



The Impact of Scaled Mentorship™

on Social Emotional Development

for Students, Teachers, Classrooms, and Mentors

Research reporting paper 2017

Rhiannon MacDonnell Mesler, PhD,
Leigh Parise, PhD and Catherine Corbin

25,000 students

1,000 classrooms

125 Olympians, Paralympians,
Hopefuls, College Student-Athletes
and Professional Athlete-Mentors

600 teachers engaged

7 countries

32 U.S. states

8 Canadian provinces

Operating since **2011**

Table of Contents

| | |
|---|-----------|
| Who We Are | 2 |
| What We Do | 2 |
| Our Objectives..... | 2 |
| What We Research and How to Interpret It..... | 3 |
| Percent Endorsed..... | 3 |
| Pretest/Posttest Comparisons | 3 |
| Enrolled vs. Non-Enrolled Comparisons..... | 3 |
| How Better Gets Better: | |
| Classroom Champions Outcomes and Impact..... | 5 |
| Making Students Better | 6 |
| Hope and Goals for the Future..... | 6 |
| Engagement | 7 |
| Healthy Behaviors..... | 8 |
| Growth Mindset | 8 |
| Grit and Perseverance | 9 |
| Digital and Technology Skills..... | 9 |
| Academics (Grades, Attendance, and Behavior) | 10 |
| Making Classrooms Better..... | 12 |
| Classroom Practices..... | 13 |
| Classroom Outcomes | 13 |
| Making Teachers Better..... | 14 |
| Engagement and Performance | 14 |
| Growth Mindset | 15 |
| Healthy Behaviors..... | 15 |
| Making Athlete-Mentors Better | 16 |
| Training and Competition..... | 16 |
| Life After Sport..... | 16 |
| Summary and Conclusions..... | 19 |
| Appendix A: Classroom Champions Family Survey Results..... | 20 |
| Appendix B: College Champions Outcomes and Impact..... | 23 |
| References..... | 28 |
| Supporters..... | 29 |

Prepared by:

Rhiannon MacDonnell Mesler, PhD
 Assistant Professor
 University of Lethbridge
 rhiannon.macdonnell@uleth.ca

Leigh Parise, PhD
 Co-Founder and Board Member
 Classroom Champions
 leigh@classroomchampions.org

Supplementary Data Analysis:

Catherine Corbin
 PhD Candidate
 University of Virginia

Who We Are

Classroom Champions is a one-to-many, Scaled Mentorship™ organization that works with teachers and school administrations to position elite athletes as role-models in underserved K-8 classrooms. Our athlete-mentors produce video lessons on a different topic each month of the school year, participate in regular live video chats, and when possible, visit schools for a day of face-to-face mentoring. Each lesson deals with a Social and Emotional Learning (SEL) topic designed to build skills such as goal-setting, teamwork, fair play, perseverance, courage, etc. — all of which have been shown to improve a child's ability to thrive in and out of the classroom.

Classroom Champions is committed to rigorous research to test the delivery, impact and effectiveness of our approach, and to use those results to continuously adapt and enhance our programs. The following report outlines the goals of our research, our rationale and methodology, and results from the 2016-17 academic year.

What We Do

Classroom Champions focuses on improving students' Social and Emotional Learning (SEL) through Scaled Mentorship™. A critical focus for school-aged children, SEL skills (also known as non-cognitive or 21st century skills, and Social and Emotional Development or SED) allow children to regulate themselves emotionally in the face of challenges, boredom, or failure, and to function effectively within the social environments of classrooms, families and, later in life, workplaces and society. Recent studies indicate that participating in SEL programs improves students' social and emotional skills, attitudes, behavior, and academic performance¹ and that SEL skills developed as early as kindergarten significantly predict whether a child will complete high school, enter and complete college, avoid incarceration or drug use, have good mental health, and be employed².

Scaled Mentorship™ partners each athlete-mentor with up to 12 underserved K-8 classrooms, expanding the reach of a single mentor by greater than 300:1.

Our Objectives

The goal of our research is to:

- a. Understand if, to what extent, and how Classroom Champions programs affect students, teachers, and athletes.
- b. Learn how to improve the program's delivery and efficiency.

What We Research and How to Interpret It

We conduct research at both the beginning and end of the program year. Our analysis includes the following data, gathered at the beginning and end of the 2016-17 academic (program) year.

Beginning of Program Year (Pretest)

- Teacher Survey (n=130)
- Student Survey (n=2823)

End of Program Year (Posttest)

- Teacher Survey (n=121)
- Student Survey (n=2282)
- Athlete-Mentor Survey (n=30)
- Comparison (non-enrolled) Teacher Survey (n=68)
- Comparison (non-enrolled) Student Survey (n=778)

Survey response rates were 70% or above in all samples.

In this report, you will see results presented in three ways. First, simple percentages. Second, comparisons between pretest and posttest. Third, comparisons between enrolled and non-enrolled students and teachers.

1. Percent Endorsed

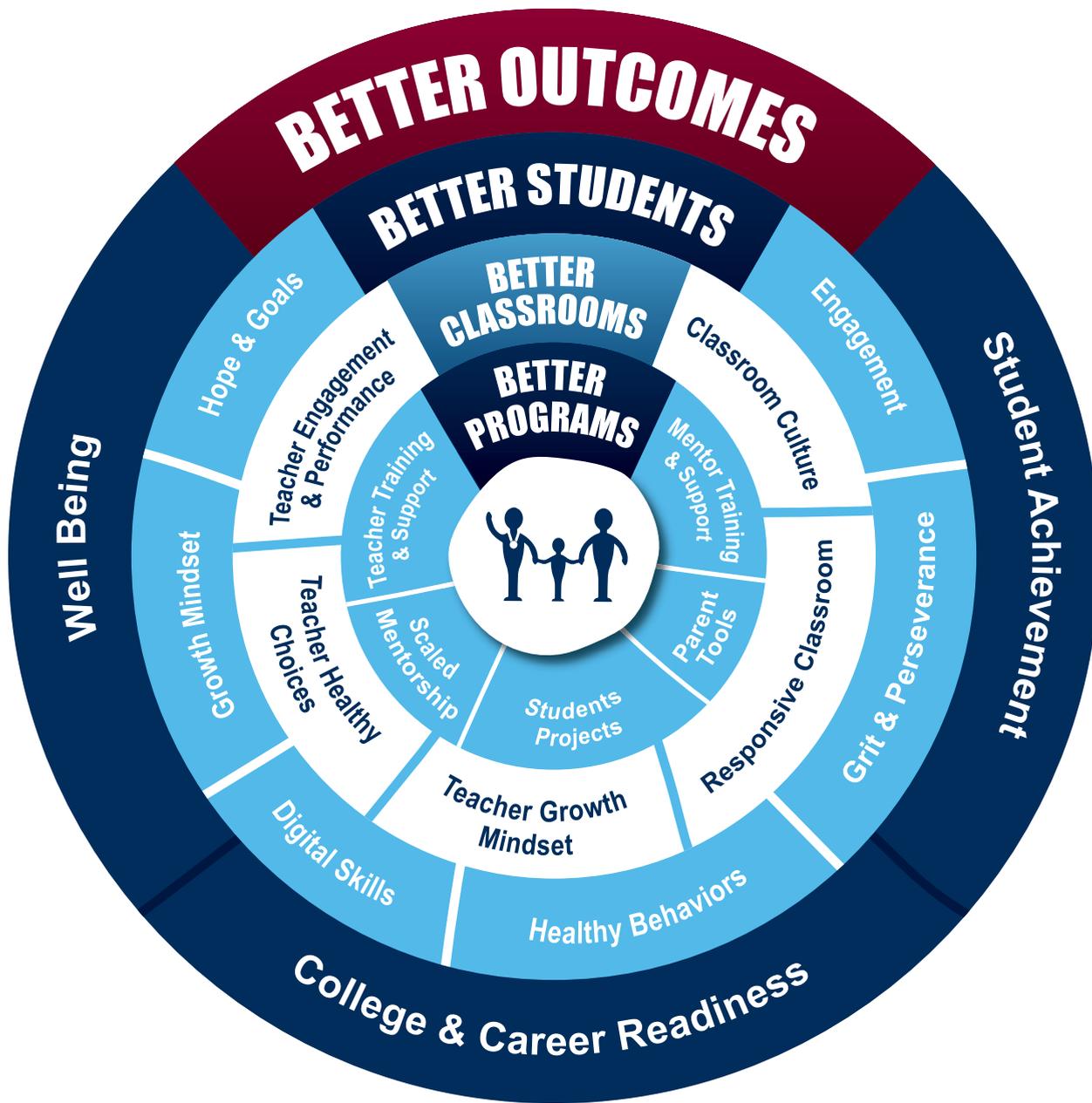
Here we report the simple percentage of respondents who endorsed or agreed with a particular question. For example, we say that 98% of Classroom Champions teachers report that the program enables them to have conversations with their students about challenging topics.

2. Pretest/Posttest Comparisons

Here we compare the ratings of students and teachers before participating in the program to their ratings at the end of the program year. Where observed differences are described as “significantly” different, the difference between the pretest and posttest is statistically significant, which means that it’s unlikely these differences are only due to chance — in other words, there does appear to be a true difference from one round of surveys to the next. For example, we can say that we significantly “change” or “develop” teachers’ growth mindset because we find a statistically significant difference between growth mindset in teachers at the outset, compared with ratings by the same teachers at the end of the program.

3. Enrolled vs. Non-Enrolled Comparisons

Finally, we present our most rigorous research by making comparisons between Classroom Champions participants, and students and teachers who are not enrolled in Classroom Champions, but are otherwise very similar. This is our strongest evidence that the program per se has made a difference. This information is presented using language like “compared to,” and all highlighted differences are statistically significant (i.e., it is unlikely that the differences are due to chance) at a $p < .05$ level. For example, we say that teachers enrolled in Classroom Champions have a significantly higher growth mindset than similar teachers who did not participate in Classroom Champions.



How Better Gets Better: Classroom Champions Outcomes and Impact

In most traditional mentorship programs, the relationship involves two people — the mentor and a single mentee. The Classroom Champions model is unique on two levels. First, through video presentations, live video chats, a private online community and social media sharing, our one-to-many approach to mentoring expands the reach of a single mentor by greater than 300:1 to ensure more students have more positive adults in their lives. Classroom Champions currently partners our world-class athlete-mentors with up to 12 classrooms per year.

Secondly, our program does more than improve outcomes for children. (Although that is our primary focus!) Classroom Champions has a rigorous professional development program for teachers, including monthly digital lessons, a vibrant online community, peer support, annual teacher training conference and over 30 professional development and planning opportunities every year. These resources are designed to help build skills, enhance teacher engagement and build positive, productive classroom cultures.

We also work to develop a range of skills for our athlete-mentors, designed to help them be better mentors, support them in their athletic training and competition, and prepare them to be highly contributing citizens in their lives after sport.

Finally, we engage families and communities through regular communication, events and community-service projects so that what students learn in the classroom is continued in conversations at home.

Our goal? To make students, classrooms, mentors, and families better and better in order to build strong communities today — and in the future.



Making Students Better

To better understand the experience and growth of students through the Classroom Champions program, we assess Hope and Goals for the Future, Engagement, Healthy Behaviors, Growth Mindset, Grit and Perseverance, Digital and Technology Skills, and Academics. The survey tool was developed using existing measures of SEL including items from the Gallup Survey³, the Growth Mindset scale⁴, Grit Scale^{5,6}, Values in Action scale⁷, and items developed specifically for the survey. Surveys were administered by teachers via computer during class time, with students identifying their teacher's name to enable response rate calculations.

The results of these assessments, as well as an overview of each, are below.

HOPE AND GOALS FOR THE FUTURE

WHY THIS MATTERS: Hope — ideas, energy, and goals for the future — is one of the most potent predictors of success of our youth. Hope involves a person's ability to conceptualize the future along with the ability to set clear goals, develop specific ideas, strategies or pathways to reach those goals, and initiate and sustain the energy for using those strategies.

Hope is not significantly related to intelligence⁹ or income⁹, but it is linked consistently to attendance in school, credits earned¹⁰, and academic achievement. Specifically, hopeful middle school students have better grades in core subjects¹¹ and scores on achievement tests¹². Hopeful high school students^{13,14,15} and beginning college students^{16,17} have higher overall grade-point averages.

Hope is malleable,^{18,19} and all students need support from parents, school, and the community to build their hope and goals for the future.

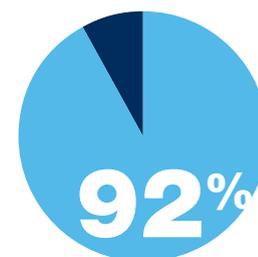
- 98% of Classroom Champions teachers reported the program increased their students' aspirations for their future.
- Classroom Champions students were significantly more likely to energetically pursue their goals than students not enrolled in Classroom Champions.
- **92% of Classroom Champions students reported Classroom Champions helped them learn how to accomplish their goals.**
- 100% of teachers reported Classroom Champions improved their students' goal-setting skills.

ENGAGEMENT

WHY THIS MATTERS: Engagement, the involvement in and enthusiasm for a role, is more important to individuals and organizations than satisfaction with a role — regardless of whether the role is as a student or a teacher. Being engaged promotes productivity and retention²⁰. The research on employee engagement is clear, and the latest research on student engagement and student achievement makes a strong case for building engaged classrooms and schools^{21,22}.

In a series of studies, Gallup research finds that student and teacher engagement is associated with future performance on high-stakes tests. For example, engaged students are more than twice as likely to outperform a comparison group of randomly selected students on standardized tests²³. In a study of three Texas districts, students in schools with engaged professional staff passed standardized tests more often than did students in schools with a less engaged staff²⁴. Together, engaged students and teachers build engaged (and successful!) schools.

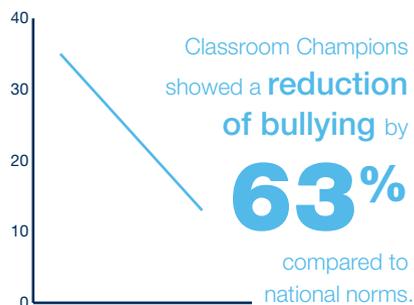
- Classroom Champions students were significantly more likely to be engaged in school and enthusiastic about learning at the end of the program compared to before the program.
- 94% of teachers reported Classroom Champions enabled them to better engage their students.



92%
of Classroom
Champions students
reported Classroom Champions helped
them learn how to **accomplish**
their goals.

HEALTHY BEHAVIORS

WHY THIS MATTERS: Healthy behaviors, including being active, eating well, and making responsible choices, are the foundation of healthy children²⁵. Having slept poorly, being hungry, or experiencing social conflict makes it very difficult to pay attention, get along with others, and ultimately be successful in the classroom²⁶.



- 99% of teachers reported Classroom Champions helped their students be healthier (e.g., more active, eating better, etc.).
- 100% of parents reported Classroom Champions helped their child be healthier (e.g., more active, eating better, etc.).
- 13% of Classroom Champions students reported being bullied, compared to the national average of 35%²⁷. This means Classroom Champions students are 2.5 times less likely to be bullied than students not enrolled in the program; put another way, the program reduced bullying 63% compared to national norms.
- **Classroom Champions showed a reduction of bullying by 63% compared to national norms.**
- Classroom Champions students were significantly more likely to identify ways they could live a healthy lifestyle, including eating well, exercising, and saying no to underage drinking, than were similar students not enrolled in the program.
- Classroom Champions students reported exercising significantly more often after participating in the program compared to before completing the program.
- Classroom Champions students were more likely to report engaging in healthy behaviors, such as eating fruit and vegetables, and avoiding beverages such as pop/soda, than were similar students not enrolled in the program.

GROWTH MINDSET

WHY THIS MATTERS: The concept of growth mindset has swept the education field since researcher Carol Dweck wrote her 2006 book *Mindset*²⁸. What she proposed, and what subsequent research has demonstrated, is that when we believe we can get better through effort, we a.) put in more effort and are more tenacious in the face of adversity and failure, and b.) are, in fact, able to get better. This effect is quite dramatic, and even more so for individuals who are highly stigmatized or stereotyped (e.g., females in Science, Technology, Engineering and Mathematics [STEM] subjects or students of color).

Students enrolled in Classroom Champions held a **significantly stronger growth mindset** at the end of the program compared to before the program.

- Students enrolled in Classroom Champions held a significantly stronger growth mindset at the end of the program compared to before the program.

You can think about growth mindset in its simplest form as the power of “yet”. For example, to say “I am not very good at math yet” leaves room for improvement and opportunity, whereas “I am not good at math” does not.

GRIT AND PERSEVERANCE

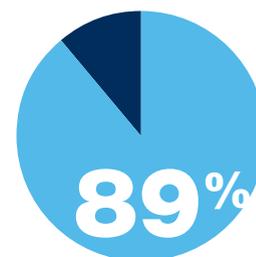
WHY THIS MATTERS: Researcher Angela Duckworth took the original definition for grit (“firmness of character; indomitable spirit”), and tweaked it for an education context after her experience as a teacher in high-need schools. Her definition of grit now is “perseverance and passion for long-term goals” and, importantly, “to ultimately not quit²⁹”.

To be truly gritty calls on all of the constructs described above — to have energy and ideas for the future (hope), be enthusiastic about pursuing it (engagement), to take care of yourself (healthy behaviors), and to have the ability to believe you can get there through hard work (growth mindset).

- 99% of teachers reported Classroom Champions improved their students’ perseverance.
- 100% of teachers reported Classroom Champions improved students’ resilience in the face of obstacles.
- **89% of Classroom Champions students reported that setbacks don’t make them feel like quitting.**
- Classroom Champions students were significantly more likely to be persistent, compared to similar students not enrolled in the program.

DIGITAL AND TECHNOLOGY SKILLS

WHY THIS MATTERS: Digital skills, including exposure to problem-solving with, and creative use of, new technologies is a critical skill for workforce readiness. While the digital economy has boomed, the number of people within the workforce equipped to staff it has fallen short, and the students of today will find such knowledge essential to future employment. Through Classroom Champions, students have an opportunity to work with technology creatively, in ways they might not otherwise. In so doing, they develop new skills.



89%
of Classroom
Champions students
reported that setbacks
don't make them
feel like quitting.

- 91% of teachers reported Classroom Champions improved their students' digital literacy.
- **99% of teachers reported Classroom Champions improved their students' technology skills.**

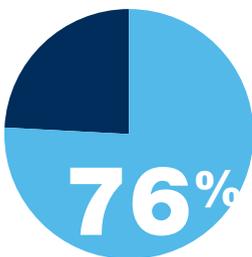
ACADEMICS (GRADES, ATTENDANCE, AND BEHAVIOR)

WHY THIS MATTERS: Academic performance, such as grades, are important markers of student success. Performing well in school makes it more likely a given student will complete high school and go on to college or university^{30,31}, and education has a strong relationship with a child's trajectory in life³². But a key stepping stone to getting there, as was learned in a recent University of Chicago Consortium study³³, is that attendance is a better predictor of academic success than test scores. If they don't show up, students can't learn, and the lower the attendance, the more disengaged students become in the learning process.

- 85% of teachers reported Classroom Champions improved student attendance.
- 94% of teachers reported Classroom Champions improved student grades.
- **83% of students reported Classroom Champions helped them get better grades.**

Academic behaviors, such as taking responsibility for their own behavior and following classroom norms and rules, can prevent significant disruptions to a student's academic experience. For example, a student who is repeatedly called to the Principal's office for disciplinary reasons is missing out on instructional and learning time.

- 85% of teachers reported Classroom Champions improved their ability to have conversations with students about their behavior.
- 86% of teachers reported Classroom Champions reduced the amount of misbehavior in their classroom.
- **76% of teachers reported Classroom Champions reduced the number of disciplinary meetings or referrals for their students.**
- 98% of teachers reported Classroom Champions improved their students' ability to take responsibility for their own behavior.



of teachers reported Classroom Champions **reduced the number of disciplinary meetings or referrals** for their students.





Making Classrooms Better

Classrooms are where students and teachers spend their days, and the climate and culture of that classroom can significantly affect students' experiences and outcomes. The culture in a Classroom Champions classroom comes both from what the students learn from their athlete-mentor, and what teachers teach, based on their experience and the professional development provided by Classroom Champions.

When you walk around in a Classroom Champions class, you'll see a clear presence of the athlete-mentor. In Tracy Beresford's classroom in Phoenix, Ariz., for example, her students have their goals written underneath a big picture of their mentor, Alex Rigsby. This reminds them daily that their mentor is present in their lives, and that their goals and behaviors matter. Students exhibit and encourage behaviors in their peers that Alex has talked about in her video lessons, like being a supportive teammate and treating others with respect. Ms. Beresford has reinforced these lessons through the structure and practices in her classroom.

CLASSROOM PRACTICES

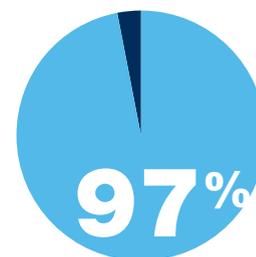
WHY THIS MATTERS: Classrooms that are responsive to children's varied needs are designed to improve social, emotional, self-regulatory, and academic development through the creation of a well-structured and supportive learning environment³⁴. The use of responsive classroom techniques — activities like addressing students by name or holding a meeting at the beginning of each day — is significantly related to the quality of student-teacher interactions. Specifically, the more teachers engage in responsive classroom activities, the better their interactions with students³⁵.

- **Classroom Champions teachers were significantly more likely to report implementing responsive techniques in their classroom than were teachers not enrolled in the program.**
- Classroom Champions teachers reported using more responsive approaches during the program, compared to before becoming an enrolled teacher.

CLASSROOM OUTCOMES

WHY THIS MATTERS: The classroom environment contributes significantly to the well-being and success of its occupants, both students and teachers. Just like organizations, classrooms have a culture, and when that culture is positive, it is strongly supportive of kids' positive outcomes. When they don't have to worry about fitting in or being picked on, kids can turn their attention to their dreams, goals, and academic success.

- 97% of Classroom Champions teachers reported the program improved their students' respectful treatment of one another.
- **97% of teachers reported Classroom Champions improved their classroom culture.**
- 91% of Classroom Champions teachers reported the program reduced bullying in their classroom.



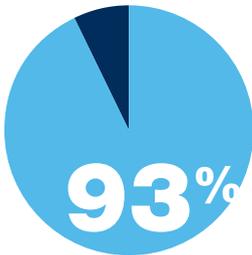
of teachers reported Classroom Champions **improved their classroom culture.**

Making Teachers Better

Teachers are the cornerstone of Classroom Champions. They are the individuals who, day in and day out, are working with kids in the classroom, implementing the program and serving as daily role models. Their engagement, mindset, and healthy practices deeply influence their students; happy and healthy teachers support happy, healthy, and successful students.

ENGAGEMENT AND PERFORMANCE

WHY THIS MATTERS: When individuals are engaged in their work, they simply do it better, and teachers are no exception. For teachers, whose job is to manage a classroom and navigate the often-unpredictable lives and challenges their students face, having enthusiasm for their work is incredibly important for student success. However, for many teachers, and particularly those teachers in some of our very high-need schools, the job can be especially challenging. We've heard from teachers like Brent Nycz in New York City and Ella Maya in Phoenix, Ariz. that becoming a Classroom Champions teacher "saved" their teaching career by helping them re-engage with their work. Our data from all our teachers tells us that they're not alone in feeling that Classroom Champions reignited their passion for teaching.



of Classroom Champions teachers reported that **participating in the program made them more engaged** in their work.

- 96% of Classroom Champions teachers reported the program was something they looked forward to at work.
- **93% of Classroom Champions teachers reported that participating in the program made them more engaged in their work.**
- 86% of Classroom Champions teachers reported the program improved their job performance.
- 85% of Classroom Champions teachers reported the program made them a "better teacher."

GROWTH MINDSET

WHY THIS MATTERS: A growth mindset is not only important for kids to develop, it is also incredibly important for their teachers. When teachers have a true growth mindset — the sincere belief that, through effort, kids can get better — kids do, in fact, get better. Research finds that teacher growth mindset is related to students' academic success and even female representation in STEM subjects³⁶. As such, developing growth mindsets in teachers is valuable for both their current and future students.

- **Teachers were more likely to hold a growth mindset after participating in the program, compared to before the program.**
- Specifically, Classroom Champions teachers felt that intelligence was significantly less important (and hard work was more important) to a student's success *after* participating in Classroom Champions.

Teachers were **more likely to hold a growth mindset after participating in the program**, compared to before the program.

HEALTHY BEHAVIORS

WHY THIS MATTERS: Teachers are daily role models to their students, and implementing the practices they preach to students — such as making healthy choices — is important both to the authenticity of their relationship with students, and to their ability to be influential in the lives of their students. Thus, we ask teachers not only about the healthy behaviors of their students, but their own healthy behaviors as well.

- Teachers were significantly more likely to implement healthy choices in their own lives after participating in the program. For example, after participating in the program, Classroom Champions teachers were significantly more likely to say they had a dedicated workout schedule.
- Teachers were also significantly more likely to talk to their students about making healthy choices, such as those related to food or exercise, than were comparable teachers who were not enrolled in the program.

Making Athlete-Mentors Better

To better understand the experience and growth of athlete-mentors through the Classroom Champions program, we ask them about how being a Classroom Champions mentor affects their training and competition, and how it shapes their vision and skills for life after sport. The results of these assessments, as well as an overview of each, are below.

TRAINING AND COMPETITION

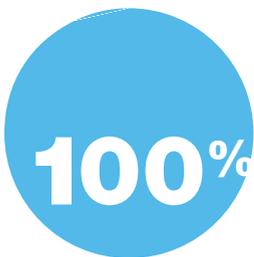
WHY THIS MATTERS: Our athlete-mentors are in the thick of training and competition, and Classroom Champions takes up precious time, especially for those mentors whose engagement with the program exceeds expectations. It's important we understand how we fit into athletes' training and competition experiences, as we seek to enable (rather than inhibit) their success — which will help us with the recruitment of future, high-performance athlete-mentors. We've heard from former mentors like Brittany Webster and Monique Sullivan that being accountable to their mentees made them want to strive even harder, and the data from all athlete-mentors supports those stories.

- 83% of mentors reported Classroom Champions was an integral part of their successes in training and/or competitions.
- **94% of mentors reported their mentees positively influenced their training.**
- 100% of mentors said support from their mentees helped them during competition.

LIFE AFTER SPORT

WHY THIS MATTERS: Transitioning into life after sport is challenging for any retiring athlete. Having spent one's youth and adult life chasing an Olympic dream, it can be difficult to consider what comes next, let alone prepare for it. As Classroom Champions athlete-mentors are volunteers, we pride ourselves on giving back to the athletes by supporting the development of skills that can help them prepare for life after sport, while also giving back to society.

- **100% of athlete-mentors report that participating in the program helped them prepare for life after sport.**
- 77% of athletes who had a job interview during the program used their Classroom Champions experience in the interview; 100% plan to use it in the future.



of athlete-mentors report that participating in the program helped them prepare for life after sport.



We also assessed the specific skills athletes felt they had developed during their time as mentors, to learn what specifically they felt they were gaining from the experience. These dimensions are based on the **World Economic Forum's Future of Work report, which identifies the top 10 skills needed to be successful in the 2020 job market**, also highlighted by the University of Pennsylvania's Wharton School of Business.

Athletes reported on how being a Classroom Champions mentor affected their skills; specifically, the percentages below reflect the proportion of mentors who felt that being a mentor improved their skills in the following domains:

- **Service Orientation (96%)** – Being aware of and seeking ways to help people.
- **Creativity (96%)** – The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- **Emotional Intelligence (96%)** – Being aware of others' reactions and understanding why they react as they do.
- **Cognitive Flexibility (96%)** – The ability to generate or use different sets of rules for combining or grouping things in a different way.
- **Speaking (96%)** – Talking to others to convey information effectively.
- **Coordinating with Others (93%)** – Adjusting actions in relation to others' actions.
- **Active Listening (93%)** – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Time Management (89%)** – Managing one's own time and the time of others.
- **Critical Thinking (86%)** – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- **Judgment and Decision Making (86%)** – Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- **Persuasion (86%)** – Persuading others to change their minds or behavior.
- **Problem Solving (82%)** – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- **Negotiation (75%)** – Bringing others together and trying to reconcile differences.

Summary and Conclusions

Since 2011, Classroom Champions has been providing SEL programming to schools across North America. We do this because of the critical need — supported by years of research — for students to develop the social and emotional skills that will prepare them to succeed in school, in the workplace, and in life.

Many, perhaps even most, schools are unable to consistently integrate SEL into their curriculum due to a variety of circumstances, including limited resources, educational funding formulae, social or geographical isolation from specialized services, and limited accessibility to quality staff development.

Classroom Champions addresses these issues by investing in schools, classrooms, teachers — and especially students. Our program is based on SEL principles and delivered through Scaled Mentorship™ in partnership with teachers and volunteer elite athlete-mentors.

Elite athletes are excellent mentors for kids. They practice hard work, dedication and perseverance every day. They understand what it's like to face adversity and to struggle. By using technology to share their experiences with multiple classrooms, they show students how to integrate the principles of sport — effort, fair play, teamwork — into their own lives. Kids look up to them, and listen to what they have to say.

A core value of Classroom Champions is measurement and evaluation. We want to ensure we are having a positive impact, and learn how to improve year-by-year. We are encouraged that our results have showed sustained improvement throughout the years.

Our research objectives are to understand if, to what extent, and how Classroom Champions programs affect students, teachers, and athlete-mentors. **Results from the 2016-17 academic year showed that, overall, using multi-item and single-item scales, Classroom Champions students outperformed comparison students on a range of outcomes.** Consistent with our findings here, participating in SEL programs increases students' social and emotional skills, attitudes, behavior, and academic performance³⁷.

Our analysis also revealed significant and positive outcomes for teachers and athlete-mentors.

The vision of Classroom Champions is to help build a community that brings together children and the world's best to learn the skills to succeed in and out of the classroom. Our research shows we are making significant inroads. We will continue to work hard to change lives.

Results from the 2016-17 academic year showed that, overall, using multi-item and single-item scales, **Classroom Champions students outperformed comparison students** on a range of outcomes.

Appendix A: Classroom Champions Family Survey Results

How We Did It

Much like the students in our Classroom Champions classrooms, many families — parents and/or other caregivers — experience barriers to engagement with their child's school. Transportation, technology, and time are among the factors that keep parents from getting involved. Because of this, we've hesitated in the past to seek input from parents into the Classroom Champions program. That changed in 2017.

We offered teachers the opportunity to share a web-based survey with their students' families — if they felt comfortable doing so, and/or if they felt there was a likelihood of parents or caregivers responding. Several teachers took the initiative, and from that initiative came responses from 25 families (specifically, 25 parents) in the U.S. and Canada. It wasn't a large sample, but it was a start. And it gave us our first real insights into how parents — engaged parents, likely, but parents nonetheless — perceive their child's participation in Classroom Champions.

The results of this feedback are below.

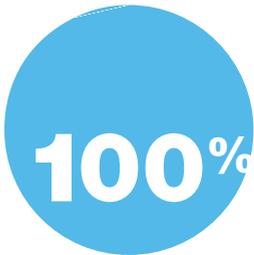
Family Highlights

HOPE AND GOALS FOR THE FUTURE

- **100% of parents reported Classroom Champions made their child feel like their athlete-mentor cares about their future.**
- 90% of parents reported Classroom Champions improved their child's goal-setting skills.
- 100% of parents reported Classroom Champions made their child more hopeful for the future.

ENGAGEMENT

- 95% of parents reported Classroom Champions made their child more excited to go to school.
- 100% of parents reported Classroom Champions improved their child's engagement in school.



of parents reported Classroom Champions made their child feel like their **athlete-mentor cares about their future.**



GRIT AND PERSEVERANCE

- 100% of parents reported Classroom Champions improved their child's perseverance.
- 95% of parents reported Classroom Champions improved their child's resilience in the face of obstacles.

DIGITAL AND TECHNOLOGY SKILLS

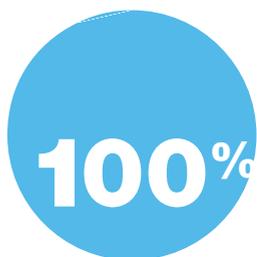
- 100% of parents reported Classroom Champions improved their child's technology skills.
- 100% of parents reported Classroom Champions improved their child's digital literacy.

CLASSROOM OUTCOMES

- 100% of parents reported Classroom Champions helped their child take more responsibility for their actions.
- 95% of parents reported Classroom Champions improved their child's behavior at home.
- 100% of parents reported Classroom Champions strengthened their child's relationship with their teacher.
- 100% of parents reported Classroom Champions improved their child's interpersonal skills (e.g., helped him/her get along better with peers).

RELATIONSHIP WITH MENTOR

- **100% of parents reported their child felt their athlete-mentor was their friend.**
- 100% of parents reported their child felt their athlete-mentor had seen their Classroom Champions work.



of parents reported their child felt their **athlete-mentor was their friend.**

Summary and Conclusions

Although drawing on a limited sample size and capitalizing on engaged parents, the parent survey provided initial insights into how parents perceive their child's participation in the program. Those results are heartening.

Classroom Champions will continue to explore the utility of a more thorough parent engagement approach to gaining feedback, as part of our comprehensive research efforts. This may include a more comprehensive digital survey approach, paired with a paper-based option for parents with technology barriers. Alternatively, or in addition, some parent engagement through interviews or focus groups may be pursued.

We look forward to sharing the results of this ongoing work.

Appendix B: College Champions Outcomes and Impact



How We Did It

College Champions is a pilot program that began in 2015 through a gift from University of Pennsylvania alumnus David Pottruck. It pairs University of Pennsylvania student-athletes with underserved schools in the Philadelphia, Pa. and Camden, N.J. areas to undertake a variation of the Classroom Champions program. College Champions exposes students in communities with very few adults who have attended or completed college, to an aspirational youth currently pursuing studies. The goal: to inspire students through the power of sport, and increase college aspiration.

For College Champions, we conduct research at both the beginning and end of the program year. Our analysis includes the following data, gathered at the beginning and end of the 2016-17 academic (program) year. Survey response rates were 70% or above in all samples.

Beginning of Program Year (Pretest)

- Student Survey (n=334)

End of Program Year (Posttest)

- Student Survey (n=313)
- Athlete-Mentor Survey (n=13)

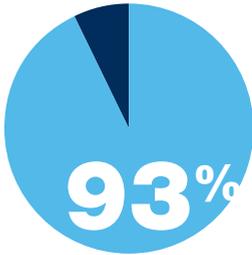
You will see results presented in two ways. First, simple percentages. Second, comparisons between pretest and posttest, where we discuss improvements observed for students.



College Champions Highlights

Making Students Better

HOPE AND GOALS FOR THE FUTURE



of College Champions **students** reported that one of their **goals is to attend college or university**. The same proportion of students believe that, through hard work, they can get there.

- Students were significantly more likely to energetically pursue their goals after completing the College Champions program.
- Students were significantly more likely to believe that their teacher believes that they should attend college or university, and that their teacher believes that they have the ability to do so.
- **93% of College Champions students reported that one of their goals is to attend college or university. The same proportion of students believe that, through hard work, they can get there.**
- 98% of College Champions students report the program helped them to achieve their goals.

ENGAGEMENT

- Students were significantly more likely to report they like going to school, and that they feel they belong in their school, after completing College Champions.

HEALTHY BEHAVIORS

- Students were significantly more likely to make healthy choices such as eating fruits and vegetables after the program, compared to before the program.

GRIT AND PERSEVERANCE

- 98% of College Champions students report that one of their goals is to keep trying, no matter what happens.

ACADEMICS

- 94% of College Champions students report the program helped them to improve their grades.

Making Athlete-Mentors Better

TRAINING AND COMPETITION

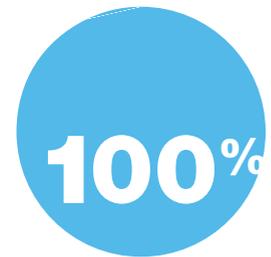
- 100% of athlete-mentors felt participating in the program had a positive effect on both their sport and academic achievements.

LIFE AFTER SPORT

As with the athlete-mentors in the Classroom Champions program, we assessed the specific skills College Champion athlete-mentors felt they had developed during their time as mentors, to learn what specifically they felt they were gaining from the experience. Again, the dimensions used are based on **the World Economic Forum's Future of Work report, which highlights the top 10 skills needed to be successful in the 2020 job market.**

Athletes reported on how being a College Champions mentor affected their skills; specifically, the percentages below reflect the proportion of mentors who felt being a mentor improved their skills in the following domains:

- **Service Orientation (100%)** – Being aware of and seeking ways to help people.
- **Creativity (100%)** – The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- **Emotional Intelligence (100%)** – Being aware of others' reactions and understanding why they react as they do.
- **Cognitive Flexibility (100%)** – The ability to generate or use different sets of rules for combining or grouping things in a different way.
- **Speaking (100%)** – Talking to others to convey information effectively.
- **Coordinating with Others (100%)** – Adjusting actions in relation to others' actions.
- **Active Listening (100%)** – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.



of athlete-mentors felt **participating** in the program **had a positive effect** on both their sport and academic achievements.



- **Time Management (100%)** – Managing one’s own time and the time of others.
- **Critical Thinking (100%)** – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- **Judgment and Decision Making (100%)** – Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- **Persuasion (100%)** – Persuading others to change their minds or behavior.
- **Problem Solving (100%)** – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- **Negotiation (92%)** – Bringing others together and trying to reconcile differences.

Summary and Conclusions

The College Champions pilot program has been highly successful so far, supported by promising improvements observed in students, and ratings from teachers and athlete-mentors. Of note, participating in College Champions has dramatically shifted mindsets of both students and teachers about post-secondary education. After completing the program, students have the goal of attending and, importantly, their teachers believe that they can and will do so.

For these athlete-mentors — also students themselves — the experience of being a mentor is also formative. Not only do athlete-mentors feel their classrooms have a positive influence on their own training and academics, they feel they’re able to make a difference in the lives of their mentored students, while learning important skills in the process.

We look forward to continuing to research the College Champions program as it grows.

References

- ¹Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432.
- ²Damon E. Jones, Mark Greenberg, & Max Crowley. Early Social-Emotional Functioning and Public Health: Relationship Between Kindergarten Social Competence and Future Wellness. *American Journal of Public Health: November 2015, Vol. 105, No. 11, pp. 2283-2290.*
- ³Lopez, S. J., Agarwal, S. & Calderon V. J. (2010). The Gallup Student Poll Technical Report. Retrieved from <http://www.gallup.com/services/177095/gallup-student-poll-technical-report.aspx>
- ⁴Dweck, Carol S. 2006. *Mindset: the new psychology of success.* New York: Random House.
- ⁵Duckworth, A.L., & Quinn, P.D. (2009). Development and validation of the Short Grit Scale (Grit-S). *Journal of Personality Assessment, 91*, 166-174. <http://www.sas.upenn.edu/~duckwort/images/Duckworth%20and%20Quinn.pdf>
- ⁶Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 91*, 1087-1101. <http://www.sas.upenn.edu/~duckwort/images/Grit%20JPSP.pdf>
- ⁷Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification.* New York: Oxford University Press and Washington, DC: American Psychological Association.
- ⁸Snyder, C. R., McDermott, D., Cook, W., & Rapo, M. (2002). *Hope for the journey* (revised ed.). Clinton Corners, NY: Percheron Press.
- ⁹Gallup. (2009a). Relationships between hope, income, and teacher-student ratio in March 2009 Gallup Student Poll. Unpublished raw data. Omaha, NE.
- ¹⁰Gallup. (2009b). Hope, engagement, and wellbeing as predictors of attendance, credits earned, and GPA in high school freshmen. Unpublished raw data. Omaha, NE.
- ¹¹Marques, S. C., Pais Reibero, J., & Lopez, S. J. (2009). Validation of a Portuguese version of the Children's Hope Scale. *School Psychology International, 30.*
- ¹²Snyder, C. R., Hoza, B., Pelham, W. E., Rapo, M., Ware, L., Danovsky, M., Highberger, L., Rubinstein, H., & Stahl, K. J. (1997). e development and validation of the Children's Hope Scale. *Journal of Pediatric Psychology, 22*, 399-421.
- ¹³Snyder, C. R., McDermott, D., Cook, W., & Rapo, M. (2002). *Hope for the journey* (revised ed.). Clinton Corners, NY: Percheron Press.
- ¹⁴Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., Yoshinobu, L., Gibb, J., Langelle, C., & Harney, P. (1991). The will and the ways: Development and validation of an individual-differences measure of hope. *Journal of Personality and Social Psychology, 60*, 570-585.
- ¹⁵Worrell, F. C., & Hale, R. L. (2001). The relationship of hope in the future and perceived school climate to school completion. *School Psychology Quarterly, 16*, 370-388.
- ¹⁶Gallagher, M. W., & Lopez, S. J. (2008). Hope, self-efficacy, and academic success in college students. Poster presented at the annual convention of the American Psychological Association. Boston.
- ¹⁷Snyder, C. R., Shorey, H. S., Cheavens, J., Pulvers, K. M., Adams, V. H. III, & Wiklund, C. (2002). Hope and academic success in college. *Journal of Educational Psychology, 94*, 820-826.
- ¹⁸Gallup. (2009c). Hope as an outcome of strengths development in freshmen in high school. Unpublished raw data. Omaha, NE.
- ¹⁹Lopez, S. J., Rose, S., Robinson, C., Marques, S., & Pais Reibero, J. (2009). Measuring and promoting hope in schoolchildren. In R. Gilman, E. S. Huebner, & Furlong, M. (Ed.), *Promoting wellness in children and youth: Handbook of positive psychology in the schools* (pp. 37-51). Mahwah, New Jersey: Lawrence Erlbaum.
- ²⁰Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology, 87*(2), 268-279.
- ²¹Snyder, C. R., McDermott, D., Cook, W., & Rapo, M. (2002). *Hope for the journey* (revised ed.). Clinton Corners, NY: Percheron Press.
- ²²Gordon, G. (2006). *Building engaged schools: Getting the most out of America's classrooms.* New York: Gallup.
- ²³Gallup. (2009a). Relationships between hope, income, and teacher-student ratio in March 2009 Gallup Student Poll. Unpublished raw data. Omaha, NE.
- ²⁴Gallup. (2009a). Relationships between hope, income, and teacher-student ratio in March 2009 Gallup Student Poll. Unpublished raw data. Omaha, NE.
- ²⁵Hoyland, A., Dye, L., & Lawton, C. L. (2009). A systematic review of the effect of breakfast on the cognitive performance of children and adolescents. *Nutrition research reviews, 22*(2), 220-243.
- ²⁶Wolfson, A. R., & Carskadon, M. A. (2003). Understanding adolescent's sleep patterns and school performance: a critical appraisal. *Sleep medicine reviews, 7*(6), 491-506.
- ²⁷Modecki, K. L., Minchin, J., Harbaugh, A. G., Guerra, N. G., & Runions, K. C. (2017). Bullying Prevalence Across Contexts: A Meta-analysis Measuring Cyber and Traditional Bullying. *Journal of Adolescent Health, 55*(5), 602–611. <https://doi.org/10.1016/j.jadohealth.2014.06.007>
- ²⁸Dweck, Carol S. 2006. *Mindset: the new psychology of success.* New York: Random House.
- ²⁹Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 91*, 1087-1101. <http://www.sas.upenn.edu/~duckwort/images/Grit%20JPSP.pdf>
- ³⁰Kieffer, Michael J., and William H. Marinell. 2012. "Navigating the Middle Grades: Evidence from New York City." Working Paper. New York: The Research Alliance for New York City Schools.
- ³¹Baltimore Education Research Consortium. 2011. *Destination Graduation: Sixth Grade Early Warning Indicators for Baltimore City Schools – Their Prevalence and Impact.* Baltimore: Baltimore Education Research Consortium.
- ³²Child Trends. 2015. *High School Dropout Rates: Indicators on Children and Youth.* Bethesda, MD: Child Trends.
- ³³Allensworth, Elaine M., Julia A. Gwynne, Paul Moore, and Marisa de la Torre. 2014. *Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public Schools.* Chicago: University of Chicago Consortium on Chicago School Research.
- ³⁴Northeast Foundation for Children (2007). *The responsive classroom level 1 workbook.* Greenfield, MA: Northeast Foundation for Children.
- ³⁵Abry, T., Rimm-Kaufman, S. E., Larsen, R. A., & Brewer, A. J. (2013). The influence of fidelity of implementation on teacher-student interaction quality in the context of a randomized controlled trial of the Responsive Classroom approach. *Journal of School Psychology, 51*(4), 437–453. <https://doi.org/10.1016/j.jsp.2013.03.001>
- ³⁶Rattan, A., Good, C., & Dweck, C. S. (2012). "It's OK – Not everyone can be good at math": Instructors with an entity theory comfort (and demotivate) students. *Journal of Experimental Social Psychology, 48*(3), 731–737. <https://doi.org/10.1016/j.jesp.2011.12.012>
- ³⁷Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1): 405–432.

Classroom Champions operates as a 501(c)(3) non-profit organization in the United States and a Federally Registered Charity in Canada. Programs are supported by individual, foundation, and corporate donors as well as federal, state, and local funding allocated by boards of education.

Support for this report was generously provided by the Spencer Foundation.

Program funders for the 2016-17 school year with support totaling greater than \$50,000 include:

Charles Schwab Charitable Trust, Crescent Point Energy, Foundation for Advancing Alcohol Responsibility, Mt. Diablo Unified School District, Shaw Communications, Mawer Investment Management, and the Foundation for Global Sports and Development.



classroomchampions.org
classroomchampions.org/college
info@classroomchampions.org
Twitter: @ClassromChamps
Facebook: @ClassroomChampions