

The Recollections of Former School in the Park Participants:
“A whole new way of learning”

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The Recollections of Former School in the Park Participants: “A whole new way of learning” Executive Summary

Introduction

The purpose of this retrospective study was to examine School in the Park’s (SITP) potential impact on high school students who participated in the program at Rosa Parks. The goal of this project was to document students’ perceptions of SITP’s impact on their lives in five areas: 1) future professional interests, 2) out of school interests, 3) self/family use of museums in Balboa Park, 4) electives in middle and high school, and 5) academic and social development. The themes that emerged from the process were far more telling than originally predicted.

This paper analyzes four semi-structured focus group interviews with students who participated in SITP in third, fourth and fifth grade. The focus groups included eight ninth grade students and eight eleventh grade students from Hoover High School.

Findings

The most common thread underlying all of the focus groups was a genuine enthusiasm for School in the Park. All of the students interviewed had vivid memories, surprising given the experience began for some, eight years ago. They noted with clarity an array of activities, facts, and impressions from their time in Balboa Park. Analysis of the interviews provides compelling evidence that SITP has had a significant impact on students’ educational lives, their personal development, and their value and use of Balboa Park as a cultural institution and educational resource in their community.

SITP’s impact on students’ educational lives

Its impact on their academic lives is evident in 1) their recall of academic content learned at the park, 2) instances in which they describe content they learned at the Park as foundational building blocks for the school work they did in middle and high school, and 3) their broadened understanding of what it means to learn.

SITP’s impact on students’ personal development

Some students felt School in the Park helped them develop socially, others felt it influenced their interests in certain subject areas and careers, while others felt it was fun but did not necessarily have a lasting impact on them.

SITP’s impact on museum use

Students recognized the value of the SITP experience describing it as a privilege and expressing interest in sharing their knowledge with family members. Despite their enthusiasm for Balboa Park and their awareness of the unique opportunity they were given, very few of the students had regularly visited the museums since leaving Rosa Parks.

Conclusion

This evaluation has sought to formally incorporate, for the first time, student voices in the conversation around School in the Park’s long term impact. The remarkable degree to which students could recall their time at School in the Park, the level of enthusiasm expressed in their responses, and the sophistication with which they described the types of learning they engaged in at School in the Park all provide evidence of the program’s long term impact.

The Recollections of Former School in the Park Participants: *“A whole new way of learning”*

“The cumulative nature of learning means that the significant impact of a museum visit is likely going to occur sometime later” (Rennie & Johnston, 2004).

School in the Park (SITP) is an innovative educational program in which elementary school students receive up to nine weeks of instruction during the academic school year at museums located in Balboa Park. School in the Park began in 1999 as a creative solution to dealing with an overcrowding problem in third grade at Rosa Parks Elementary. Since then, SITP has evolved and now leads approximately 1,000 third, fourth, and fifth grade students from two schools through standards aligned curricula in ten museums over the course of each school year.

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School in the Park has been the subject of numerous evaluation efforts over the years. These efforts have primarily focused on staff attitudes and beliefs about the merit of the program. Two recent efforts (NP Strategies, 2007, 2008) have expanded the scope of evaluation to include SITP’s impact on the museums and schools who participate in the program. This work, the first to incorporate student voices, sought to extend those expansion efforts by focusing on SITP’s long term impact on former participant’s life paths. These three products collectively broaden the perspective from which to gauge SITP’s influences upon its community of participants.

The purpose of this report is to examine School in the Park’s impact on high school students who participated in the program during elementary school. School in the Park’s potential to impact students in five areas guided this study:

1. Future Professional Interests
2. Out of School Interests
3. Self/Family Use of Museums at Balboa Park
4. Electives in middle and high school
5. Academic and social development

This evaluation focuses on 16 ninth and eleventh grade students’ attitudes toward SITP and its impact on their interests and aspirations. Analysis of these focus group interviews provides clear and compelling evidence that students believe School in the Park has had a significant impact on their educational lives, their personal development, and their value and use of Balboa Park as a cultural institution and educational resource in their community. This report describes the methodology employed in the study and the ensuing results. It concludes with recommendations for future investigations into the impact of School in the Park.

Methodology

This evaluation is based on four focus group interviews, made up of eight ninth grade students and eight eleventh grade students from Hoover High School. Interviews can be a very effective method for understanding phenomena from the perspective of the participants, and focus groups are a particularly useful interview technique with children and adolescents who may feel intimidated by the intimacy of a one on one interview. Given that some of the students in the focus groups had not participated in School in the Park in over six years, the focus groups also allowed students to remind one another of events and activities that took place during their time in the program.

The focus groups took place in a meeting room at Hoover High School over the course of one day in the spring of 2008. Each focus group lasted between 30-40 minutes. By using a semi-structured interview guide, the interviewers were able to gather common information from all participants while not being tied to a specific list of questions. As a result of the flexibility in the interview format, unanticipated turns in the conversation could be explored thereby allowing the students to contribute possible areas of impact not originally conceived of by the researchers.

Two interviewers conducted each focus group. One interviewer asked the questions and the second interviewer took notes on a laptop that was projected onto a screen for the students to see. All interviews were recorded and transcribed. The focus group transcripts were analyzed using content analysis, a method which systematically identifies patterns and themes across interviews. Three analysts conducted multiple readings of the interviews to collectively identify and code key themes. The involvement of multiple researchers and repeated readings ensured these themes emerged through rigorous analysis.

Participants

The 16 focus group participants were randomly selected from a pool of 88 ninth grade and 25 eleventh grade students who had attended Rosa Parks Elementary for at least third, fourth, and fifth grade, and thus had participated in the entire School in the Park program. Each student, though randomly selected to participate, was informed of the voluntary nature of participation. All 16 gave verbal consent to participate in the recorded focus groups. Within the 16 participants there were nine males and seven females, all were Latino, and 14 of the 16 students spoke English as a second language. The students had all attended Rosa Parks Elementary since first grade, Monroe Clark Middle for middle school and Hoover High for high school. They represented typical students at Hoover both demographically and in academic performance. Table 1 details their demographic profile and academic performance on the 2006/07 California Standards Tests (CST) for each of the 16 students.

The students in the sample did not drastically differ from their Hoover peers on the California Standards Tests. In both the participant sample and the Hoover pool, most students scored below the State goal of proficiency on both Mathematics and English/Language Arts tests. Both groups of students were primarily composed of Latino students for whom English was a second language. Based on these indicators, the sample of participants in the study are generally

representative of Hoover students who participated in School in the Park during their elementary years.

Table 1: Focus Group Participant Demographic Detail

| ID | Grade | Gender | Ethnicity | CST 2006/07 | | Number of Unverified Absences | English Second Language | OPL ² |
|----|-------|--------|-----------|-------------------|----------------------|-------------------------------|-------------------------|------------------|
| | | | | Math ¹ | English ¹ | | | |
| 1 | 9 | F | Latino | B | A | 9 | Yes | RFEP |
| 2 | 9 | F | Latino | B | B | 36 | Yes | RFEP |
| 3 | 9 | M | Latino | P | B | 6 | Yes | IFEP |
| 4 | 9 | M | Latino | B | FB | 8 | Yes | EA |
| 5 | 9 | F | Latino | P | P | 23 | Yes | RFEP |
| 6 | 9 | F | Latino | FB | BB | 47 | Yes | EI |
| 7 | 9 | M | Latino | B | BB | 18 | No | FEP |
| 8 | 9 | M | Latino | - | B | 63 | Yes | EI |
| 9 | 11 | M | Latino | B | P | 5 | Yes | RFEP |
| 10 | 11 | F | Latino | FB | P | 0 | No | FEP |
| 11 | 11 | M | Latino | FB | B | 2 | Yes | RFEP |
| 12 | 11 | F | Latino | FB | FB | 37 | Yes | I |
| 13 | 11 | M | Latino | B | B | 1 | Yes | RFEP |
| 14 | 11 | M | Latino | BB | B | 3 | Yes | RFEP |
| 15 | 11 | F | Latino | B | BB | 57 | Yes | IFEP |
| 16 | 11 | M | Latino | BB | B | 11 | Yes | RFEP |

¹ CST Results are presented in performance levels the State's goal being Proficient. Ranked from lowest to highest they run: Far Below Basic (FB); Below Basic (BB); Basic (B); Proficient (P); Advanced (A).

² Overall Proficiency Level (OPL): English Learners progress toward proficiency from Beginner (B) to Early Intermediate (EI), Intermediate (I), Early Advanced (EA) & Advanced (A). Reclassified (RFEP) or Initially fluent (IFEP) are fluent English speakers.

Findings

The most common thread underlying all of the focus groups was a genuine enthusiasm for School in the Park. All of the students interviewed had vivid memories of School in the Park. They noted with surprising clarity an array of activities, facts, and impressions from their time in the park. Some examples of their statements included:

11th Grade Female: *I remember the experience of walking through the museums and learning stuff about ancient Rome and the Egyptians and the different type of cultures and how it is different now, the laws they had different laws. It was pretty interesting.*

11th Grade Male: *I remember like we did some little space mission.*

11th Grade Female: *Oh yeah, oh my god that [space mission] was so fun!*

9th Grade Male: *I learned how to do fantasy baseball and how to take organs out of a mummy.*

The number of activities and museums the students recalled eight years after many first began participating in School in the Park was striking. A count of activities and museums discussed throughout the four interviews revealed 22 distinct instances of activities they recalled doing at School in the Park and 19 instances of museums they recalled visiting.

In addition to their recall of activities and experiences, analysis of the focus groups revealed three primary areas where SITP impacted students: 1) their educational lives, 2) their personal

development, and 3) their subsequent use of museums. The remaining findings are organized around these three areas of impact.

I. School in the Park's Impact on Students' Educational Lives

According to student responses, School in the Park was a highly engaging program where students learned about topics and subject areas they would not have learned about anywhere else. Its impact on their academic lives is evident in 1) their recall of academic content learned at the park, 2) instances in which they describe content they learned at the Park as foundational building blocks for the school work they did in middle and high school, and 3) their broadened understanding of what it means to learn.

Students' Recall of Academic Content

The students had very accurate memories of their experiences at School in the Park, but what were most striking were instances in which students actually remembered details about the academic content they learned at School in the Park. The following quotes are examples of responses to questions about what they remembered and learned at School in the Park.

The following dialogue took place between two boys talking about making paper airplanes at the Air and Space Museum.

9th Grade Male1: *I think the Aerospace Museum was a pretty good place 'cause like all the airplanes are in there, like I don't know...it's pretty fun though. And we got to like make our own small airplane and, like, fly them.*

9th Grade Male2: *We learned like a little bit about aerodynamics and how the weight of the nose could really um make things fly even though it's heavy the wings on the back will help it and so...*

A student recalled an exhibit at the Reuben H. Fleet Science Center.

11th Grade Male: *Well like at the Reuben H. Fleet Science Center, I remember like one of the exhibits, I learned why the sky was blue.*

Interviewer: Why is the sky blue?

11th Grade Male: *It's like a, the color blue it scatters the most molecules of dust and water in the atmosphere.*

A student telling the story he remembered how silk was first developed in China.

9th Grade Male: *they told us a story about a princess who was sitting under a tree she was drinking her tea and a little cocoon fell into her tea and she took it out and made silk, something like that.*

In these examples, students were actually able to recall both scientific and historical content learned four to eight years earlier. These examples are just a few of the numerous instances in which students recalled academic content. Students were surprised at their ability to recall such detail and clearly valued their ability to do so. These recollections may be connected to the degree to which students are engaged in the process of learning at SITP. Hands-on approaches to learning such as is common at SITP are recognized as essential elements to effective instructional practice. Cognitive psychologists and learning theorists have long viewed learning as an active process whereby learning occurs through interacting with the world (Bruner, 1960;

Dewey, 1916; Vygotsky, 1978). The detail with which students recalled content from SITP, though not comprehensive, may support this notion.

School in the Park content as building blocks for future learning

Student responses in these conversations align with the historical notion that SITP content was interesting and fun for them, indicating a high level of involvement in their learning. Despite this, SITP's impact has historically been measured via standards based achievement tests. Recent evaluations (NP Strategies, 2008) have alluded to this disconnect as an area in need of clarification from the perspectives of both the schools and the program. While mending this disconnect is outside the scope of this evaluation, the student voices provide support for SITP contributing to their overall academic experience.

When asked about SITP's influence on their education, students spoke directly about the ways in which the subject matter they learned at SITP became building blocks for their education, valued well beyond elementary school. One student shared his perception that the activities they did at the Fleet Science Center helped him understand physics and develop an interest in math,

So, it's helped me with physics 'cause like, we'll build these bottle rockets. We'd have to use like air pressure and, like, you know stuff about water and that helped me learn a little. The teacher there knew a lot of stuff about math and so, and that just sort of sparked like something. Math is pretty cool.

Another group of students talked about their experience at the Hall of Champions where students learned statistics by playing fantasy baseball. After their time at Balboa Park, some had taken a course in middle school where they also played fantasy baseball and as a female ninth grade student explained, *We already knew what to do and what to expect.* Another student said, *It was fun. School in the Park made it [Fantasy Baseball] easier.*

In another focus group, students spoke about the similarity between the research they learned to do at the different museums and the research they did in high school. An eleventh grade boy described the zoo curriculum, *like they give you the questions and you go to the object or whatever it is and you read about it and you have to answer the questions and it makes it like research to find the point. And that is what you do in high school to do research and find the point.* In this discussion, students compared activities they did at the zoo in third grade with high school level research.

Another example arose in relationship to the San Diego Museum of Art and the Museum of Photographic Arts. When asked if the students were interested in art before they went to School in the Park, a student explained that it broadened her perspective on art at a very young age.

Maybe we thought we were interested in it [art] because we had a whole different perspective on what art was. When I was little without having gone there I would have thought art was just painting doodling because our teacher would always tell us good job with your art work so we would just think art work was our doodling. But once you get to see the art museum of photographic art, art is not just a doodle, it is like an expression and it can be any form, it could be a photograph, it could be a dance, a movie, anything, music.

While the examples mentioned above do not relate directly to any state standards, some students clearly felt the type of learning they did in SITP fostered their future education. Their responses suggest that the ways in which the School in the Park curriculum became a foundation for the students' future learning are not best captured by looking simply for evidence of grade level standards-based content recall but also by looking at the ways in which students engaged with academic material beyond the regular boundaries of their classrooms, grade levels, schools and communities. Current research in student engagement, one of the areas in which SITP has documented positive impact (Kanevsky, Corke, and Frangkiser, 2008), identifies the need to develop challenging but achievable tasks for students. Similarly, developmental learning theories identify the upper level at which a student is capable of performing with the help of an expert as the optimal place for learning to occur (Vygotsky, 1978). These findings suggest SITP may be accomplishing this. As is discussed in the following section, what School in the Park did for students more than anything else was change the way they viewed the very task of learning.

School in the Park as a new way to learn

The most prevalent theme to emerge out of the focus group interviews was the sense that School in the Park fostered in them a belief that learning could be fun. Learning at School in the Park was described as “grabbing your attention”, “fun”, “cool”, “interesting”, “exciting”, “a different kind of learning”. One male student said, *I used to not like to go places to learn. I just like to go there for fun, and stuff, so School in the Park helped me to find out that learning can be fun.* Another female student said *I learned a whole new way of learning things.*

When students were asked to contrast the type of learning they did in school with the type of learning they did at School in the Park they did not hesitate to respond. Students addressed this difference between learning in the classroom and learning at School in the Park 55 times across the four focus group interviews. They characterized classroom learning as learning out of a textbook, a lot of English and math, boring, and having a lot of repetition. This contrast was drawn not only between their Rosa Parks classroom and School in the Park, but also between their mornings and afternoons at Balboa Park. While students are at Balboa Park, the mornings are reserved for the School in the Park curriculum and the afternoons have typically been used as a time for teachers to catch up on math and English work they would normally do back at Rosa Parks. The following two quotes point out their distinction between the morning and afternoon. In describing the morning an 11th grade student said, *It was really fun in the morning time. It was really interesting. Like maybe some museums were like not as exciting, but most of them were. Most of the exhibits I went to and the activities we did.* In contrast, when this same group of students spoke about the afternoons, an eleventh grade boy remarked, *Oh when the regular teachers had us that's when it became boring.*

Students explained that they felt they learned a lot of stuff they would not have learned had it not been for School in the Park. The following two quotes demonstrate the distinction they made between hands-on learning at the museums and classroom learning.

11th Grade Male: *You see the real stuff like fossils or you actually learn about science you get to see the actual experiments they did or like real animals you don't just get it out of a book you get to actually see it and hold it and touch it.*

9th Grade Male: *I learned that...um...half the stuff I learned in School at Park I probably wouldn't have learned at school, like they don't teach us about airplanes and that.*

Numerous students brought up how much they liked being outside compared to being stuck in a classroom. This is a particularly interesting theme because while students did get to walk outside as they went from museum to museum and from the bus to the museums, the actual lessons they spoke so highly about were primarily delivered in classrooms in the museums. Yet, likely due to the beautiful surroundings they experienced at Balboa Park and their genuine interest in the material they learned at the museums, their perception was that they were not stuck in the confines of a traditional classroom or a traditional lesson.

II. School in the Park's Impact on Students' Personal Development

While the consensus among all students interviewed was that School in the Park was a worthwhile educational experience, students varied on how much they believed it influenced their later interests and aspirations. Some students felt School in the Park helped them develop socially, other students felt it influenced their interests in certain subject areas and careers, and yet other students felt it was fun but did not necessarily have a lasting impact on them.

Social Impact

A few students felt that School in the Park helped them to develop their communication skills and feel more comfortable speaking publicly. This finding is noteworthy since the majority of Rosa Parks students are English language learners and speaking out publicly is often a difficult exercise for students learning a new language, yet valuable in their mastery of English. The movie making project at MOPA was mentioned during every focus group as being one of the most memorable activities. Students in two different groups spoke in depth about the significant impact it had on them. A ninth grade boy said that he believed School in the Park helped him to communicate better. When asked to elaborate he explained,

Like at the Photographic Arts [MOPA], I wouldn't usually act in front of people 'cause I was too embarrassed and so, like they said if you put on a costume you are a different person, so that helped me, saying that 'oh you could be yourself even when you are in a costume, so just try to adapt to your environment and be comfortable where you're at.' The play helped a lot to like see myself on camera. It was funny.

An eleventh grade girl spoke about the same experience at the MOPA:

It also kind of motivated me. I was not shy but I didn't want to participate I wanted to look at things. But now I speak out and everything, but when I was asked if I wanted to be Eurydice which is kind of like the main character...I was intrigued to do it. Now a days if I am asked to participate in a play I would totally do it but before I would have said no because I would have felt embarrassed. I wouldn't want to be in front of a big crowd but it kind of helped me get over it because it was fun.

Students described the School in the Park experience in general as giving them an opportunity to learn to work together as a team during museum-based activities and to socialize with their peers and other kids at Balboa Park during their free time.

Impact on Interests and Aspirations

The impact of School in the Park on students' interests and aspirations seemed to be most evident for students who were currently interested in science. As a ninth grade boy who knew he wanted to be an engineer explained, *Well I'm like really interested in science, so like, before I went to School in the Park and the Reuben H. Fleet Science Center, I've always liked science, but [SITP] let me see more of the, you know, let me learn more, kept me interested in it.* An eleventh grade boy who said he wanted to be a computer programmer recalled,

I remember we did this mission to mars or something and we got to use the computers there and I questioned myself there has to be something that made all of this. And I remember asking one of the teachers and he explained to me it was the programs that created all this and it got me interested in it.

Some of the other students spoke more generally about how being exposed to new subject areas and careers influenced their interests. After being prompted about the possible jobs people hold at Balboa Park, one student said he thought it would be cool to work there. An eleventh grader had recently submitted an application to the zoo for employment and had contacted the zoo's SITP educator during the process. Another student said it was motivating to meet people who worked at Balboa Park and were able to do work that interested them. An eleventh grade girl believed it opened up their ideas about what was available to them.

This program helps certain students or maybe all of them by giving them somewhere to start with, like when you're young they always ask you what do you want to be when you grow up and when you're involved in a certain program like this where you're in different places all of the time like at Old Town or all of the museums at Balboa Park, it kind of helps you, it pushes you to look for something in case you are the kind of person that it doesn't just come to you.

In the above example, she credits School in the Park with introducing them to careers they would not have otherwise known about.

In contrast to the previous examples of students feeling influenced by SITP, one student stated, *I just think since you're such a young age, I don't think that you're aware of like careers and jobs so I think it's basically just a fun experience.* This was the general sentiment among a number of students. While they spoke positively about SITP and some even remarked they wished it had continued through to high school, they could not think of ways it had a direct impact on their out of school interests, their elective choices in high school, or their career aspirations. What influences us to take up personal interests and aspirations is clearly a complex question that can rarely be pinpointed to a certain memorable experience, but for some of the students this early exposure to academic disciplines and career options seemed to contribute to their current areas of interest and for others its influence on their lives was less tangible.

III. School in the Park's Impact on Museum Use

An explicit goal of School in the Park is to serve students who traditionally have had limited access to the museums at Balboa Park. According to the students interviewed, this goal was met in many respects. Students felt they were privileged to have spent so much time at Balboa Park and as one student unequivocally stated, *I never would be in a museum if it weren't for School in*

the Park. A number of students spoke about how they had either shared or wanted to share the museums with younger family members. One student said she had come back with her nephew and had actually brought worksheets she had saved from School in the Park to have him do with her at the Fleet. Another student said he wanted to take his younger sister to the museums because she did not attend Rosa Parks and thus could not participate in School in the Park.

Students identified School in the Park as socializing them on how to act in a museum and changed their ideas about what constitutes a museum visit. In two of the focus groups this topic of learning how to be in a museum arose. Below, ninth grade students responded to being asked what they learned at School in the Park,

9th Grade Male: *[To] interact with other environments, like around art, like I would have just touched anything but they told us how to point and stuff.*

9th Grade Male: *And like, how to behave in a museum.*

Another student talked about how going to the zoo in School in the Park was different from people that just go with their families. She explained that you don't just look at the animal in SITP, you actually have to write about the animal and find out information. Learning how to behave in a museum and access its content is something that has long been recognized as a success of School in the Park. Museum educators have frequently noted how much better behaved School in the Park students are than other field trip groups. This is likely due to the frequency with which students attend the Park over the course of three years. School in the Park is not just a field trip; it is part of their regular school day. The participants view of the process of visiting a museum was altered by SITP. They viewed museums as places for learning and sought engagement with the exhibits. One student remarked that it was not as rich an experience when he went with his family. He explained, *"It's not the same. Like when you go back, like it's not the same as like going with a class and everything, just going by yourself and your family."*

Despite their enthusiasm for Balboa Park and their awareness of the unique opportunity they were given, very few of the students had regularly visited the museums since leaving Rosa Parks. Most had been back to the zoo with their families, but few had visited the museums more than a couple of times. Four students had not visited any museums since leaving Rosa Parks. All of the students seemed to feel they had not returned as often as they would have liked. They responded making statements such as, "not often enough." When asked why they had not returned more often, students were not sure but did cite a lack of time and the high cost as a barrier. These responses align with the barriers SITP's developers sought to overcome when they conceptualized the program. Although School in the Park introduced thousands of students to the museums at Balboa Park for the first time, exposure has taught them about the richness available within the confines of the park and perhaps even gone as far as influencing their interests, but it has not in most cases drawn them or their families back into the museums. Despite this accomplishment, the opportunity remains on the part of Balboa Park to extend its outreach into communities who historically do not access the museums.

Next Steps

The focus group interviews presented in this evaluation make a persuasive case for the positive influence School in the Park has had on the lives of the students it serves. The remarkable degree to which students could recall their time at School in the Park, the level of enthusiasm expressed in their responses, and the sophistication with which they described the types of learning they engaged in at School in the Park all point to the long term impact this program had on these 16 students.

Despite these significant indicators of student impact, this evaluation must only be viewed as a first step in what will hopefully become a larger longitudinal study of SITP. The sample of students, though representative, was small due to time constraints. It is recommended that more frequent interviews be conducted in the future to strengthen/extend the findings of this evaluation. In addition, although it is impressive to hear students recall minute facts and figures learned at School in the Park, how does this translate into academic performance?

The retrospective nature of this research requires the program's success be gauged on the goals that were in place at the time these students participated in the program. The goal at that point was to supplement the existing Rosa Parks curriculum. When viewing these findings from that perspective, this evaluation provides resounding evidence of SITP's success.

This evaluation has sought to formally incorporate, for the first time, student voices in the conversation around School in the Park's long term impact on students. The students had a great deal of thought provoking things to say. Their comments drew from their experiences at Balboa Park and became more detailed as they progressed into one another's recollections. As we consider the merit of SITP and specifically its contribution to the life paths these students select, this small group of students has helped confirm the belief of many SITP staff that its long-term impacts may outweigh its short term impacts. Additionally, the realization that these conclusions may be best drawn from qualitative approaches is not lost. Clearly the richness of the SITP experience is best captured in students' words, which indeed show promise.

Appendix I:

Semi-Structured Interview Guide

School in the Park Hoover Student Questions

1. What do you remember about School in the Park?
2. Thinking back on your time there, what do you think you learned at School in the Park?
3. How was learning in School in the Park different from the time you have spent learning in classrooms?
4. How might School in the Park have influenced some of the things you are interested in?
5. Thinking back on your time in School in the Park, how do you think it has influenced your interest in certain subjects in middle and high school?
6. One of the goals of School in the Park was to introduce you when you were young to the many different jobs people can have when they grow up. Now that you are in high school what jobs are you interested in?
7. How has School in the Park influenced your job interests?
8. What else do you think has influenced your job interests?
9. Since graduating from Rosa Parks, how many times would you say you and your family have visited Balboa Park?
10. What sorts of things have you done at Balboa Park when you have visited?