2012 SUMMER ENRICHMENT PROGRAM
EXECUTIVE SUMMARY

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Founded in 1888, Cradle Beach has a well-deserved reputation for serving disadvantaged children from Buffalo, NY by giving them an opportunity for a summer camp experience traditionally available only to children from higher income families.

The goal of this particular study was to examine the Summer Enrichment Program (SEP) with regard to four Immediate Outcome variables listed in the organization’s logic model:

- **Self-Awareness** - the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one’s own emotions. Self-Awareness represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

- **Social Awareness** - the ability to comprehend the emotional language of others and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, other people’s needs and the ability to recognize and describe how other people’s emotions evolve over time.

- **Self-Management (Self-Control)** - the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.

- **Relationship Management (Social Competency)** the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals and cultivate relationships.

The study sample consisted of 529 campers who attended Cradle Beach during the summer of 2012. Campers ranged in age from 8 to 17 (grades 3 to 12). The group was almost evenly divided between boys and girls (49% male, 51% female). Campers came from a variety of ethnic groups: 50.0% White, 39.3% African-American, 10% Hispanic, 7.9% Native American, 0.8% Hispanic, and 9.1% “Other”. (The percentages do not add to 100% because many children indicated that they identify with more than one ethnic group, reflecting the growing number of mixed race people in our society).

Campers completed surveys at the beginning and end of their camp experience. The surveys measured their standing on four scales that correspond to the Outcome variables described above.

Four key findings emerged from the study:

1. The Outcome variables appear to be highly interrelated. In other words, a child’s level on one of the outcome variables appears to be related to their level on one or more of the other outcome variables. Not surprisingly, the 2 variables dealing with Self-awareness and Self-control are highly correlated and the 2 variables dealing with social skills and relationships are highly correlated. Finally, the
variables dealing with individual emotions and behavior are highly correlated with the 2 variables
dealing with social skills and relationships, suggesting that the ability to regulate one’s personal
emotions and behavior has some influence on one’s success in social situations. See Table 5.

2. The 4 Outcome variables assessed in this study appear to be related to academic achievement. Each
of the variables is positively correlated with grade average. While the magnitude of the correlations
between the Outcome variables and grade average is not large, all of the pre-test and post-test
scores on the four Outcome variables were positive and statistically significant (see Table 6).

3. The Summer Enrichment Program (SEP) appears to have an impact on changing camper’s standing on
the four outcome variables. However, the nature of this impact varies depending on the camper’s
starting point on the variables. Generally, campers who come to Cradle Beach with low or moderate
levels of each Outcome variable seem to end the camp experience with higher levels. Campers who
come to Cradle Beach with high levels on the variables appear to experience a slight decrease in
scale value, although this decline is very small. See Table 19.

4. The current study provides additional evidence to support a finding in earlier studies that suggest in
Buffalo public schools, academic performance declines as students get older and rise to higher grade
levels. Grade average was negatively correlated with both age and grade level. The finding was
statistically significant. See Table 8.

As a result of these findings, the study concludes that:

- It is appropriate for Cradle Beach to include the four Initial Outcome variables explored in this study in
  the organization’s logical model – the conceptual framework for its programming.
- The Summer Enrichment Program has a positive impact in terms of enhancing these characteristics in
  students who need help the most – those who come to camp with only low or moderate levels of the
  Outcome variables. Further research is needed to understand why students who come to camp with high
  levels experience a slight decline. The organization might consider ways to target students who are
  already high on these variables and reinforce their existing strengths. At the same time, the organization
  should continue to explore ways to have an even greater impact on students who come to camp with low
  or moderate levels of the four variables – these are the groups most in need of attention.
- Finally, the finding that academic performance drops as students get older provides additional support
  for the idea that early interventions are important as well as the idea that building Developmental Assets
  that lead to academic achievement is a process that must be addressed at all grade levels – not just the
  early grades.

The overall impact of the Summer Enrichment Program allows for the following interpretation:

The Cradle Beach Summer Enrichment Program (SEP) positively influences the Emotional Intelligence of SEP participants. In addition, the research indicates a positive link to Academic Achievement. Therefore, SEP participants will enjoy positive gains in their Emotional Intelligence that will result in their improved Academic Achievement.