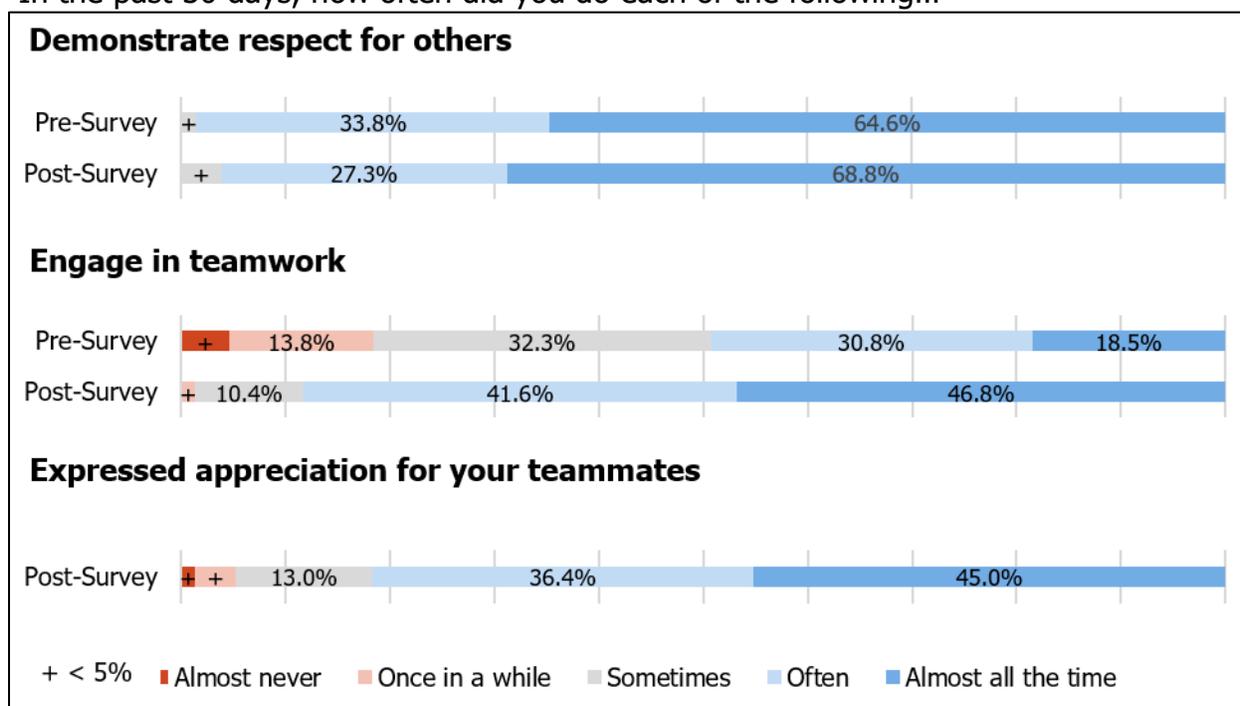


Figure 8. Collaboration survey responses – Student behaviors

Across the collaboration items, students' responses were generally similar between what they reported before beginning the program (pre-survey) and what they reported after completing the program (post-survey). The one exception was related to teamwork. Here, after completing the program, students were significantly more likely than they were at the start to indicate that they frequently engage in teamwork ( $p < .001$ ).

**Communication.** Students' communication skills were also measured through items that assessed their beliefs and the frequency with which they engage in certain behaviors (see Figures 9 and 10). In terms of beliefs, by the close of the program, about 75% of students indicated that they believe that their ideas persuade other people to take action. By contrast, however, only about 45% of students indicated that they are confident in their public speaking abilities.

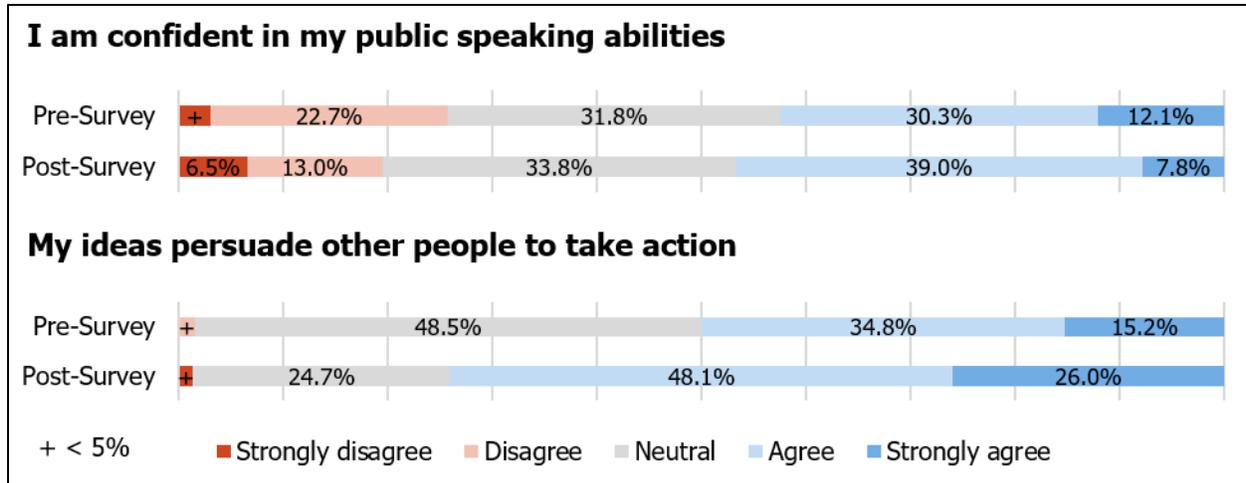


Figure 9. Communication survey responses – Student beliefs

At the close of the program, with regard to behaviors, roughly 80% of students indicated that they frequently present their ideas clearly and think about how their actions impact others (Figure 10). About 75% reported frequently adjusting their communication style to match their audience.

“In the past 30 days, how often did you do each of the following...”

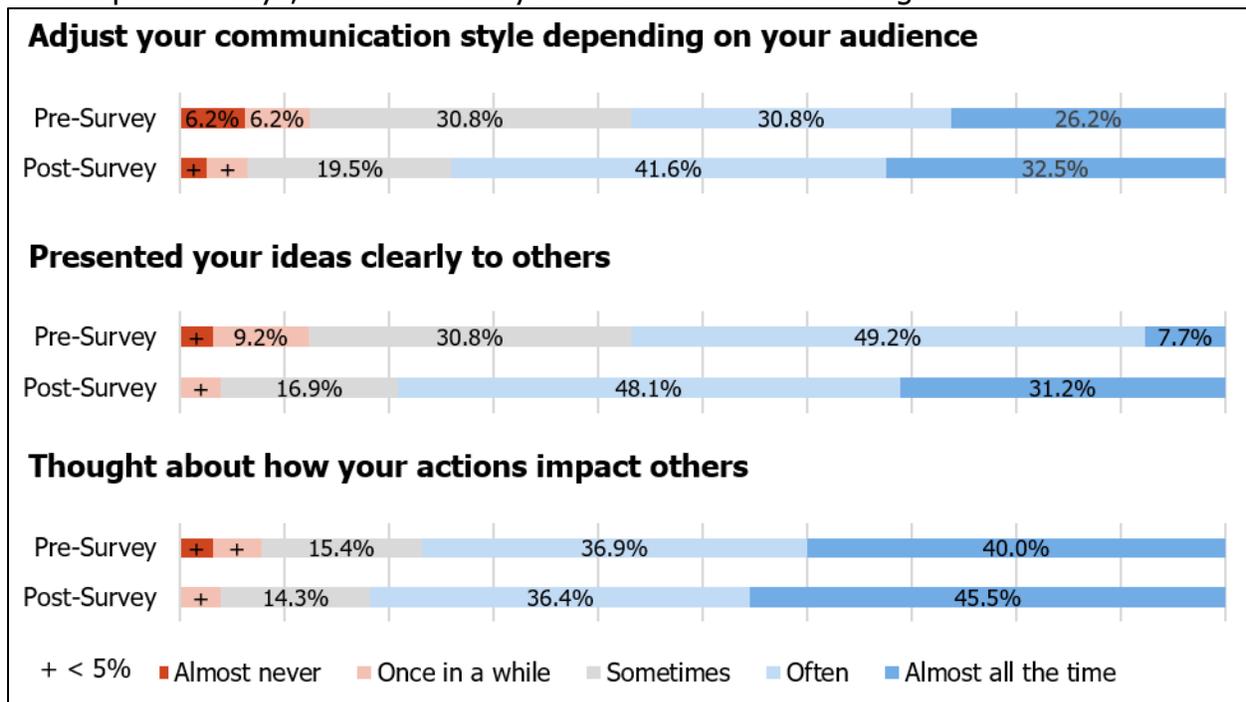


Figure 10. Communication survey responses – Student behaviors

Positive pre- to post-growth was shown on all three communication items. Two trends were statistically significant. At the close of the program students were significantly more likely than they were at the beginning to report that they (a) y believe their ideas persuade people to take action ( $p < .01$ ); and (b) frequently present their ideas clearly to others ( $p < .001$ ).

**Self-management.** Self-management items measured the extent that the program may have influenced students’ behaviors with regard to sense of responsibility, time-management, and general academic effort see (Figures 11 and 12). At the close of the program, nearly 90% of students indicated that they frequently came to class prepared, remembered and followed directions, and were focused when working independently. A similar proportion of students indicated that they were most often respectful of other people’s views, even when they disagreed with them. Just over 80% of students indicated that they regularly paid attention, even when there were distractions, and got their work done right away instead of waiting until the last minute.

“In the past 30 days, how often did you do each of the following...”

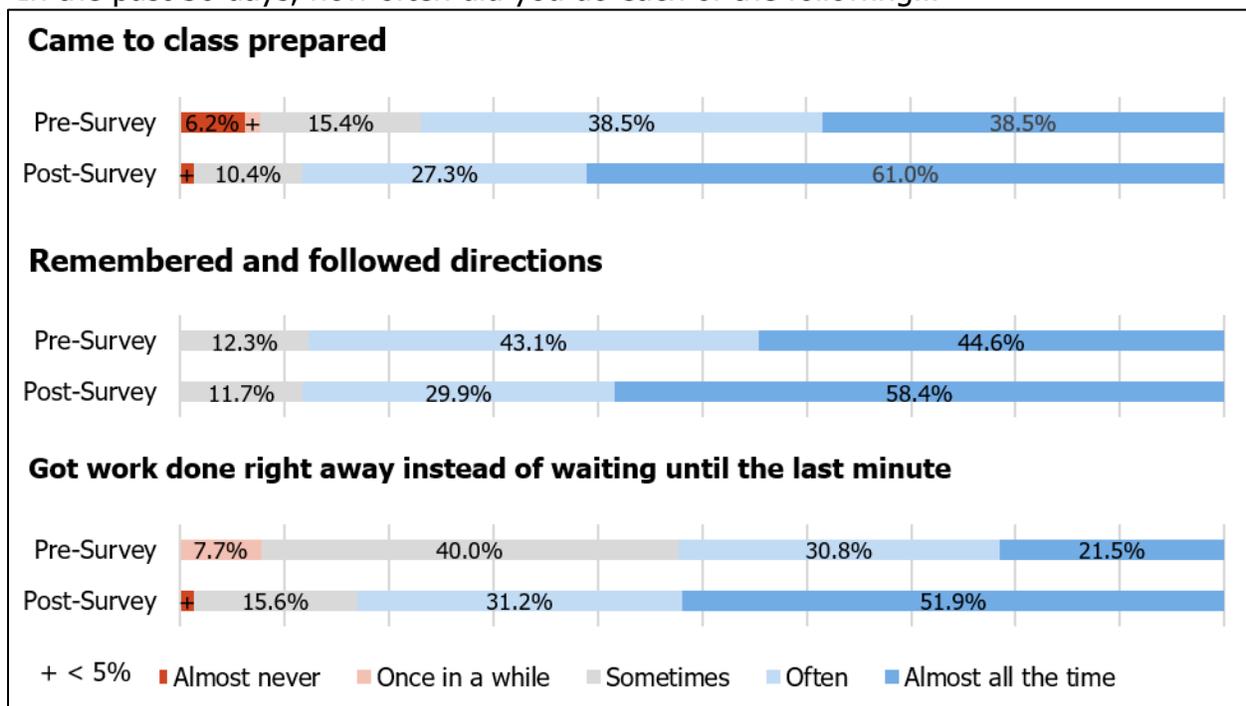


Figure 11. Self-management survey responses (Part I)

“In the past 30 days, how often did you do each of the following...”

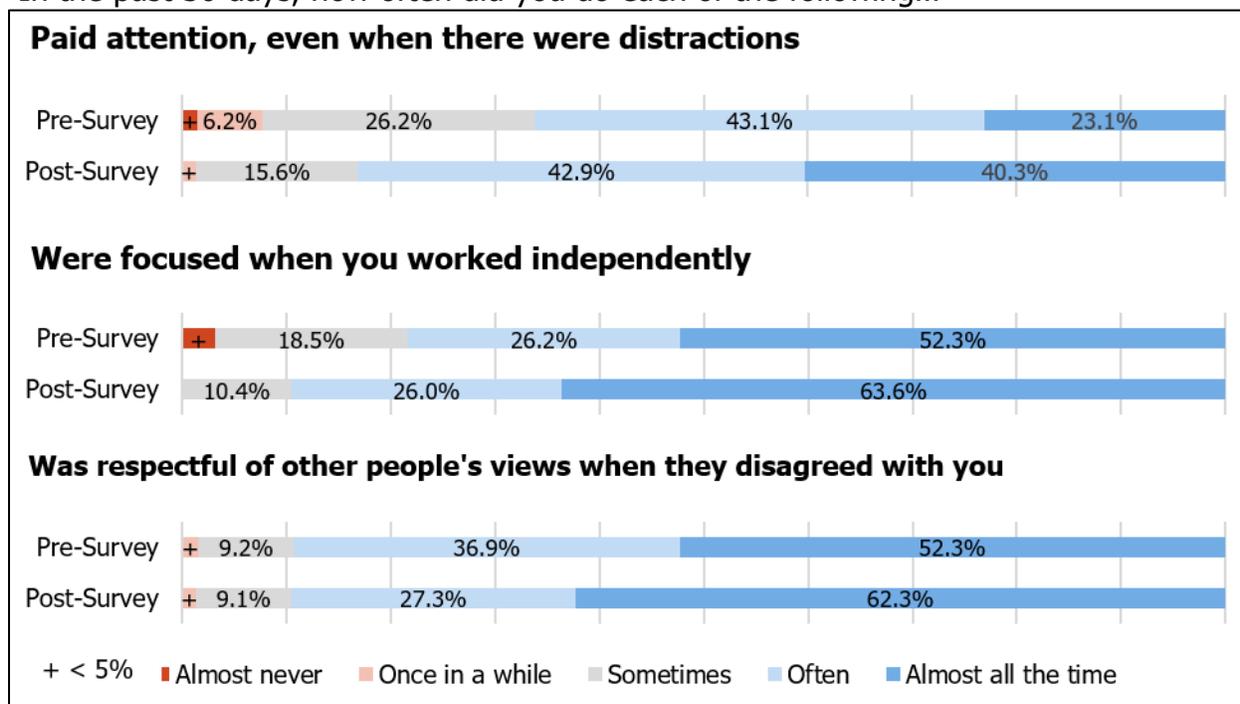


Figure 12. Self-management survey responses (Part II)

Significant pre- to post-program growth was exhibited by students across many of these items. After completing the program, students were significantly more likely than they were at the start to indicate that they frequently:

- Get their work done right away instead of waiting until the last minute ( $p < .001$ ).
- Come to class prepared ( $p < .01$ ).
- Pay attention, even when there are distractions ( $p < .01$ ).
- Are focused when they work independently ( $p < .05$ ).

**Net promoter score.** The final item on the end of program survey asked students to provide a “net promoter score” (see Figure 13). It measured how likely they would be to recommend the program to others on a scale of 0 – 10, where 0 = “not at all likely,” and 10 = “extremely likely.” Similar to what students reported at the end of previous summers (see Ross, Laurenzano, Reilly, Eisinger, & Latham, 2018; Ross, Laurenzano, & Reilly, 2019<sup>9</sup>), at the close of summer 2020, students were highly likely

<sup>9</sup> Ross, S.M., Laurenzano, M., Reilly, J.M., Eisinger, J.M., & Latham, G. (2018). *An Evaluation of Dent Education's Bet on Baltimore Summer Program*. Baltimore, MD: Johns Hopkins University.

Ross, S.M., Laurenzano, M., & Reilly, J.M. (2019). *An Evaluation of Dent Education's Bet on Baltimore Summer Program – Year 2*. Baltimore, MD: Johns Hopkins University, Center for Research and Reform in Education.

to recommend the program to others. Roughly half of participants provided the highest recommendation (10) and over 90% gave ratings of eight or higher, for a mean rating of 9.15.

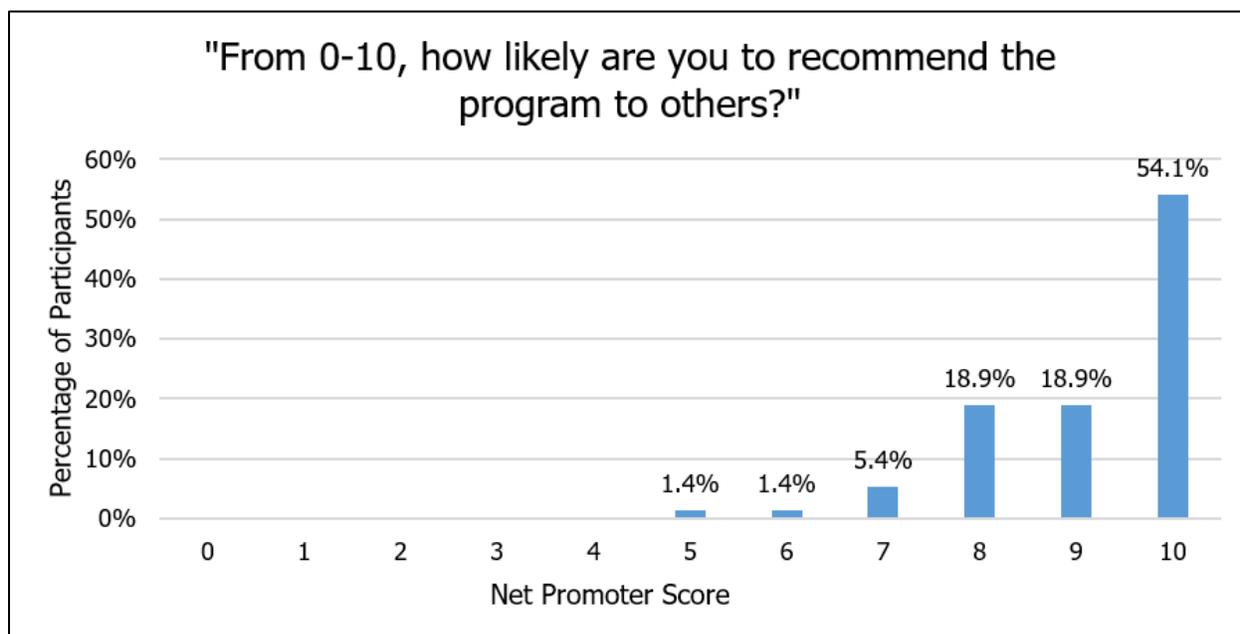


Figure 13. Net promoter score

**Results for student subgroups.** In addition to the main analyses above that examined students' beliefs and behaviors at the close of the program, as well as the progress they demonstrated in these areas, we explored outcomes for the following subgroups of students: male and female students, older and younger students, students participating in different tracks, students who participated in the spring 2020 Dent PPE initiative, and returning students who participated in Bet on Baltimore in the summer of 2019.

Generally speaking, few consistent differences were identified within the subgroups. However, several trends seem worthy of mention. Specifically, the most positive impressions tended to be conveyed by students who participated in Bet on Baltimore the previous summer, students who participated in the Spring 2020 Dent PPE initiative, and older students (i.e., those who were 16, 17, or 18 years old). Prior Bet on Baltimore participants offered the highest average net promoter score of any of the demographic subgroups (9.39) and also demonstrated noticeable pre- to post-program gains on 21 of the 26 survey items. Participants in the Dent PPE initiative provided an average net promoter score of 9.07 and demonstrated directionally positive gains on 20 survey items. The program's oldest students (16-18 year olds) had a net promoter score of 9.21 and demonstrated visible improvement on 19 survey items.

In terms of differences between the specific tracks, students who participated in Start-Up Garage, Web Design, and Graphic Design appeared to exhibit the most

positive program impressions. The Web Design subgroup provided the highest average net promoter rating of any track (9.89). While students in Start-Up Garage and Graphic Design both also provided highly positive net promoter ratings (9.28 and 8.92, respectively), students in these tracks demonstrated noticeable pre- to post-program gains on more items than any of the other tracks. Start-Up Garage students showed noticeable gains on 19 of the 26 items, while Graphic Design students showed visible gains on 20 items. A full breakdown of the survey results, disaggregated by student subgroup and track, is provided in the Appendix.

**Program likes and lessons.** When asked what they liked the most about the program, aside from “everything,” a majority of students replied making connections, including those made with peers, mentors, and entrepreneurs. In spite of the virtual environment, students were still able to make friends, feel like part of a team, and bond with their peers. In almost equal numbers, students also reported most liking the opportunity to learn new skills they would normally not have access to, and to explore their interests in a creative environment.

The next most commonly reported “like” was based on opportunity: the hands-on activities, interacting with entrepreneurs, and exposure to technologies, such as 3D printers. Students appreciated learning new skills and using that knowledge to produce a final product.

Students equally liked the support they received from peers and coaches, as well as the inclusive environment they created. As one student noted, “What I like most about the program was the support from everyone. I was so encouraged and it made me feel even more welcome.” The teamwork and caring “vibe” within each group were highly regarded. Students were able to be themselves and not feel judged, “even when there were bad ideas.” Many students commented that they would not have succeeded without the support of their teammates, and that coaches were there for them, both in and out of the classroom.

Finally, students reported that Dent had created an inclusive and diverse community where “...you can express yourself in many ways all while learning new things.”

Returning students were asked how the program differed from 2019. Most said the program was basically the same, but delivered in a different format (virtual). A handful reported having a different learning experience in 2020, whether using new software or a 3D printer, and one noted the opportunity to work with a client this summer as a major difference.

## **Student Focus Groups**

CRRE conducted three student focus groups on August 14 with a total of 19 students representing each of the sites. Students were asked about their perceptions of (a) program components and goals, (b) program benefits and challenges, (c) coaches, and (d) program recommendations. The focus group instrument is displayed in Appendix B.

**Program perceptions.** Overall, students had extremely positive reactions to the program. A majority reported having access to equipment, learning new skills, pursuing their interests, and focusing on their future as the highlights of their experience. They appreciated the opportunity to network with entrepreneurs and develop clients for whom they produced, for example, website designs, graphics, and promotional materials. Some students planned to maintain the relationships they built with the entrepreneurs they met through the program. Exposure to and interacting with successful business people were highlights of the program. Many students enjoyed the Food for Thought speakers, (a lunchtime speaker forum), finding them to be informative, engaging, and energetic. They appreciated the insight provided by some of the speakers, many of whom were invited back to conduct empathy interviews. Some students reported that the speakers were “open and eager to answer our questions.” Chris Wilson was most often mentioned as a speaker that students enjoyed.

Students were excited to explore their own creativity and see their passion result in tangible outcomes, from creating music to using a 3D printer, building a website from scratch to creating an Instagram page. After some initial hesitation they were enthusiastic to share their work within their group, recognizing the importance of teamwork. As one student summed up, “We got to understand the importance of we, instead of me.” Still others appreciated that they could learn new things “while getting paid to do so!” Only one student shared disappointment in not being assigned to their preferred track.

Students reported being supported by their coaches and team members and, even though the program was delivered online, were able to create strong bonds with their coaches and peers. As one student noted, “Being in an environment where people are actively interacting with you and want to hear what you have to say is nice.” Others agreed, reporting that the feedback they received from their coaches and teammates put them at ease and made it a more enjoyable experience. As one student stated, “It was easier to work when you know there’s no judgement in the space.”

All students commented that their final projects were interesting and fun. They enjoyed the final showcase where select groups had the opportunity to display their projects. One respondent particularly enjoyed making their entrepreneur pitch.

**Bet on Baltimore recruitment.** A majority of students learned about the program through presentations at their school. Most joined the program because they needed a job or they wanted something different to do over the summer. Two had

participated last year, and one had a sibling in the program last year. Finally, students saw an opportunity to learn new skills or expand their own skillset, such as in graphic design, with an eye toward creating their own business. One student participated in the Made@Dent program in the spring, assembling personal protective equipment, and joined the summer program as a result of that experience.

**First impressions.** Students admitted to being nervous, anxious, and unsure as to what the program entailed. Many expected it to be more like summer school or camp. Following the first week of Zoom meetings every day, one student thought, “What did I sign up for?” Students said the welcoming environment allayed their initial hesitation. As one student noted,

*My first impression was that these people want me to be here and make a change and get along because everyone was so nice and understanding.*

**Expectations.** Most students reported that the program exceeded their expectations, saying they no longer thought of it as school, but a place where they could apply skills that they were learning. As one student stated, “It was a real experience. I’ve learned something for real.” Many commented that they planned to continue in the program during the school year.

**Coach perceptions.** The coaches are highly regarded and viewed as a critical component of the program by all participants. Many students cited the close bond they formed with their coaches and appreciated their expertise, support, motivation, and creativity in teaching them the content material, and also encouraging a team environment while learning on a virtual platform. Repeatedly, students cited the comfortable and welcoming environment established by their coaches, making it easier to accept criticism and feedback. The coaches were relatable and, as one student noted, “They created a brave space versus a safe space.” Students were not afraid to fail because the coaches were honest and supportive: “They pushed us to do our very best which helped us a lot.” By creating a positive “vibe,” coaches allowed the students to relax and be themselves. As one student stated,

*We were focused on our work but we also found time to play games and laugh and joke with one another, so I think my favorite thing was how flexible and understanding the coaches were.*

**Least likes.** Students were asked what they liked least about the program, prompting an array of responses. However, it should be noted that most students did not find anything they disliked about the program. Their comments are listed here most to least in order of frequency.

**Food for Thought.** As in previous summers, students had mixed reactions to the lunchtime speaker forum, referred to as Food for Thought. The speakers were

entrepreneurs who shared their stories with students during the lunch hour. There were approximately three FFT speakers per week. Some speakers directly related to a specific site, like a singer speaking to the students in the Recording Studio track. Others more generally addressed topics such as how to start a business. A majority of students reported that there were too many FFTs, some speakers were boring and not relatable, and that it was difficult to maintain their attention level during an hour-long presentation, especially being online. Others noted that the FFTs cut into their lunchtime and they would have preferred to have a mid-day break.

**Race & Equity lessons.** As a result of suggestions made last year, Dent Education introduced lessons on race and equity to enhance students' understanding of systemic racism and how that impacted their lives. Students in one focus group addressed this issue and were fairly evenly split in their reactions. Students reacting negatively stated that their peers were not engaged and did not contribute to the conversation. Those who disliked the lessons thought the students should have been prepared in advance, which might have engendered more participation. Another student wondered, "Why are we talking about this like we don't already know what this is and we're not the people already experiencing the issue?" However, peers in the same focus group reacted more positively to the lessons, and understood the value in having difficult conversations around race. One student particularly liked that their site combined with another site during the R&E lessons.

**Online program.** While all students recognized that the program had to be delivered virtually this year, many did not like having to be socially distant from their coaches and peers. They missed the personal interaction that is impossible to duplicate in a virtual window. Some students reported Zoom fatigue. Others were dissatisfied that not all students used their computer cameras and that the use of cameras was not strictly enforced. Still others expressed feeling awkward in the breakout rooms, where they often did not know other students, and not many people spoke up. Finally, one student felt the online nature of the program contributed to it feeling disorganized, which was frustrating for them.

Other dislikes included low pay; lack of a payday schedule; students who did not contribute or participate equally in teams; sometimes boring or tedious lessons; lessons that went over the allotted time; and the program not being long enough.

**Challenges.** The predominant challenge for participation in the program centered on technology. Students reported frequent Internet outages and difficulty with accessibility in general. They used a variety of devices – laptops, iPads, and cell phones – which created issues with sharing information. Others reported problems with hardware, such as headphones and 3D printers, and the difficulty in correcting tech issues virtually. Students in certain sites, specifically Recording Studio and Start-Up Garage which are more hands-on, reported challenges inherent in participating on a

virtual platform. In addition to disliking completing the program online, students mentioned this as a challenge as well.

**Recommendations.** Students offered suggestions for improvement in both the focus groups and in open-ended comments on the post-survey. In light of the virtual nature of the program this year, it is not surprising that most students recommended that the program be in person in the future, even if it means wearing masks and being socially distanced. Students suffered from Zoom fatigue and suggested finding another platform for conducting virtual lessons. Additional recommendations included:

- More hands-on, team-based activities
- More opportunities to interact and bond with their peers
- Increase collaboration and interaction between groups
- Improve time management; the daily schedule is overwhelming and there is not enough time to complete tasks; allow for flexible hours to complete work
- Allow student choice in selecting groups
- Improve communication: if the program is going to be virtual, coaches should check the chat log more frequently to see when students need help; take time to explain things more clearly; provide a payday schedule
- Add a writing track
- Allow for a longer lunch break
- For returning students: relearning the Dent mindset not necessary

Regarding the Food For Thought speaker program, a majority of students found the speakers interesting for the most part. However, students continue to offer recommendations for how to improve this component of the program:

- FFT speakers should be younger or closer in age to the participants in the program
- Have a more interactive FFT to avoid boredom; it is difficult sitting through 60 minutes of listening to someone speak over a computer
- Do not schedule FFT during lunch since that is the only break students have during the day and they are not paid for that time

### **Coach Focus Groups**

Virtual focus groups were conducted with a total of 10 coaches (50% of total) from across sites, to gather feedback on their experiences and perceptions of participating in the summer program. Questions directly addressed their perceptions of student engagement with the program activities and impacts of the program on

students' interests in education and careers. The focus group instrument is displayed in Appendix C of this report.

**Background.** Participants were 10 coaches from the Bet on Baltimore summer program (eight women and two men). Five were teachers and two were self-described entrepreneurs. At least six coaches were specifically trained in their site's specialty: graphic design, recording, and social innovation. Three coaches indicated that they had previous experience working with youth-oriented programs in the past, including leadership workshops and STEM programs. One coach participated in the Bet on Baltimore program last year.

**Coach recruitment.** Coaches learned about the program through a variety of sources, including colleagues, friends, connections with Dent Education staff, and school-based announcements. Coaches were drawn to the program because they enjoyed working with youth, were interested in the entrepreneurship education aspect of the program, or were looking for summer employment.

**Student recruitment.** Coaches indicated that the primary reasons students were attracted to the program were that they wanted a job but also because Bet on Baltimore offers an alternative to the typical YouthWorks employment. As one coach noted, "I think that this is one of the unique spaces where their time is valued." Coaches pointed out that students know that the program is investing in them financially and don't have to choose between making money and advancing their resume – they are doing both through their participation in the program. Finally, students see value in participating, exploring different areas where they have an interest, and learning the steps to becoming an entrepreneur. As one coach reported,

*Real world applications – working with clients, real world application of skills. These are things that students are learning in the program.*

A number of themes emerged from the focus group discussions:

**Student engagement.** Due to COVID-19, the Bet on Baltimore program was delivered on a virtual platform this summer. Coaches reported that student levels of engagement varied at each site, but ranged from 75%-95% over the course of the program. One coach reported that at their site, engagement depended on the activity,

*I would say it's been most telling in the prototype and iterative stage. Seeing them get feedback on their work and then go back and improve it. This is where engagement is the highest. This is where it's most obvious.*

Another coach reported high levels of engagement based on students working beyond the required hours because they were so excited about completing their task for an outside client.

However, all coaches reported challenges to engagement over the course of the summer, many surrounding access to technology and the use of a virtual platform. For example, not all students received a Chromebook through Baltimore City Public Schools, and had to participate using a smart phone. However, not all Dent Education programs and resources were accessible via smart phone, and this was an issue for some students. Another technological issue was Internet connectivity, which can be inconsistent, especially in Baltimore City. Students losing their Internet connection was a frequent occurrence.

Perhaps a greater challenge reported, though, related to the logistics of using a virtual platform, like Zoom. Teachers working as coaches in the program had experience teaching online courses since they had been doing just that since the spring when schools across the state were closed. Other coaches had experience with Zoom through events not directly related to education, or with similar platforms, like BlackBoard. Still others had little to no experience using a virtual platform for instruction.

All coaches noted the difficulty in knowing whether or not students were actively participating when they could not actually see them; many students would log on but not turn on their cameras and did not actively participate in class discussion, making it almost impossible for the coach to know if a student was really in attendance. Although coaches created a social contract regarding classroom behavior, including the use of their camera, video usage dropped off over the course of the summer. One site tried to combat this issue by providing different Zoom background themes to make being on the platform more fun and engaging. However, the protocols for enforcing the social contract regarding use of video were inconsistent and varied by site.

Other challenges to engagement included background distractions like TV, side conversations that were not relevant to the lesson, and other outside factors competing for students' attention. Coaches reported having to call students directly if they were not participating in discussions, or otherwise appeared to be absent.

Additionally, coaches reported that some students were not comfortable meeting teammates virtually and found it difficult to engage with each other online. Coaches allowed students to respond using the "chat" feature on Zoom, and also created breakout rooms where students were placed in smaller groups as a way to encourage more active participation. As one coach noted, engagement increased through the use of breakout rooms when "Students felt authentic encouragement to be brave with being uncomfortable and sharing out."

Although coaches reported a slight decline in engagement and a few more absences toward the program's end, overall, attendance and engagement were consistently high throughout the summer.

**Professional development.** All program coaches received a weeklong virtual training immediately preceding the program's start, delivered by Dent Education. Coaches acknowledged the intentionality with which they were hired and the pairing of teachers and entrepreneurs creating a balance between the two. As one coach noted, "Dent did a good job of picking coaches who had strong foundations." Overall, the training was viewed as helpful in providing educator tips, how to establish a classroom culture, and how to incorporate the strengths and weaknesses of everyone in the room. Further, coaches enjoyed getting to know their peers, albeit virtually. Coaches also noted that the training was a bit overwhelming and "a lot to take in all at once. It was an action packed week."

However, coaches without teaching experience had mixed reactions to the training. One noted that there was a "big learning curve." They would have liked the training to address virtual learning in more detail. As one coach reported, online instruction "...is not the same speed as in person. Zoom stuff can take a lot longer (doing breakout rooms, etc.)." Another coach stated that learning the "teacher basics" was really challenging, such as pairing lessons with activities.

Both experienced and non-experienced teachers expressed struggling the most with preparing the curriculum, and knowing what they were to prepare versus what was provided by Dent. As one coach noted, "It would have been great to have a more established curriculum from the start," noting that "Halfway through the summer I have no idea what we're going to teach today, so we're just going to talk about business." One coach noted, "...could have used more content specific training, i.e., how to teach design thinking and demonstrations of different ways to do that." Other coaches agreed to the need for more clarity surrounding who was responsible for teaching the Dent Mindsets, as one coach stated:

*The design sprint we experienced in training – but it was hard to figure out how to apply the Dent curriculum to your specific site. This was really up to the coaches to figure out.*

Experienced teachers expressed the need for more resources in creating their curriculum, rather than having to "come up with things from scratch," describing this as "building the ship while we were on it." This was stressful for some teachers, who are used to submitting lesson plans in advance.

Others noted that there was a database of lessons used as reference material and provided a good starting point, but they used their own experience and expertise to shape the lessons and activities that they delivered.

**Ongoing support.** There was consensus among coaches that Dent Education staff were highly accessible to and supportive of them throughout the program. This

year the program introduced a “site supporter” to the different sites. This was an individual who previously worked as a coach in the program and was assigned to lend support and provide feedback to the current team of coaches, a “coach for the coaches.” As one coach noted, “Dent did a really good job with the support. They were really constructive as well. The site supporter was a really valuable resource and really helpful in providing the coaches with feedback. It was very helpful.” Another noted the ongoing support was “excellent...the 1:1 site supporters, constant support but not overbearing or too much. Best support of any team I’ve ever been a part of.”

Not all coaches were as positive about the site supporters. One stated, “The site supporter role has been really valuable, but it was kind of tiring to do this stuff every week” (referring to a review of the week and reflection activities). This coach felt this level of support was “overwhelming” but acknowledged that it was worthwhile. Another coach reported having regular check-ins with their site supporter, but could have used more assistance. They believed this was because the site supporters were responsible for more than one site and were perhaps “spread a bit thin.” Dent may have needed more site supporters to effectively support coaches at all sites.

**Communication.** Coaches reported that, while some communication from Dent leadership was good, at other times it was poorly executed. For example, during whole group meetings, conversations seemed to drift and extend beyond the assigned meeting time, with no resolution to issues being discussed. Last minute communication was also cited as a problem, including notification about after-hour meetings and Food for Thought speakers. Coaches noted there was a lack of respect for peoples’ time following meetings as well, as Dent leadership would want to engage coaches individually following meetings. Coaches reported feeling “meeting overload” especially when the meetings were unplanned. This feeling was exacerbated by having spent five hours on Zoom each day leading their lessons and activities. Urgent communication after hours or on weekends was also reported as a concern, although coaches said they expected to work outside of their regular hours and agreed that Dent was “generally good” about indicating an immediate response was not necessary.

As with last year, coaches reported feeling overwhelmed with the number of platforms they were required to use, both for communication and instruction. Many experienced a learning curve with all of the programs. As one coach noted,

*They did a good job of giving everything to us in the beginning. The only thing I would say – no matter how organized you are, between Slack, Miro, OneDrive, etc. – it was a lot of different applications to go back and forth between.*

Other coaches did not find Slack very intuitive but this was the major platform used for communication. One coach said that Dent leadership tended to “inundate” them with different deliverables all at once via Slack – “It’s a bit disorganized and hard

to digest in the slack messages” when deliverables are communicated in a “fairly haphazard way.”

Coaches appreciated that this year information was stored in one platform, Google Drive, but also reported that finding things was “the absolute worst.” For some coaches and their sites, information became disorganized quickly, with one site resorting to creating their own internal Google folder.

**Overall program strengths.** As in previous years, themes that frequently came up when discussing program strengths revolved around access to opportunity and practical experience not typically found in a summer youth jobs program. The connections students were able to make between themselves and successful entrepreneurs was considered a very important component of the program. The FFT speakers, particularly the global FFT events, were considered highly effective. As one coach noted,

*It all comes down to connections – showing students the connections is important. They have the curriculum to back it up. But it’s these connections that they are helping them make that makes the biggest difference. The speakers and the curriculum working together was really, really good.*

Real-life applications were noted as another strength: “Practical learning. Hands-on learning. It’s 100% what we do here. Even if students don’t remember the vocabulary word for a specific thing – they know *how* to do it.”

Coaches also noted more intangible program strengths, such as providing students with a safe space where they are valued and, as coaches, being authentic and focused on serving the students. Teaching the Dent Mindsets and culture of thinking about and approaching problems and failure was another program strength: “Specific to content area but more importantly specific to life in general.”

Coaches witnessed financial empowerment and the ability to increase networking skills among their students, also cited as program strengths. Student teams connected with business owners and engaged to produce deliverables, such as a new web design or promotional materials. The intentionality of the Race and Equity workshops, new this year, were noted as an important addition to the program.

**Program impact.** Coaches believe that, for the majority of students, the program delivered an impactful experience as one coach reported,

*I think they got a lot out of it. I think my students really thought it was going to be more like school. They really liked working with clients. The feedback the students provided was that it exceeded their expectations. Kids seemed to get a lot out of it.*

Similarly, coaches reported that many students plan to continue working with Dent through the school year and next summer, taking advantage of new opportunities offered through the program.

**Program challenges.** Coaches faced both programmatic and technical challenges. As previously mentioned, coaches wanted more clarity on their role and that of Dent Education regarding curriculum development. As noted, convenient access to resources and program documents was a challenge, with some coaches reported being overwhelmed by the number of applications required to communicate and deliver instruction. Additional concerns included overscheduling: excessive meetings and meeting length, individual meetings following group meetings, after-hours and weekend communication (although acknowledging that all requests did not require immediate response), and ongoing contact via Slack. Many coaches expected to work extra hours, but expressed frustration when faced with regularly working late in order to get all of their work done.

Coaches also reported as challenging the number of mechanisms for checking in and tracking data, like daily debrief forms and Friday meetings, in addition to inputting daily curriculum. This was viewed as being somewhat overwhelming and burdensome on a daily basis.

Technical challenges were primarily the result of Internet connectivity and the fact that not all students had access to a Chromebook. Coaches from the Start-Up Garage site also noted some technical difficulties in installation and proper usage of the 3D software. Virtually troubleshooting these issues was difficult.

**Recommendations.** Overall perceptions of the program were highly positive. All participants agreed that the Bet on Baltimore program was highly impactful for most students. Suggested changes for program improvement include:

- Extend the training period so that coaches have time to get to know each other
- Provide more clarity on who is responsible for teaching what curriculum, especially the Dent Mindsets
- Offer more content specific training; more lesson activity demonstrations for the content, particularly design thinking
- Reduce the number of meetings; make meetings shorter or communicate meeting information through Slack where appropriate
- Improve scheduling of FFT speakers and notify coaches in advance
- Provide more structure/planning; very last minute culture. "Growth is great but grow sustainably."
- Facilitate increased cross-communication between sites, allowing students the opportunity to share with their peers and learn what others were doing in the program

- Explore outreach to more students by capitalizing on recorded Zoom sessions
- Create a Dent YouTube channel to review sessions; share with others in the community who might be interested

## Discussion

The purpose of the Year 3 evaluation study was to continue examining program implementation processes and outcomes focused on student participation, perceptions of their experiences, and attitudes and aspirations regarding future education and career interests. In 2020 the program expanded to 10 sites and nearly doubled its enrollment, from 81 to 138 students. Additional tracks were offered to broaden program appeal and provide exposure to additional areas of interest, such as Recording Studio and Made@Dent.

Specifically, this project sought to examine students' experiences and perceptions of the program regarding engagement, activities, benefits, and challenges (RQ 2). The project also sought to examine to what degree students' self-efficacy, attitudes toward school, and education and career aspirations changed over the duration of the program (RQ 3).

Overall perceptions of all stakeholders were highly positive. By the end of the summer, the overwhelming majority of students reported that they possess many of the attitudes that Dent Education attempts to instill, and regularly exhibit many of the behaviors that the program reinforces. These included attitudes related to self-efficacy and growth mindset, and behaviors related to curiosity, collaboration, communication, self-awareness, and self-management. While it is worth noting that students frequently reported on the pre-survey that they believed they exhibited many of these attitudes and behaviors before they started the program, survey results did suggest that students still made significant growth in many of these areas over the summer. In specific, from the pre-survey to the post-survey, students made statistically significant growth in a total of eight areas, seven of which specifically dealt with behavior. The majority of these areas fell within the domains of communication and self-management. Of note, by the end of the program students were significantly more likely than they were at the beginning to report that they frequently present their ideas clearly to others, actively listen to others, engage in teamwork, and believe that their ideas persuade other people to take action. Interestingly, several of these trends were also found during the previous year in the summer of 2019 (see Ross, Laurenzano, & Reilly, 2019<sup>10</sup>). In the 2019 evaluation, three of the four areas where students exhibited statistically significant growth on the survey fell within the communication domain.

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<sup>10</sup> Ross, S.M., Laurenzano, M., & Reilly, J.M. (2019). *An Evaluation of Dent Education's Bet on Baltimore Summer Program – Year 2*. Baltimore, MD: Johns Hopkins University, Center for Research and Reform in Education.

The evaluation also paid specific attention to student behavioral changes (RQ 4). The areas where students exhibited significant growth this summer dealt specifically with self-management, and occurred on items that were not part of the survey in the previous evaluations. By the end of the program this summer, students were more likely than they were at the beginning to indicate that they frequently come to class prepared, pay attention (even when there are distractions), remain focused when working independently, and get their work done right away instead of waiting until the last minute.

In terms of subgroup analyses, not many consistent trends arose that suggested the program was experienced differently by select demographic groups or by students based on what track they attended. An exception to this, however, involved students who participated in Dent Education programs prior to the summer of 2020. Students who had previously been involved in Dent, either through the Spring 2020 PPE initiative, or through the Summer 2019 program, generally provided higher survey ratings than those who had never been a part of Dent programming. These findings were not particularly surprising. It is likely that returning students, by virtue of the fact that they choose to participate in Dent programs multiple times, likely have positive feelings toward the program that contribute to their decisions to return. It is also possible that by having prior experience with Dent programming, these students may have been more apt to understand the program's routines and expectations, which could also correlate with their positive impressions.

In addition in to these subgroups, it also appeared that older students (those 16 years old or older) had slightly more positive program impressions than younger ones (those 14-15 years old). Interestingly, this trend also occurred in the summer of 2019. Given the extensive focus that the program places on providing students with career-specific experiences, and the often advanced professional skills that students are expected to learn during the summer, this finding is also not surprising. Indeed, it is possible that more mature students who are entering their final years of high school, and more seriously considering post-secondary life, may find the program more targeted to their needs and interests than those who are slightly younger.

In light of these findings, we draw several inferences concerning the program's impact during the summer of 2020. Clearly, the program continues to be very well received by students, and was particularly successful given the challenging context of the COVID-19 pandemic in which it was delivered. Further, the positive survey results provide for two important conclusions with regard to the program's potential impact. Of note, results of behavioral items that focused on having students report the prevalence they exhibited certain behaviors "in the past 30 days" suggest that during the Bet on Baltimore program, students regularly exhibited many behaviors that they did not regularly exhibit while they were at their respective high schools this spring. We also infer, that by the end of the summer, these behaviors and beliefs may be becoming habits for students to an extent.

Taken in combination with findings from the other data collection measures, notably, findings from focus groups with students and coaches, these results are certainly encouraging of the program's ability to influence real-world outcomes for students. RQ 5 addressed the coaches' experiences in and perceptions of the program regarding personal roles and activities, student outcomes, benefits, and challenges. During focus group discussions, coaches reiterated that the program strengths include providing access to opportunity and experience that BCPS students otherwise might not have. Real-life applications through the experience of working in a professional setting, hands-on activities, group work, and final presentations were all deemed valuable components of the program. Coaches noted the sense of empowerment they witnessed in their students, whether it was through completion of a task or students developing more confidence in themselves. Coaches believe that, for the majority of students, the program delivered an impactful experience.

The nature of the summer program activities for each of the 10 cohorts (RQ 1), was significantly impacted by COVID-19 in both program delivery and impact. Program developers had to ensure that students were supplied with digital tools to participate, including purchasing Chromebooks. Students used a variety of digital tools (like cell phones and tablets), posing challenges to program delivery over a consistent platform. Coaches who were not teachers had little to no experience in teaching over Zoom. Lessons had to be reoriented to accommodate distance learning. Challenges inherent to virtual instruction, such as internet connectivity and student engagement, had to be addressed. The greatest impact may have been the lost personal connection between coaches and students and students and their peers. In spite of these obstacles, the program was implemented with fidelity and positive responses from all stakeholders. While students were accustomed to remote instruction, the coaches' experience may have benefitted in terms of organization and their ability to overcome such significant barriers. The end result is that the coaches, perhaps, are more adept at involving present and future youth who need to participate remotely, which could become a model for future implementation.

## Recommendations

Key recommendations from the overall data collection activities reiterate major suggestions made last year, as well as ideas more specific to the latest implementation:

- Continue to refine the curriculum so that implementation is more realistic in a five week window.
- Clearly define coach responsibilities at the outset to provide clarity of expectations.
- Extend the training period and provide more content specific training.
- Continue to enlist a diverse selection of speakers during Food for Thought to be representative of the students participating in the program.

- Improve coaching professional development and support, and overall program formatting to further increase future benefits.
- Streamline meetings to ensure efficient use of participants' time.
- Improve communication between Dent and coaches and coaches and students.

Implementing these further refinements could help improve the program's overall effectiveness and sustainability, particularly as it continues to expand its offerings to a wider audience.

## Appendix A: Student Survey Protocol

# Bet on Baltimore - Student Survey – Summer 2020

### Evaluation of Dent Education's Bet on Baltimore Summer Program Student Pre-Survey

Welcome to the Bet on Baltimore summer program student survey. This survey asks about YOUR experiences participating in the summer program. There is no right or wrong answer to any question. Please read each question carefully. Your responses are confidential. All results are stored in secure databases maintained by the research team. Thank you for taking this survey. Please answer the questions in this survey as accurately and honestly as you can. Give the best answer for you, even if it is hard to make up your mind. It should take about 10-15 minutes to complete.

By completing this survey, you are consenting to be in this research study. Your participation is voluntary and you can stop at any time. If you choose not to complete the survey, there will be no penalty.

If you agree to participate, please select 'yes' to continue; otherwise select 'no' to decline participation.

Yes

No

1. Did you participate in the PPE initiative this spring?

2. Did you attend a Dent program last summer?

3. What is your gender?

Male

Female

Non-binary

I prefer not to answer

4. How old are you?

- 13
- 14
- 15
- 16
- 17
- 18
- 19

5. What is your race or ethnicity?

- American Indian or Alaskan Native
  - Asian
  - Black or African American
  - Hispanic or Latino
  - Native Hawaiian or Pacific Islander
  - Two or More
  - White
  - I prefer not to answer
-

6. What site do you attend for Bet on Baltimore?

- Start-up Garage – Gray
- Start-up Garage – Orange
- Graphic Design – Gray
- Graphic Design – Orange
- Recording Studio – Gray
- Recording Studio – Orange
- Made@Dent – Gray
- Made@Dent – Orange
- Social Innovation
- Web Design

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If past 30 days how often did you...

	Almost never	Once in a while	Sometimes	Often	Almost all of the time
Ask questions to deepen your understanding?	<input type="radio"/>				
Actively listen to others?	<input type="radio"/>				
Think about a problem from different points of view?	<input type="radio"/>				

How much do you agree or disagree with the following statements?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I view problems as opportunities to make a difference.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe in my ability to shape the world around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree with the following statements?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I believe that, with effort, I can get better at anything.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable risking failure in order to achieve my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with others can help me reach goals in creative, new ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can work with someone who has different opinions than mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy working together with other students my age.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In past 30 days how often did you...	Almost never	Once in a while	Sometimes	Often	Almost all of the time
Demonstrate respect for others?	<input type="radio"/>				
Engage in teamwork?	<input type="radio"/>				
Express appreciation for your teammates?	<input type="radio"/>				
(Question is for post survey only)					
Adjust your communication style depending on your audience?	<input type="radio"/>				
Present your ideas clearly to others?	<input type="radio"/>				
Reflect on and learn from past experiences?	<input type="radio"/>				
Ask for feedback from others?	<input type="radio"/>				
Think about how my actions impact others?	<input type="radio"/>				
Come to class prepared?	<input type="radio"/>				
Remember and follow directions?	<input type="radio"/>				

Get your work done right away instead of waiting until the last minute?	<input type="radio"/>				
Pay attention, even when there were distractions?	<input type="radio"/>				
Focus when you worked independently?	<input type="radio"/>				
Carefully listen to other people's points of view?	<input type="radio"/>				
Respect other people's views when they disagreed with me?	<input type="radio"/>				

How much do you agree or disagree with the following statements?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I am confident in my public speaking abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ideas persuade other people to take action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open-Ended Questions (POST SURVEY ONLY)

7. What did you like most about the program?
8. Has the program changed you in any way? If so, how?

- 9. Because of this program I am more....
- 10. Because of this program I now believe...
- 11. Would you recommend the program to others? (circle one)

Not at all likely  
likely

Extremely

0    1    2    3    4    5    6    7    8    9    10

- 12. If you participated in Bet on Baltimore **last year**, how was this year's experience different?
- 13. What recommendations do you have for improving the program next year?

Thank you for taking this survey!

## Appendix B: Student Focus Group Protocol

### **Bet on Baltimore Evaluation: Student Focus Group Protocol**

#### **Opening Statement**

"Welcome, my name is \_\_\_\_\_ and I work at Johns Hopkins University. We are conducting a research evaluation of Bet on Baltimore as a way to learn more about the program. We would like to find out more about what you think of Bet on Baltimore: your opinions of the program; things like what you like about it and what you don't like about it. This will take about 45 minutes. You do not have to participate in this study if you don't want to. If you need to stop at any time, that's okay. You also don't have to answer a question if you don't want to. You won't get into any trouble for anything you say here today, so please be honest. Is this okay with you?"

#### General Program Perceptions

1. Why did you choose to participate in the Bet on Baltimore program this summer?
  - a. Prompts (if needed)
    - i. What did you hope to get out of participating in the program?
    - ii. How did you learn about the program?
2. When you first started the program, what did you think about it?
3. Now that you have completed the program, was it what you expected? Did your feelings about the program change at all over the course of the summer?

#### Likes/Dislikes/Suggestions

4. What did you think about the lunchtime speakers; was this helpful? Why or why not?
5. What did you think about the coaches? Do you think they were effective at leading the program this summer?
6. What do you like most about the program?
7. What has been the most exciting task that you've completed during your time in the program?
8. What do you like least about the program?

9. Do you have any suggestions for how to improve the program next year?
  - a. Prompts (if needed)
    - i. Is there anything you would have liked to spend more time on?
    - ii. Is there anything you would have liked to spend less time on?
    - iii. Was the program too long? Too short?
  
10. Is there anything else you would like to share about your experience this summer with Bet on Baltimore?

## Appendix C: Coach Focus Group Protocol

### **Bet on Baltimore Coach Focus Group Questions**

*Hello. My name is [insert name] with the Center for Research and Reform in Education at Johns Hopkins University – Thank you for agreeing to participate as part of our evaluation of the Bet on Baltimore program. We are conducting this evaluation in order to examine the program’s effectiveness, including its instructor preparation. We are also interested in learning your perceptions of the program.*

*There are no right or wrong answers, just different opinions. We hope that you will be honest in your responses. The focus group should take about 45 – 60 minutes. Your responses will be combined with those of other participants and no information that could identify you will be reported.*

#### **Background**

1. What is your background? (Teacher, entrepreneur, etc.; how did you become involved?) What site do you lead?
2. Why did you decide to work with the program?
3. Have you associated with any similar type programs in the past? (Youth summer programs; programs focusing on entrepreneurship?)

#### **Student Participation and Engagement**

4. Why do you think students enrolled in this program? What is the value to the students in participating?
5. How engaged would you say your students are in the Bet on Baltimore program activities? (prompt for examples)
6. Have there been challenges to engagement (such as absenteeism, behavior issues, etc.)?

#### **Professional development**

7. Were you adequately prepared to instruct the Bet on Baltimore program course you are leading? Why or why not?
8. What additional preparation, if any, do you recommend for future Bet on Baltimore coaches?

9. Have you had experience with online teaching and/or distance learning?
10. What type of ongoing support, if any, have you received? Has this support been adequate?

**Bet on Baltimore perceptions**

11. What are the overall strengths of the program?
12. What are the challenges?
13. Overall, do you feel that the program impacted students this summer the way that it was designed to? If so, to what extent? (e.g., achieved what you hoped for most students? For all students? Exceeded expectations? Etc.)

**Recommendations**

14. What changes, if any, do you recommend in the Bet on Baltimore program?

## Appendix D: Student Survey – Overall Results

Table A1

*Overall Findings: Student Survey Belief Item Frequencies*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I view problems as opportunities to make a difference	0.0	0.0	10.6	57.6	31.8
	0.0	0.0	7.8	54.5	37.7
I believe in my ability to shape the world around me	0.0	0.0	13.6	54.5	31.8
	0.0	0.0	7.8	57.1	35.1
I believe that, with effort, I can get better at anything	0.0	0.0	3.0	36.4	60.6
	0.0	0.0	3.9	35.1	61.0
I am comfortable risking failure in order to achieve my goals	0.0	7.6	15.2	40.9	36.4
	0.0	1.3	11.7	46.8	40.3
Working with others can help me reach goals in creative, new ways	0.0	1.5	7.6	47.0	43.9
	0.0	1.3	13.0	46.8	39.0
I can work with someone who has different opinions than mine	0.0	3.0	10.6	62.1	24.2
	0.0	0.0	14.3	58.4	27.3
I enjoy working together with other students my age	1.5	3.0	15.2	43.9	36.4
	1.3	0.0	11.7	48.1	39.0
I am confident in my public speaking abilities	3.0	22.7	31.8	30.3	12.1
	6.5	13.0	33.8	39.0	7.8
My ideas persuade other people to take action**	0.0	1.5	48.5	34.8	15.2
	1.3	0.0	24.7	48.1	26.0

*Note 1.* For each item, the top row represents the “pre-survey” and the number below that represents the “post-survey” result.

*Note 2.* Statistically significant pre- to post-survey growth is denoted as \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Table A2  
*Overall Findings: Student Survey Behavior Item Frequencies*

In the past 30 days, how often did you do each of the following...

	Almost never	Once in a while	Sometimes	Often	Almost all the time
Ask questions to deepen your understanding	4.6	7.7	32.3	30.8	24.6
	0.0	10.4	18.2	44.2	27.3
Actively listen to others**	1.5	3.1	15.4	41.5	38.5
	0.0	0.0	6.5	40.3	53.2
Think about a problem from different points of view	0.0	4.6	23.1	29.2	43.1
	0.0	2.6	18.2	37.7	41.6
Demonstrate respect for others	0.0	0.0	1.5	33.8	64.6
	0.0	0.0	3.9	27.3	68.8
Engage in teamwork***	4.6	13.8	32.3	30.8	18.5
	0.0	1.3	10.4	41.6	46.8
Adjust your communication style depending on your audience	6.2	6.2	30.8	30.8	26.2
	2.6	3.9	19.5	41.6	32.5
Presented your ideas clearly to others***	3.1	9.2	30.8	49.2	7.7
	0.0	3.9	16.9	48.1	31.2
Reflected on and learned from past experiences	0.0	3.1	4.6	44.6	47.7
	1.3	2.6	15.6	27.3	53.2
Asked for feedback from others	3.1	12.3	26.2	23.1	35.4
	2.6	5.2	19.5	23.4	49.4
Thought about how your actions impact others	3.1	4.6	15.4	36.9	40.0
	0.0	3.9	14.3	36.4	45.5
Came to class prepared**	6.2	1.5	15.4	38.5	38.5
	1.3	0.0	10.4	27.3	61.0
Remembered and followed directions	0.0	0.0	12.3	43.1	44.6

	0.0	0.0	11.7	29.9	58.4
Got your work done right away instead of waiting until the last minute***	0.0	7.7	40.0	30.8	21.5
	1.3	0.0	15.6	31.2	51.9
Paid attention, even when there were distractions**	1.5	6.2	26.2	43.1	23.1
	0.0	1.3	15.6	42.9	40.3
Were focused when you worked independently*	3.1	0.0	18.5	26.2	52.3
	0.0	0.0	10.4	26.0	63.6
Carefully listened to other people's points of view	0.0	0.0	12.3	35.4	52.3
	0.0	0.0	7.8	31.2	61.0
Was respectful of other people's views when they disagreed with you	0.0	1.5	9.2	36.9	52.3
	0.0	1.3	9.1	27.3	62.3
Expressed appreciation for my teammates	-	-	-	-	-
	1.3	3.9	13.0	36.4	45.0

*Note 1.* For each item, the top row represents the "pre-survey" and the number below that represents the "post-survey" result.

*Note 2.* Statistically significant pre- to post-survey growth is denoted as \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Table A3

*Overall Findings: Net Promoter Score*

<i>I would recommend the program to others...</i>	<i>Percentage/Mean</i>
0	0.0
1	0.0
2	0.0
3	0.0
4	0.0
5	1.4
6	1.4
7	5.4
8	18.9
9	18.9
10	54.1

## Appendix E: Student Survey – Subgroup Results

Table A4

*Subgroup Findings: Student Survey Belief Item Means*

	Overall	2019 Student	PPE Student	Male Student	Female Student	14-15 Student	16-18 Student
I view problems as opportunities to make a difference	4.21	4.19	4.30	4.23	4.21	4.26	4.19
	4.30	4.32	4.41	4.27	4.33	4.25	4.33
I believe in my ability to shape the world around me	4.18	4.06	4.43	4.12	4.23	4.26	4.14
	4.27	4.26	4.48	4.23	4.28	4.25	4.29
I believe that, with effort, I can get better at anything	4.58	4.31	4.74	4.62	4.56	4.74	4.49
	4.57	4.47	4.59	4.67	4.52	4.68	4.51
I am comfortable risking failure in order to achieve my goals	4.06	3.81	4.09	4.04	4.08	4.04	4.07
	4.26	4.16	4.44	4.30	4.24	4.36	4.20
Working with others can help me reach goals in creative, new ways	4.33	4.50	4.26	4.19	4.44	4.26	4.37
	4.23	4.16	4.37	4.13	4.30	4.21	4.24
I can work with someone who has different opinions than mine	4.08	4.25	4.13	4.08	4.08	4.00	4.12
	4.13	4.05	4.33	4.07	4.17	4.04	4.18
I enjoy working together with other students my age	4.11	4.38	4.13	4.15	4.08	3.91	4.21
	4.23	4.37	4.52	4.10	4.33	4.14	4.29
I am confident in my public speaking abilities	3.26	3.38	3.17	3.19	3.31	3.13	3.33
	3.29	3.32	3.37	3.20	3.33	3.07	3.41
My ideas persuade other people to take action	3.64	3.69	3.83	3.46	3.77	3.78	3.56
	3.97	3.84	4.22	3.83	4.09	3.89	4.02

*Note.* For each item, the top row represents the “pre-survey” and the number below that represents the “post-survey” result.

Table A5

*Subgroup Findings: Student Survey Behavior Item Means*

In the past 30 days, how often did you do each of the following...

	Overall	2019 Student	PPE Student	Male Student	Female Student	14-15 Student	16-18 Student
Ask questions to deepen your understanding	3.63	3.80	3.78	3.32	3.82	3.52	3.69
	3.88	3.95	4.11	3.80	3.93	3.82	3.92
Actively listen to others	4.12	3.93	4.22	4.08	4.15	4.13	4.12
	4.47	4.53	4.52	4.53	4.41	4.54	4.43
Think about a problem from different points of view	4.11	4.07	4.39	4.08	4.13	4.09	4.12
	4.18	4.21	4.33	4.13	4.20	4.07	4.24
Demonstrate respect for others	4.63	4.33	4.65	4.60	4.67	4.61	4.64
	4.65	4.58	4.78	4.73	4.59	4.68	4.63
Engage in teamwork	3.45	3.20	3.57	3.44	3.46	3.61	3.36
	4.34	4.37	4.44	4.40	4.28	4.25	4.39
Adjust your communication style depending on your audience	3.65	3.80	3.87	3.64	3.67	3.57	3.69
	3.97	3.95	3.93	3.93	4.00	4.11	3.90
Presented your ideas clearly to others	3.49	3.60	3.70	3.52	3.46	3.61	3.43
	4.06	4.26	4.04	3.97	4.13	3.75	4.24
Reflected on and learned from past experiences	4.37	4.13	4.48	4.36	4.38	4.48	4.31
	4.29	4.26	4.37	4.20	4.35	4.14	4.37
Asked for feedback from others	3.75	3.33	3.87	3.56	3.87	3.96	3.64
	4.12	4.26	4.19	4.07	4.15	3.75	4.33
Thought about how your actions impact others	4.06	4.00	4.04	4.00	4.13	4.09	4.05
	4.23	3.89	4.33	4.47	4.11	4.29	4.20
Came to class prepared	4.02	3.40	4.30	3.68	4.23	4.22	3.90
	4.47	4.26	4.56	4.43	4.48	4.61	4.39
Remembered and followed directions	4.32	3.93	4.39	4.28	4.36	4.48	4.24

	4.47	4.47	4.56	4.53	4.43	4.46	4.47
Got your work done right away instead of waiting until the last minute	3.66	3.20	3.78	3.48	3.74	3.87	3.55
	4.32	4.21	4.37	4.30	4.33	4.29	4.35
Paid attention, even when there were distractions	3.80	3.60	3.91	3.76	3.79	4.00	3.69
	4.22	4.00	4.15	4.23	4.22	4.32	4.16
Were focused when you worked independently	4.25	3.93	4.39	4.16	4.33	4.52	4.10
	4.53	4.58	4.52	4.70	4.43	4.54	4.53
Carefully listened to other people's points of view	4.40	4.13	4.52	4.36	4.44	4.39	4.40
	4.53	4.58	4.44	4.57	4.52	4.46	4.57
Was respectful of other people's views when they disagreed with you	4.40	4.13	4.35	4.28	4.51	4.39	4.40
	4.51	4.32	4.52	4.50	4.52	4.68	4.41
Expressed appreciation for my teammates	-	-	-	-	-	-	-
	4.21	4.26	4.33	4.27	4.17	4.04	4.31
Net Promoter Score	9.15	9.39	9.07	9.23	9.07	9.04	9.21

*Note.* For each item, the top row represents the "pre-survey" and the number below that represents the "post-survey" result.

## Appendix F: Student Survey – Track by Track Results

Table A6

*Cohort Findings: Student Survey Belief Item Means*

	Start-Up Garage	Recording Studio	Made at Dent	Graphic Design	Social Innovate	Web Design
I view problems as opportunities to make a difference	4.00	4.23	4.31	4.00	4.67	4.57
	4.37	4.22	4.29	4.17	4.00	4.56
I believe in my ability to shape the world around me	4.00	4.23	4.13	4.17	4.33	4.57
	4.21	4.28	4.35	4.17	4.50	4.33
I believe that, with effort, I can get better at anything	4.47	4.54	4.63	4.50	5.00	4.71
	4.68	4.67	4.35	4.50	4.50	4.67
I am comfortable risking failure in order to achieve my goals	4.00	4.15	4.31	3.58	4.33	4.14
	4.42	4.33	4.35	4.08	4.00	3.89
Working with others can help me reach goals in creative, new ways	4.40	4.23	4.44	3.92	4.67	4.71
	4.26	4.28	4.24	3.75	5.00	4.56
I can work with someone who has different opinions than mine	4.07	4.15	4.19	3.75	4.00	4.29
	4.16	4.17	4.12	3.92	4.00	4.33
I enjoy working together with other students my age	4.07	4.00	4.19	3.83	4.67	4.43
	4.32	4.39	4.18	3.67	4.50	4.56
I am confident in my public speaking abilities	2.93	3.69	3.25	3.17	3.33	3.29
	3.42	3.44	3.35	2.83	3.50	3.11
My ideas persuade other people to take action	3.27	3.77	3.69	3.58	4.67	3.71
	3.68	4.28	3.82	4.00	4.50	4.11

*Note.* For each item, the top row represents the “pre-survey” and the number below that represents the “post-survey” result.

Table A7  
*Cohort Findings: Student Survey Behavior Items*

In the past 30 days, how often did you do each of the following...

	Start-Up Garage	Recording Studio	Made at Dent	Graphic Design	Social Innovate	Web Design
Ask questions to deepen your understanding	3.60	3.62	3.56	3.45	4.67	3.71
	3.89	3.89	3.82	3.75	5.00	3.89
Actively listen to others	4.00	4.31	3.94	4.36	4.67	3.86
	4.37	4.50	4.47	4.67	4.00	4.44
Think about a problem from different points of view	4.40	4.00	4.00	3.73	5.00	4.14
	4.26	4.28	4.24	3.83	4.00	4.22
Demonstrate respect for others	4.53	4.54	4.75	4.45	5.00	4.86
	4.84	4.44	4.71	4.67	5.00	4.44
Engage in teamwork	3.47	3.77	3.44	2.82	4.00	3.57
	4.26	4.22	4.24	4.50	4.50	4.67
Adjust your communication style depending on your audience	3.07	3.46	4.00	3.73	4.33	4.00
	3.68	4.17	4.24	4.08	3.50	3.67
Presented your ideas clearly to others	3.33	3.46	3.25	3.55	4.33	4.00
	4.00	4.33	3.82	3.92	4.50	4.22
Reflected on and learned from past experiences	4.33	4.00	4.38	4.36	4.67	5.00
	4.32	4.44	4.00	4.42	4.50	4.22
Asked for feedback from others	3.67	3.85	3.44	3.64	5.00	4.14
	4.11	4.56	3.82	3.75	4.00	4.33
Thought about how your actions impact others	4.07	4.08	4.13	3.55	4.67	4.43
	4.26	4.11	4.24	3.83	5.00	4.78
Came to class prepared	3.93	4.23	3.94	3.91	4.33	4.00
	4.58	4.56	4.41	4.33	5.00	4.22
	4.00	4.46	4.31	4.36	4.67	4.57

Remembered and followed directions	4.37	4.50	4.41	4.50	4.50	4.67
Got your work done right away instead of waiting until the last minute	3.73	4.08	3.69	3.36	3.67	3.14
	4.21	4.78	4.12	3.92	4.00	4.67
Paid attention, even when there were distractions	3.87	4.23	3.38	3.82	3.33	4.00
	3.84	4.44	4.06	4.33	4.50	4.67
Were focused when you worked independently	4.07	4.15	4.44	4.27	4.00	4.43
	4.42	4.61	4.59	4.50	4.00	4.67
Carefully listened to other people's points of view	4.60	4.31	4.38	4.18	4.67	4.43
	4.53	4.67	4.41	4.42	4.50	4.67
Was respectful of other people's views when they disagreed with you	4.47	4.62	4.38	4.36	4.33	4.00
	4.26	4.67	4.53	4.50	4.50	4.67
Expressed appreciation for my teammates	-	-	-	-	-	-
	4.37	4.50	3.82	4.00	3.50	4.44
Net Promoter Score	9.28	8.82	9.13	8.92	9.00	9.89

*Note.* For each item, the top row represents the "pre-survey" and the number below that represents the "post-survey" result.