

**Destination
ImagiNation®
Program Evaluation
Phase I Report**

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Destination ImagiNation® Program Evaluation: Phase I Report

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In support of Destination ImagiNation®'s stated commitments to research and evaluation, our initial evaluation plan described two collaborative phases to provide useful formative information to guide program improvement, and to provide evidence of the program's impact and benefits. This report summarizes the results of Phase I of that evaluation.

In our November, 2000 meeting in Ohio, and through a number of subsequent discussions, we identified three questions as the major concerns to be addressed during the course of a comprehensive evaluation project. They were:

- 1. Support.** What evidence substantiates claims regarding the benefits of the program for its participants?
- 2. Strengthen.** What evidence informs and guides the program in identifying key areas of improvement or innovation?
- 3. Promote.** What evidence documents the program's credibility and value in ways that may augment and support marketing and promotion to prospective participants or sponsors?

Program Goals and Objectives. The program's stated goals guided us in answering the questions, "What will we attempt to evaluate? What does the program consider the benefits of participation to be?" The stated goals of the Destination ImagiNation® program are to

- Foster creative and critical thinking among all students.
- Learn and apply Creative Problem Solving method and tools.
- Develop teamwork, collaboration, and leadership skills.
- Nurture research and inquiry skills, involving both creative exploration and attention to detail.
- Enhance and apply written and verbal communication and presentation skills (both impromptu and sustained).
- Promote the recognition, use and development of many and varied strengths and talents.
- Encourage real-life problem solving.

Key Stakeholders and Sources of Data. The key stakeholders for Phase I of the evaluation design included Team Managers ("TM") the Board of Trustees ("BT"), and Affiliate and Regional Directors ("AR").

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Guiding Assumptions and Values. The Board of Trustees established a research committee in 2001, and they held extensive working sessions and a culminating meeting in April, 2001. The meetings resulted in a document entitled “Research Commitments” which was subsequently presented to the Board for review and approval. The first two paragraphs of this document identify the fundamental commitments that will guide both research and evaluation. These are:

We believe that Destination ImagiNation® is a powerful program that exposes participants to tools that can be used in facing life’s challenges. The Destination ImagiNation® program emphasizes several goals for its participants. The program fosters creative and critical thinking among students. It enables students to learn and apply creative problem solving methods and tools. It encourages the development of teamwork, collaboration, and leadership skills. It nurtures research and inquiry skills, involving both creative exploration and attention to detail. It enhances students’ ability to apply written and verbal communication and presentation skills, and promotes the recognition, use, and development of many varied strengths and talents. Destination ImagiNation® recognizes the importance and value of research that helps us to validate those goals, to verify their attainment, and to support our continued efforts to improve and strengthen our programs. Our primary goal is to invite research that contributes to innovation and continuous improvement in Destination ImagiNation programs and activities. To that end we welcome and encourage independent and collaborative research initiatives.

It is important to document that which we in Destination ImagiNation, Inc. observe on a daily basis. Research in areas of skill transfer, talent development, creative problem solving processes, and other aspects of the program will provide the evidence that many individuals and organizations request when reviewing the Destination ImagiNation® program. This evidence will authenticate our current beliefs concerning Destination ImagiNation® and give us a basis for communicating the benefits of the Destination ImagiNation® program. We also expect that a growing body of research evidence may challenge us to reexamine and revise some of our current beliefs creatively, and to explore new beliefs and directions.

Phase I Evaluation Plan

Phase One began in August, 2003. We focused the initial evaluation tasks on questions relating to *support* for the program. The primary guiding question for this phase of the evaluation was: “What evidence substantiates claims regarding the benefits of the program for its participants?” Phase I focused on reactions to the program as perceived by several key stakeholder groups, using survey methodology.

Guiding Questions

Phase I focused on the following six guiding questions:

1. What is the level of satisfaction with Destination ImagiNation® as reported by various adult participant groups?
2. What do various participants in the program perceive as its major benefits for themselves and for others?
3. What specific skills (in relation to the program’s stated goals) do participants perceive as being best and least effectively implemented in the program?
4. To what extent, and in what ways, do participants state that the program does what they expect it to do?
5. To what extent do participants perceive the organization, structure, and operation of the program as effective and efficient in relation to the program’s goals and purposes?
6. What do participants identify as the major improvements or innovations that are important for the program to consider?

Procedures

To carry out Phase I of the evaluation, the Center for Creative Learning team:

- Designed the survey instruments and reviewed them with the Destination ImagiNation® program staff. The design tasks included creating the format, content, and delivery plans for all instruments.
- Worked with the program staff to draw the sample of Team Managers, to contact all target respondents, to carry out an initial contact plan, and to carry out two subsequent email follow-up contacts.
- Gathered the data, coded and tabulated the responses, and analyzed the data.
- Prepared and presented this report of the results and implications or recommendations.

The Groups

The respondents in Phase I represented the three primary stakeholder groups: Team Managers (“TM”), Affiliate and Regional Directors (“AR”), and the Board of Trustees (“BT”). Since the BT is small, we gathered data from all of its members at the time of the evaluation (N=10). The AR constituted a larger group of stakeholders, and we decided to invite participation from as

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many of this group as possible. We received responses from 111 members of this group (27 Affiliate Directors and 84 Regional Directors) from 39 Affiliates. Since the number of Team Managers was substantially larger (approximately 10,300 in the central data base at the time the sample was drawn), we decided to draw a stratified random sample. We used the number of teams registered in each Affiliate as the stratification variable, since this variable would provide a sample that we believed would provide a representative cross-sampling of the key variables making up the program's participants. Sampling theory suggested that, depending on the degree of precision (or "margin of error") we sought to attain, an appropriate representative sample might be as small as 371 participants or as large as approximately 670 participants. Since we believed that the evaluation would be readily supported by program participants, that program participants generally were familiar with technology, and that we should make an effort to ensure that at least one respondent should be invited to participate in even the smallest of affiliates, we decided to invite as many as 1,000 team managers to participate in the web-based evaluation survey. We discovered that there were several unexpected obstacles and a substantially lower response rate than we expected.

Our final sample consisted of 413 team managers from 42 Affiliates. Although the total number is smaller than we had anticipated (based on our initial desire to sample as many as 10% of the Team Managers), it more than meets the minimum sample required for accurate results and is widely representative of the Affiliates of the program. It is important to emphasize the difference between a *stratified random sample*, in which randomly selected participants from certain categories (or "strata") are invited to respond, and a *sample of convenience*, in which anyone who wishes to respond (or is conveniently able to respond) is free to do so. In the stratified random sample, such as we used, helps to ensure that the responses represent a cross-section of the population, so that groups of respondents who may hold strong feelings or opinions about an issue cannot mobilize responses to influence the results.

Different participants provided different kinds of information based on their specific roles and responsibilities in the program (and also based on their experience, support and training, and commitment). Team Managers, for example, have different information to provide than do the Affiliate or Regional Directors. As a result, by obtaining responses from multiple sources, we were able to obtain a more complete understanding of the Destination ImagiNation® program's impact and support than would otherwise be possible.

It is also important to note that the scope and design of the Phase I evaluation project did *not* include the group of stakeholders that some might consider the "ultimately most-important" group: the members of the teams themselves. This phase of the evaluation focused only on adult stakeholders; subsequent evaluation work will include the team members.

Demographics of the Groups

Our final sample consisted of 413 TM from 42 Affiliates, 111 AR from 39 Affiliates, and the 10 then-current members of the BT. With respect to gender, 71 TM and 23 AR were male, and 337 TM and 87 AR were female. Five TM respondents and one AR respondent did not answer the question regarding gender. Seven members of the BT group were male, and three were female.

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Setting. We looked at the settings in which the respondents were located. In the TM sample, 214 (52%) described their location as *suburban*, 104 (25%) as *small towns*, 49 (12%) as *rural*, and 44 (11%) as *urban*. We asked the AR sample to characterize the size of their Affiliates in relation to membership. Twenty-three (20.7%) reported Affiliates with *large* membership, 43 (38.7%) *moderate*, 30 (27.0%) *small*, and 13 (11.7%) *tiny* in membership size (two did not respond).

Experience. Counting the current year (the 2003-04 program year), 118 TM respondents (28.6%) reported this as their *first year*, 160 (38.7%) reported *one to four years* of experience, and 135 (32.7%) reported *five or more years* of experience in their role. Counting the current year, 18 AR respondents (16.2%) reported this as their first year in their current role, 44 (39.6%) reported one to four years in that role, 31 (27.9%) reported five to nine years, and 17 (15.3%) reported 10 or more years (one person did not respond). Two members of the BT group reported five to nine years of experience in the program, and eight reported 10+ years. In addition, we asked the AR and BT groups what positions in the program they held previously; Table 1 summarizes their responses.

Table 1. Positions Previously Held by Affiliate and Regional Directors

<i>Position</i>	<i>AR</i>	<i>BT</i>
Affiliate Director	28	5
Appraiser	87	10
Challenge Master	58	7
Challenge Writer	11	6
Regional Director	90	6
Team Manager	90	9
Team Member	9	1

Other Volunteer Experiences. For adults involved in Destination ImagiNation®, volunteerism seems to be a common commitment. While 90 (21.8%) of the TM sample reported receiving financial compensation for their efforts, 318 (77.0%) received no compensation, and five (1.2%) reported having previously receiving compensation but currently serving without compensation. The largest number of the AR sample (80, or 72.1%) reported serving without compensation, while 27 (24.3%) reported being compensated, and three (2.7%) reported having previously received compensation (one did not respond). Respondents in all three groups reported volunteering for other programs, and some reported volunteering for more than one. Their response totals for this item are listed in Table 2, and Table 3 presents information regarding the scope of their volunteer activities.

Table 2. Volunteering for other programs

	<i>No</i>	<i>Yes</i>	<i>Previously</i>
Team Managers	41	262	110
Affiliate and Regional Directors	18	50	42
Board of Trustees	1	6	3

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Table 3. Programs Served by TM and AR Volunteers

<i>Programs</i>	<i>TM</i>	<i>AR</i>	<i>BT</i>
Boy/Girl Scouts	101	31	2
Sports, Athletics	98	23	3
Religious	137	35	3
Future Problem Solving	12	3	0
School-related	256	48	8
YM/YW	9	1	2
Other	49	23	2

Work and Training Experience. We asked the TM and AR respondents about their previous experience with creativity training, employment out of the home, and work experience in managing teams. We received data from 232 TM and 52 AR who reported having no previous training or program experience specifically related to creativity, neither at work or in any other setting, other than programs offered by Destination ImagiNation®. On the other hand, 181 TM and 56 AR reported having had previous program or training experiences relating specifically to creativity. Six members of the BT reported having had other training in creativity, and four had not. As shown in Tables 4 and 5, the majority of our respondents reported working outside the home, and a majority of those reported having work experience involving managing teams. (All ten members of the BT group worked outside the home, and nine reported that their work involved managing teams.)

Table 4. TM and AR Employment Outside the Home

	<i>No outside employment</i>	<i>Outside employment</i>	<i>No response</i>
TM sample	98	312	3
AR sample	19	92	0

Table 5. TM and AR Employment Experience Managing Teams

	<i>Yes</i>	<i>No</i>
TM sample	178	164
AR sample	49	44

(*Note.* It is an interesting anomaly that the numbers in Table 5, for both the TM and AR samples, exceed the number of respondents in Table 4 indicating outside employment.)

Team Composition, Levels, and Challenges. Finally, we gathered data from the TM sample regarding the make-up of their teams in relation to program experience, the level of team participants with whom they worked, and the specific Team Challenge(s) on which they worked during the 2003-04 program year. The majority of the teams were composed of at least some members with previous program experience: a mix of experienced and new team members was reported by 172 (41.6%) TM respondents, and 108 (26.2%) reported having mostly experienced members. The respondents indicated that 131 (31.7%) teams had mostly new members. (Two individuals did not respond.) Table 6 summarizes the level of Team Challenge reported, the specific 2003-04 Team Challenge(s) selected, and the number of levels chosen by the TM respondents (since some TMs work with more than one team). Figure 1 presents the percentage of the TM group choosing each Team Challenge.

Table 6. Team Challenge Information Reported by TM Sample.

<i>Level of Team Challenge</i>	<i>Number of levels chosen</i>	<i>Team Challenge Chosen</i>
Rising Stars® 43	One level 332	Destination in Time 64
Elementary 199	Two levels 64	Plot and Pendulum 110
Middle 165	Three levels 11	Cartoon DIMensions 155
Secondary 88	Four levels 1	Upbeat Improvisation 113
University 1		GuessDImate 76
Later 1		Surprise Trip 43
Five chose no level.		

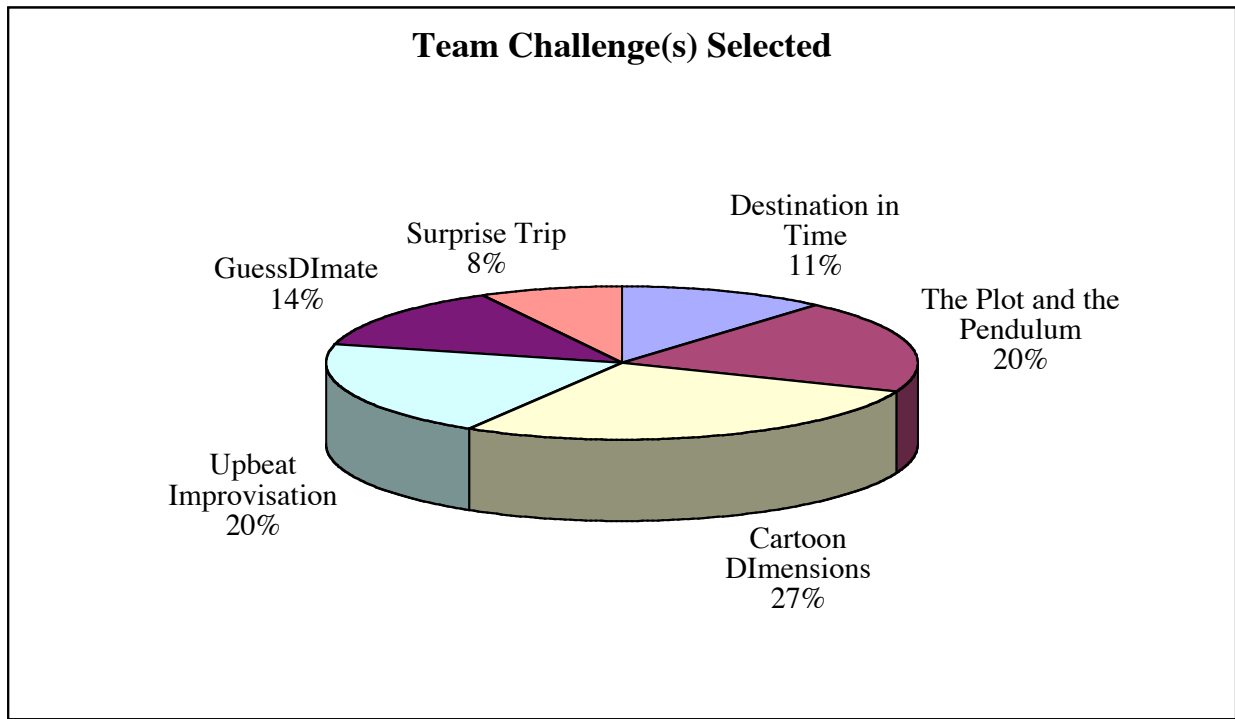


Figure 1: Distribution of Team Challenge(s) Selected by TM Sample

Data Gathering: Survey Instruments

We constructed separate survey instruments for each of the three sample groups (TM, AR, and BT). For questions that involved common areas of concern, we worded the items identically, or as nearly so as possible, to ensure comparability of responses among the samples. For each sample, however, we also included some items that were unique to that sample’s role and concerns. The TM and AR surveys were constructed for web-based responses, with the goal that any respondent might complete the survey in approximately 15 minutes. The BT survey was distributed by email as a Word document attachment that could be completed and returned to us by mail or fax (if printed) or by return email. Appendix A of this report includes copies of all three survey forms.

Data Analysis

We analyzed the survey data using both quantitative and qualitative methods. For all questions with a specific rating scale that could be coded on a numerical basis, we tabulated frequency distributions, percentages, and, when appropriate, mean scores.

Within the TM surveys, we used the demographic categories of geographic location, experience as a TM, level of challenge, and specific Team Challenge as categorical comparison variables. In general, the categorical divisions yielded few variations in responses; when there were significant differences for any of these variables, we have presented them in the results section of the report. For the AR surveys, we conducted an initial comparison of responses separately for Affiliate Director and Regional Director respondents, but since there were no significant differences, we decided to report all results for the combined group.

Several of the survey questions were designed to provide comparable data from all three groups, in order to highlight multiple perspectives on the same theme or issue. Therefore, the results report comparisons for all three groups for the common items. Since the number of respondents differs considerably among the three groups, we present the comparisons as percentages or means whenever possible. A number of other items pose similar questions, with modifications to focus specifically on the sample's context and role. For those questions, we present the responses from each sample separately.

The surveys also included questions that yielded three kinds of qualitative data:

- open-ended probes to clarify choices for questions that also included a list of structured options or choices (e.g., opportunities to give specific examples of an “other” option)
- an open-ended narrative question that invited respondents to pose any question they felt we had omitted, and to answer that question (responded to by 142 of the 413 TM respondents, 34 of the 111 AR respondents, and seven BT respondents). There were 17 response categories for this item. We will refer to this as the “Other Questions” item. In addition, we asked the BT members more directly to recommend any specific changes they would like to see in the program.
- an open-ended narrative question that asked respondents what they would tell someone about Destination ImagiNation®, first as a program for children or adolescents (with responses from 322 TM and 80 AR, spanning 13 categories), which we will refer to as the “Tell Others-Teams” item, and second, as a program for adult volunteers (with responses from 337 TM and 93 AR, spanning eight categories), which we will refer to as the “Tell Others-Adult” item. Eight BT members responded to these questions.

We have used these forms of open-ended questions in other program evaluation projects; they have often been very effective vehicles for respondents to report highlights and key concerns that they perceived as particularly important. The responses also provided unique responses that added value to the results in unexpected ways and directions. We analyzed the qualitative responses by tabulating and categorizing lists of responses, and by examining the responses to

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identify “clusters” or response categories. The results sections for each of the six Guiding Questions include summaries of open-ended responses in narrative form; they are often accompanied by numerical data regarding the frequency with which responses in specific categories or clusters appeared in the samples. This will enable the reader to assess the extent to which the issues and themes are pervasive in the responses, so as not to magnify the significance of comments that might represent only a few individuals within the sample.

Results

In this Section, we report the results of our surveys from all three groups. We organized the results following the six principal evaluation questions for the project (see page 3).

Q1: What is the level of satisfaction with Destination ImagiNation® as reported by various adult participant groups?

Satisfaction and enthusiasm for the Destination ImagiNation® program is very high as reported by the respondents in all samples. Table 7 shows that the majority of respondents were satisfied with the program, with 59.3% of the TM responses, 64% of the AR responses, and 50% of the BT responses at the highest rating on the scale, and means of 3.50, 3.61, and 3.50, respectively, on a four-point scale. Figure 2 presents the overall satisfaction ratings (in percentages) for each of the three groups.

Table 7. Overall Levels of Satisfaction with the Destination ImagiNation® Program?

	<i>TM</i>	<i>AR</i>	<i>BT</i>
1= Low	9 (2.2%)	0 (0%)	0 (0%)
2= Limited	22 (5.3%)	3 (2.7%)	0 (0%)
3= Moderate	135 (32.7%)	37 (33.3%)	5 (50%)
4= High	245 (59.3%)	71 (64.0%)	5 (50%)
Mean	3.50	3.61	3.50

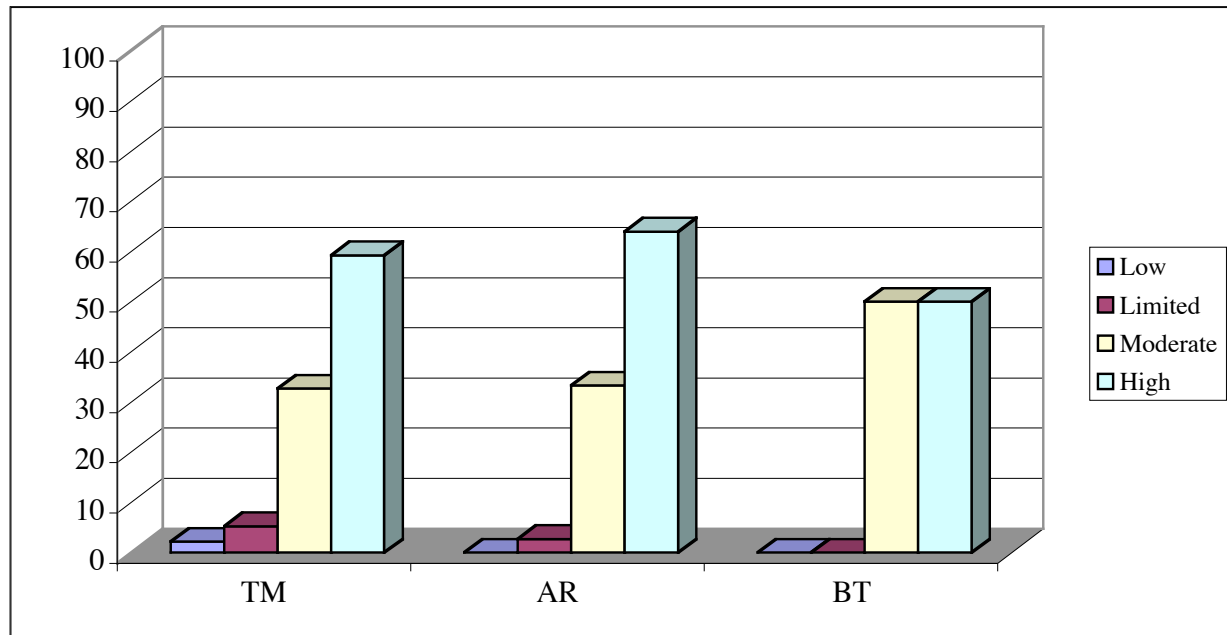


Figure 2: Each Respondent Group’s Overall Satisfaction Level (In Percentages)

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From the 143 TM responses to the open-ended “Other Questions” item, seven indicated a strong overall level of satisfaction with the Destination ImagiNation® Program; in the concise words of one TM: “It is a great program.” Some of the responses from the TM sample focused on the educational value and benefits for children (e.g., “Techniques learned in Destination ImagiNation® can be used in the classroom. For example, using brainstorming to start an assigned project is better than just throwing things together. Destination ImagiNation® helps in the planning and implementing process.”) Other respondents based their satisfaction on their experience dealing with staff at the Regional and Affiliate levels. One of these noted, for example: “The people who run Destination ImagiNation® in [a stated affiliate] do a phenomenal job. I was very impressed by their dedication and how helpful they were in answering my questions.”

Will you participate in Destination ImagiNation® next year? For this question, 242 (58.6%) of the TM sample said they would participate in Destination ImagiNation® next year, and only 23 (5.6%) said no. There were 145 TMs (35.1%) who said they were unsure about continuing their participation in the program, and three (<1%) gave no response to this question. Table 8 summarizes the reasons stated by those who responded that they would not continue to participate, or that they were unsure about continuing participation.

Table 8. TM: If “No” Or “Unsure” About Continuing Participation, Why?

Time commitment required	89
I don’t feel successful in my role	14
I lack the skills needed to do the job	5
Difficulties with team members	27
Difficulties with other adults	20
Program may be dropped	17
My child lost interest	12
Cost	17
Other	67

The most frequent “Other” reasons for not remaining involved (or being uncertain about continuing involvement) were: a life change (returning to college, maternity leave) or the lives of the team such as graduation from high school. Table 9 (on the next page) summarizes the “other” responses.

When we analyzed the data on continuing participation by various demographic variables, there were no significant differences in relation to gender, geographic area, level of Team Challenge, or specific Team Challenges selected. There was a significant difference in relation to years of experience as a TM. TMs with five or more years of experience responded, more frequently than their less-experienced peers, that they would return. This result was not surprising, in that it seems logical that individuals who have participated in a program over a longer period of time are more likely to continue to participate than those who have not been involved for as long. While newer participants may continue to participate, those who already have established a “track record” of involvement can be expected to continue to do so, all other things being equal.

Table 9. TM: Other Reasons Regarding Non-Participation in the Future

Lack of adequate support and involvement <ul style="list-style-type: none"> • Parents • Community • Regional Directors or other staff • Recruiting students • School or school program (G/T) issues of poor support or obstacles (e.g., non-reimbursement of fees, curriculum (“enrichment every other year”)) • Too many rules or too much emphasis on rules 	Needing a personal change or break
School or job changes, retirement	Communication issues
Students graduating, moving away	Program-related concerns <ul style="list-style-type: none"> • Issues regarding challenges (difficulty, redundancy, subjectivity) • Disorganization, poor scheduling • Appraiser attitudes, fairness of judging • Cheating, outside interference by others • Overemphasis on “wackiness,” “creativity = unreal” • Disappointment with tournament • Attitudes and interactions with people at tournaments, regional directors, Challenge Masters • Economic value (e.g., “not the best spent money”)
Uncertainty about child’s interest, enjoyment, or schedule (e.g., unsure if child wishes to continue; depends on child’s choice; “too juvenile for high school”)	
Student behavior and attitude issues; difficulty in recruiting or retaining team members.	Changes in personal commitments or responsibilities (e.g., commitments to Family, Church; may be employed or changing job; may be on maternity leave; retuning to school)
Perceived lack of appreciation	

Respondents from the AR sample also responded positively to a question regarding continuing in their present role. There were 96 (86.5%) *yes* responses, and only two (1.8%) *no* responses. Among the AR respondents, 13 (11.7%) were *uncertain* about returning in their role next year.

Responses from the open-ended questions on what people would say to others about the program also provided information that was relevant to satisfaction with the program.

Satisfaction. In the TM sample, 332 persons responded to the “Tell Others-Team” question, and 337 persons responded to the “Tell Others-Adult” question. The responses to these questions included many enthusiastic statements, and 13 that might be characterized as “highly enthusiastic” statements. The enthusiasm expressed by TM respondents often focused on the personal rewards they received from being able to watch the teams do amazing things. Many TMs expressed excitement that youngsters, once allowed to really do their own work, were able to do truly amazing things, and that the Destination ImagiNation® program was the catalyst for such accomplishments. A typical statement was: “It is so satisfying to see the development and

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pride in a group of kids when they have the opportunity to create their own story, props and costumes form their ideas with your support.” Another comment, from a teacher, was, “In my 14 years as a teacher, this program has been the most rewarding thing I have ever done. Second to none! I have seen children grow in character, self-esteem, cooperation, creativity, teamwork and confidence far beyond anything I have seen and any other single aspect of the classroom. I look forward to every practice I have.” And, finally another TM said, “It is a SUPER program that helps the children understand how differences can be advantageous and working together is a powerful way to problem solve.”

Almost one in four (approximately 24%) of the respondents in the AR sample also demonstrated a great deal of enthusiasm in their response to the program. One example from their response is “Wow! What a great way to learn those all important life skills!” Another said, “The best thing that could happen to a child because of all the varied components to go into the program.”

The BT responses also reflected a very high level of enthusiasm for the program. Examples of statements of that enthusiasm were: “DI is the real thing! DI is the only program that engages young people in fun and empowering challenges and allows them to make their ‘own’ solution. DI is one of the most warm and caring environments for young people and adults.” “This program is an exciting opportunity to explore multiple talents and skills of creative problem solving....”

Some respondents referred to the uniqueness of the program, including expressions such as, “It is such an interesting, unique program and there’s nothing like it!” Generally, the terms of *excellent* or *great* were used by TMs to describe the kind of experience their team members had with the program. A total of 122 TMs and 12 ARs gave responses using *excellent* or *great*. One TM said that the program was an “Excellent opportunity for a child to feel success and learn skills not offered in traditional educational settings.” TMs talked about the program from the viewpoint of their experience with teams as they develop skills during the year. AR respondents talked about the program being *excellent* or *great* from the more global view of seeing many teams and team managers experience the program. One example of an AR response was, “It is one of the greatest problem-solving organizations that your child could be involved in. Another representative AR response was, “It is an excellent program if you have a team manager who understand the CPS process and how to foster creativity in people.” One BT response addressed the uniqueness of the program succinctly: “I am convinced that Destination ImagiNation® helps kids grow in ways that others do not.... Destination imagination encourages kids to take that next great step in maturity....”

Another term used frequently in describing the Destination ImagiNation® experience was *fun*. This term came up frequently in both parts of the “say to others” question in all three groups (TM, AR, and BT). A total of 58 (18%) TM responses and 25 (31%) AR responses talked about *fun* in relation to the program as a participant or team member. Responses from TMs included “Awesome, fun, exploratory, creative, team building, friendship building.” And “An outstanding program and LOADS of fun for everyone!” Typical responses for the AR sample were: “A lot of fun – will learn stuff without realizing it” and “Wonderful experience and lots of fun.” Similar numbers of TMs talked about *fun* in relation to being a volunteer or team manager, while among AR respondents, 11 (12%) used the term *fun*. Examples of TM response were: “It can be fun yet

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frustrating experience” and “I also find this activity a lot of fun.” Examples of AR responses were: “This program allows you to appreciate the creativity of today’s youth and will serve as a fun but challenging activity for you,” and, “It’s so much fun!” The comment that the experience of being a team manager or volunteer can be “fun yet frustrating” reflects a number of comments that referred to the experience as “rewarding but time consuming.”

Dissatisfaction. Only 10 statements (or less than 2.5% of the total TM sample) expressed deep dissatisfaction with the program in some way. The three main thrusts of those statements involved: levels of support for the Team Manager; the amount of time the program seems to require; and, perceived difficulty in understanding the challenges and rules. A sample comment was: “I value the program and have watched my students grow and excel in the program. It is now not fun for me anymore as I feel the problems are difficult for elementary students and we abide by the outside assistance rule while other teams/communities don't and my students are asking why.”

Statements of moderate concern came from the TM and AR samples as respondents described the time commitment and patience needed as a Team Manager. On the “tell other adults” question, 138 (41% of the 337 responses for this question) persons in the TM sample and 34 (37%) from the AR sample addressed this concern. An example of a TM response is “It is very rewarding, but also time consuming. It is great to see the kids grow over the months and develop such creative solutions, but the amount of time needed for meetings can be a bit overwhelming at times.” Another example was: “Great program but takes time and LOTS of patience.” An example of a similar AR response is “The time commitment is huge but the benefits to you and those team members will be some of the best experiences they will ever have.” On the “tell other adults” question, 141 (or 42%) of the TM respondents described the role as demanding and involving a substantial amount of work. The statements indicated that, while the program takes a great commitment of time, energy, and patience, the respondents considered the effort worthwhile.

Smaller numbers of respondents also identified other areas of dissatisfaction. Thirteen of the 143 TM sample (or 3.1% of the entire TM sample) answering the “Other Questions” item expressed dissatisfaction with certain aspects of the program and/or their participation in it. Several of those respondents reported that the rules, paperwork, and perceived disorganization led them to feel dissatisfied with the program as a whole. For example, although generally enthusiastic about the program, one TM was, at the same time, frustrated: “... my team's experience was fantastic, [but]... the effort required for a new team manager was unreasonable with regards to the amount of paper work, rules, and poorly organized resources.” Another Team Manager wrote: “Too many teams put in too much time and commitment and are brutally punished for technicalities, unjust rules or human error.... Right now Destination ImagiNation® has too many loopholes that leave teams vulnerable to unfair practices. The work is too hard and commitment too long to ask of unpaid volunteers if technicalities can hinder great experiences. It is just not worth it.”

Other specific areas of concern identified by several respondents in the TM sample included: concerns about the challenges’ level of difficulty, difficulties in using the DIONLINE system and accessing program information, finding qualified appraisers, and experiences or civility (rather than criticism and negativity) in dealings of the program or tournament staff with both

adults and team members. In relation to interpersonal relations and civility, a sample comment from the TM sample was: “Many of the Destination ImagiNation® staff treated us like children by yelling, chastising, and other demeaning gestures looks etc. instead of asking politely for us to do something differently. They assume that everyone in attendance knows all of the rules, even parents and siblings who just came to watch.” (Such a comment was also offset by other comments that singled out specific regional or Affiliate staff who were very supportive and helpful.) The underlying concern in the comments of several respondents in the TM sample was the perception that interpersonal conflicts often went unaddressed, leading to discouragement on the part of both adults and students. One TM suggested that specific workshops should be offered on how to deal with interpersonal conflicts.

Summary of Results for Question 1

Question 1 asked “What is the level of satisfaction with Destination ImagiNation® as reported by various adult participant groups?” The overall level of satisfaction for the Destination ImagiNation® program among the TM, AR, and BT groups was very high. Enthusiasm for the program was evident in both the quantitative and qualitative responses from all three respondent groups. The program was frequently described as “great,” “excellent,” “fun,” and “unique.”

Although concerns were stated by smaller numbers of respondents, there were some issues that warrant further study, especially because, if not addressed, there is a possibility that they may expand and become obstacles jeopardizing participation and support for the program for many. The principal concerns that were expressed in related to satisfaction with, and enthusiasm for, the program were:

- The time and effort required for both team managers and team members
- Increasing efficiency in relation to registration, paperwork, and access to resources
- Perceived need for fairness and consistency in appraising the teams and giving constructive feedback
- The need for all program representatives to interact with TMs and team members with support and civility.

Q2: What do various participants in the program perceive as its major benefits for themselves and for others?

Questions relating to the program’s benefits generated many responses and a variety of positive expressions, across the samples. The respondents recognized many important benefits for students, as well as personal and professional benefits for themselves. Tables 10a, 10b, and 10c (on the following page) list and rank the personal benefits as expressed by the TM, AR, and BT groups.

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Table 10a. TM Sample: Personal Benefits

<i>Item</i>	<i>Frequency</i>	<i>Rank</i>
<i>Enjoy watching team members grow as creative individuals</i>	379	1
<i>Discover that teams can do amazing things on their own</i>	330	2
<i>Feel good about how the team pulled together to deal with difficulties that arose</i>	325	3
<i>Learn to think about things more creatively</i>	268	4
<i>Learn about team dynamics</i>	210	5
Gain appreciation for the role of teachers	172	6
Gain an appreciation of my own ability as a creative person	170	7
Apply my experiences here to other life situations	155	8
Learn or improve organizational skills	153	9
Learn to accept and share responsibility	148	10
Learn about time management	140	11
Meet many people with similar interests	118	12
Obtain valuable and useful resources and materials	98	13
Other	55	14

When we evaluated the TM sample’s responses separately by experience levels of the respondents, or by geographic setting, there were no significant differences for specific subgroups. For example, all three TM experience levels (first year, one to four years, and five or more years of experience) ranked the top three benefits in the same rank order. It is important to note that the three top-ranked benefits all involved benefits relating to the growth and accomplishments of the teams.

Table 10b. AR Sample: Personal Benefits

<i>Item</i>	<i>Frequency</i>	<i>Rank</i>
<i>Enjoy watching team members grow as creative individuals</i>	100	1
<i>Meet many people with similar interests</i>	82	2
<i>Learn to think about things more creatively</i>	75	3
<i>Apply my experiences here to other life situations</i>	72	4
<i>Feel good about how the organization has developed and grown</i>	70	5
Gain an appreciation of my own ability as a creative person and administrator	68	6-8
Learn to accept, share, and delegate responsibility	68	6-8
Learn or improve organizational skills	68	6-8
Gain appreciation for the role of Team Managers	58	9
Obtain valuable and useful resources and materials	55	10
Learn about team dynamics	50	11
Learn about time management	42	12
Gain appreciation for the role of teachers and administrators	38	13
Other	19	14

Because of the small set of responses comprising the BT group, and the number of benefits perceived by each respondent, we did not rank order the results from this sample.

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Table 10c. BT Responses: Personal Benefits

<i>Item</i>	<i>Frequency</i>
Meet and work with people with similar interests	9
Gain appreciation for the role others play in the program	9
Learn to think about things more creatively	8
Gain an appreciation of my own ability as a creative person	8
Discover the amazing things that Destination ImagiNation® participants can accomplish	8
Enjoy watching team members grow as creative individuals	8
Apply my experiences here to other life situations	8
Improve my own leadership and management skills	8
Learn about team dynamics	7
Learn or improve organizational skills	7
Obtain valuable and useful resources and materials	6
Learn to accept and share responsibility	6
Learn about time management	5
Feel good about how the organization has developed and grown	5

Next, we examined the responses for the open-ended questions from the TM and AR samples. Many of the open-ended responses (from more than 60% of the respondents in the TM and AR samples) identified benefits of the program. Many of their responses related directly to the same benefits described in quantitative items (in the tables above). It was obvious that the respondents saw many rewards and personal benefits from participation in their role within the Destination ImagiNation® program. An example of a TM response that covers most of the bases is: “It is well worth the time and effort. The hardest part of this process is to be able to step back and let the team do all the work..... It is VERY HARD to stay out of the solution, but what you will see will amaze you!” An example of an AR response was: “Being a TM or a volunteer is a very rewarding experience. You get to see first hand how kids grow in their thinking process, deal with others positively and mature emotionally.” While these questions involved *personal* benefits for the adults in the program, many adults, in their open-ended responses, described the same benefits for team members who participated in the program.

Team members’ creative growth. For the TM and AR samples (and highly rated by the BT group), the top-ranked personal benefit was: “*Enjoy watching team members grow as creative individuals.*” This category was also expressed in 99 (29%) of the TM open-ended responses, 34 (37%) of the AR open-ended responses, and four of the ten BT responses. Examples of TM comments included: “It’s exciting to watch the kids develop problem solving and teambuilding skills. It’s fun to watch them develop as individuals and as a team” and, “It is a huge time commitment, but more than worth it to watch the team members blossom and develop. I would highly recommend the experience!” An example of a response in this category from the AR sample: “Watching and facilitating a Destination ImagiNation® team as they grow, learn, fail, and succeed allows a volunteer to work with children in a unique program where the children lead the way.” One BT statement was: “Some of the best training an individual participant and team member will ever receive in having fun learning how to be creative [and] solve problems of any kind....”

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Autonomy. The second most frequent area of personal benefits among the TM sample was “*Discover that teams can do amazing things on their own.*” Many of the TM, AR, and BT respondents addressed this theme for team members in their responses to the “Tell Others-Team” question. An illustrative response from the TM sample was: “This is a chance for kids with exceptional creative, imaginative, cognitive and artistic skills to really shine in an environment where they are ‘insiders’ instead of ‘outsiders.’” A sample AR response was: “As an educator, it is the best program I have ever seen that allows students to own their own ideas, be proud to present them, and grow in their creativity on their own.” A BT member wrote, “Empowers them to make their own solutions!”

Many respondents in the TM and AR samples wrote very specifically about letting the team members do their own work without adult interference. One TM said, “The kids will drive you nuts, you’ll be convinced that they’ll never get it together. And then, somehow they will. Maybe not your way – but their way.” Another TM said, “My team members do better when I don’t understand the problem because they are the ones that have to do the thinking and I am not tempted to ‘help’ them.” One AR response said, “The children are in charge of the problem thus your role is easier.” Another said, “If you love working with children and being amazed at what they can accomplish when no adults are involved, give Destination ImagiNation® a try!” Respondents in the TM and AR samples also wrote about the Destination ImagiNation® experience as an opportunity for “kids to learn about working together as a team” As a sample, one AR respondent wrote, “Destination ImagiNation is a creative problem solving program that teaches teamwork, brainstorming and creative problem solving skills.”

Pulling Together To Deal With Difficulties. For TMs the third area among personal benefits was “*Feel good about how the team pulled together to deal with difficulties that arose.*” An example from the TM open-ended questions was: “Destination ImagiNation® is an excellent way for any individual to experience a positive team environment that encourages individuality, creativity, and growth for all team members.” Another TM with a different view said “They say if it hurts you are growing – that is Destination ImagiNation®! The stretching sometimes hurts but the end result is a feeling of accomplishment and pride. What a way to shine!” An example from the AR responses is “It provides a tremendous opportunity for kids to learn and grow.”

Thinking More Creatively. The fourth-ranked area of personal benefits for TMs and third-ranked for the AR sample was *Learn to think about things more creatively.* This was a common area of response among the TM and AR respondents, not only as a personal benefit, but also as an important benefit for the team members. In both the “Tell Others...” open-ended questions, 41% of TM sample and 60% of the AR sample identified creative thinking as a personal benefit *and* a benefit for team members. A common TM response was, “Destination ImagiNation® is a wonderful avenue for creative expression and problem-solving.” A common response from the AR sample was, “One of the best opportunities to learn how to productively and creatively deal with issues and meet change proactively – great preparation for the corporate workplace – simply the best non-athletic team sport.” Other responses from both samples, but especially from the AR sample, discussed the benefits to teams in relation to learning “to think outside of the box.” For example one AR response about the Destination ImagiNation® experience was, “Not only prepares children to think out of the box, but also how to think better inside the box, build a better box, move the walls of the box... ultimately helping them how to think – not what to

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think.” A related statement, “*Apply my experiences here to other life situations,*” was ranked fourth among the AR respondents and eighth among TMs.

Team Dynamics. The fifth-ranked area among personal benefits for TMs (but 11th among the AR sample) was “*Learn about team dynamics.*” The lower ranking in the AR sample may reflect that, as a personal benefit, those in the AD or RD role may already understand team dynamics from their previous experiences. Team dynamics may be a topic of much greater interest for TMs, since they are working directly with young people who are learning about and experiencing team dynamics. The importance and value of learning teamwork and collaboration skills were the most frequent comments in relation to the program’s impact and implementation, as we present in Question 3 (below). Four of the 10 BT members noted the importance of learning to be part of a team effort.

Meeting People of Similar Interest. The item, “*Opportunities for meeting people with similar interests*” was ranked higher (second) in the AR sample as a personal benefit than as a personal benefit for TMs (12th). However, in the open-ended responses, several respondents in the TM sample (approximately 11% of the TM sample) discussed this as a benefit for *team members*. An example from the TM sample was, “I’d also say that it’s a good way to meet other kids with similar interests.” Others mentioned that their team members, while not starting out as friends, became good friends during the program year. The personal benefits noted in the AR sample dealt more with learning to negotiate and work with people with dissimilar skills (e.g., “It’s the most important thing you can do to develop your thinking skills, self-esteem and ability to get along with very dissimilar people”). In a related set of comments concerning benefits to team members, the growth of self-esteem and self-confidence was also cited as an important benefit of the program. One TM said, for example, that the Destination ImagiNation® experience “increases children’s self-esteem and seems to do so quickly with leaps and bounds.” A sample of an AR response on this theme is that the program “builds synergy, self-esteem, and appreciation for others.”

Talent Discovery and Development. A number of respondents included the topic of *talent discovery and development* among the benefits to team members. In the “Tell Others-Teams” open-ended question, 18% of the TM sample and 30% of the AR responses addressed this theme. One TM said, “It seems to help children to realize that all people have talent in many different areas, some are wonderful at some things and some at others and that everyone has some thing important to give to a team.” One AR who apparently was also a TM or had children on a team, said, “They have learned how to work in groups and identify their own strengths and weaknesses.” Another AR response said (speaking as a teacher), “They have been able to show off their talents and receive praise for what they are capable of achieving.”

Fulfilling Educational Needs. Respondents also argued that, as an important benefit for participants, the Destination ImagiNation® experience can *fulfill, extend, or complete the educational needs of the students*. Approximately 10% of TM responses and 24% of the AR for the “Tell Others-Teams” question represented this theme. An example of a TM response: “This is different than any other program offered to kids in our school district because it makes the THINK rather than memorize facts and do what they’re told to do.” Another typical response was, “A great opportunity to learn practices and skills that you will not necessarily learn in

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school that will help you later in life – thinking outside the box, public speaking, problem solving. You do not have to be in PACE to join.” An example of an AR response in this category was, “It has been the most useful academic program my children have participated in. It has enabled them to see how to use and apply the knowledge they gain in the classroom to create a solution to a given challenge.” Another example was, “As a teacher, I feel that Destination ImagiNation® serves a need that no other program provides for: the kids that are sometimes ‘different.’” One BT response described the program as “the best training for real life,” and added, “Best training in the world for adults, too— frees us to learn CPS and teamwork and creativity that has been stifled at every turn— at school, at work, at home.”

Service and Future Social Benefits. Several responses from all three groups focused, especially in the “Tell Others-Adults” question on the importance of “giving back” to children and youth and to the community. Some responses, although fewer in number, raised important points regarding the benefits for participating team members of community service and the possible future social benefits that might arise from participation in the Destination ImagiNation® program. One TM, for example, spoke about community service as a personal benefit, saying, “Contributes positively to community and society. Gets involved with own child/other children. Develops own creativity along with the team.” A related AR response was, “A good opportunity to give back to the community and help provide an enriching experience for kids,” and a similar BT response was: “A great way to give back to the community... having fun while doing it!”

The discussion of social benefits was framed among responses from the TM sample in relation to future benefits to society, and to individuals (such as becoming a life-long learner, for example). Other related comments from TMs included, “Working in Destination ImagiNation® gives me hope for the future,” and, “Destination ImagiNation® will help you see how the team members of today are tomorrow’s leaders.” Examples of responses from ARs included “You may not have any idea in the moment of the life changing effect you are having on them, but I promise you that the experience will impact their life forever,” and, “How can we not participate in a program that changes students lives for the better?” One BT member indicated that, “Adults gain great new perspectives on how the world can become a better place.”

Concern for Awareness of Benefits By Others. Several respondents also noted a concern: that many schools and other sponsoring groups did not seem to appreciate the benefits realized by team members from their participation in Destination ImagiNation®. They stated the concern that schools today may not fully appreciate and value the skills and tools learned in Destination ImagiNation® and their potential application in the academic setting. One BT member posed the question, “How can we MEASURE the impact of the CPS, teamwork, and ...innovative skills that participants...learn...in DI? Measure— in a way that would satisfy school boards looking to excel at the TEST? and noted that “”Show me the numbers is all you hear.”

Summary of Results for Question 2

Question 2 asked: “What do various participants in the program perceive as its major benefits for themselves and for others?” There was a very strong perception among the respondents that

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participation in the program provides many benefits for the adults involved and for the team members who participate.

One strong benefit for adults, cited very frequently in all three groups and highest ranked among the TM and AR samples, was “*Enjoy watching team members grow as creative individuals.*” Other highly ranked personal benefits for adults involved learning to think more creatively themselves (and being able to take those skills into their personal and professional lives) and discovering that teams can do amazing things on their own. The TM sample also ranked “*Feeling good about how the team pulled together to deal with difficulties that arose*” highly, and the AR and BT groups reported that the program provided valuable opportunities for them to meet people with similar interests to their own. The value of the program as an opportunity for adults to provide service, or to “give back” to young people and their communities was also a common theme in the groups’ responses.

The respondents reported that many of the same benefits applied to team members. Opportunities for creative growth, autonomy (learning to solve problems successfully and think creatively on their own), pulling together and learning to collaborate and work as a team, and overcoming difficulties were all cited as major benefits for participants. The respondents also pointed out that the program fulfills important needs that often are not addressed in schools (fostering creativity and solving complex, open-ended problems, for example), stimulates community service, and builds skills and values that will produce social benefits and leadership for the future. Several respondents, however, raised that caveat that schools and other sponsoring organizations may be unaware of, or even unresponsive to, the importance of those benefits.

Q3: What specific skills (in relation to the program’s stated goals) do participants perceive as being best and least effectively implemented in the program?

We used a number of specific questions to investigate the perceived impact of the program on important skills that were derived from the program’s goal statements. Question 7 in the TM and AR surveys, and Question 6 in the BT survey, asked the respondents to rate each of 25 items, based on their experience in the current program year, in relation to their impact on participants’ learning and growth. While we recognized that results might vary for each team member, we asked the respondents to answer on the basis of their *overall impressions of their teams’ accomplishments of the outcomes*. The ratings employed a 5-point scale (1= little on no impact; 2=limited impact; 3= moderate impact; 4= high impact; 5= exceptional impact). We designed the content of the 25 items to reflect the program’s stated goals. Note that, in Phase I, we did not gather data directly from team members, nor did we conduct any formal assessments of the skills among participant groups.

Table 11 presents the frequency distribution of the ratings, the mean score, and the rank order (out of 25), for each item and for each of the three respondent groups (TM, AR, and BT). Items ranking in the top 5 are highlighted in bold green text, and those ranking from 21-25 are highlighted in bold red text. Since the table is very extensive, we have included the original item

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numbers (from the TM survey) for convenience in comparing or discussing the results. These ratings address the *perceived effectiveness* of implementation and impact of the 25 items, and *not* of their *relative importance*. Since the items were derived from the program’s goals, we assumed that all of the items represent important outcomes of the program.

Table 11. Ratings of Program Impact on Participants’ Learning and Growth

Item/Group	f(1)	f(2)	f(3)	f(4)	f(5)	Mean	Rank
7a. Fostering creative thinking (the ability to generate many, varied, and unusual options).							
TM	2	7	112	204	86	3.89	8
AR	1	0	14	59	37	4.18	6
BT	0	0	0	3	7	4.70	1
7b. Fostering critical thinking (the ability to sort and sift information, or to focus one’s thinking).							
TM	2	32	122	188	67	3.70	13
AR	1	0	23	56	31	4.05	10
BT	0	0	2	3	5	4.30	9-10
7c. Using a deliberate process for Creative Problem Solving methods and tools.							
TM	14	46	146	147	57	3.46	17-18
AR	1	8	34	50	17	3.67	21
BT	0	0	2	4	4	4.20	11-15
7d. Developing teamwork and collaboration, working together and cooperating with each other.							
TM	4	9	44	161	191	4.29	1
AR	0	1	3	44	63	4.52	1
BT	0	0	0	5	5	4.50	4-5
7e. Developing leadership skills (the ability to guide and help others in organizing and carrying out important tasks).							
TM	5	23	119	174	89	3.78	11
AR	0	1	17	55	38	4.17	7
BT	0	0	1	4	5	4.40	6-8
7f. Developing research and inquiry skills (the ability to gather information from many and varied sources or to create and carry out experiments).							
TM	16	83	169	103	39	3.16	23
AR	1	4	41	34	29	3.79	17
BT	0	0	3	7	0	3.70	22
7g. Developing the skills needed to search widely for information or resources for solving a problem.							
TM	22	94	157	96	40	3.09	24
AR	2	8	38	38	24	3.69	19-20
BT	0	0	4	4	2	3.80	20-21
7h. Developing the ability to attend to details, and to examine information or ideas carefully and in depth.							
TM	9	59	138	144	55	3.44	19
AR	1	5	36	52	17	3.71	18
BT	0	0	3	4	3	4.00	16-19
7i. Enhancing the skills of preparing documents that communicate ideas effectively to others							

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Item/Group	f(1)	f(2)	f(3)	f(4)	f(5)	Mean	Rank
<i>in writing.</i>							
TM	46	103	144	99	17	2.85	25
AR	0	25	45	32	9	3.23	25
BT	0	0	9	1	0	3.10	25
7j. Enhancing the skills of preparing and delivering oral presentations that communicate ideas effectively to others							
TM	10	21	84	184	109	3.88	9
AR	0	3	20	41	47	4.19	5
BT	0	0	1	4	5	4.40	6-8
7k. Enhancing the skills of conveying key information, attitudes, emotions, or reactions to an audience.							
TM	3	21	91	201	93	3.88	10
AR	1	1	21	63	25	3.99	12
BT	0	0	0	6	4	4.40	6-8
7l. Discovering personal styles, strengths, and/or talents, and using them effectively to contribute to the team's work.							
TM	2	15	67	198	128	4.06	3-4
AR	1	2	29	45	34	3.98	13
BT	0	0	0	8	2	4.20	11-15
7m. Using the skills they have learned and practiced when they encounter real-life problems or challenges.							
TM	11	46	131	160	57	3.51	16
AR	1	4	16	56	34	4.06	9
BT	0	0	0	5	5	4.50	4-5
7n. Developing skills in listening and following directions.							
TM	6	29	137	168	69	3.65	14
AR	0	2	40	44	24	3.82	16
BT	0	0	1	8	1	4.00	16-19
7o. Developing the skills needed to manage time effectively.							
TM	7	57	119	152	70	3.55	15
AR	1	5	42	41	21	3.69	19-20
BT	0	0	5	4	1	3.60	23-24
7p1. Learning and applying new skills and knowledge: Improvisation, theater.							
TM	5	15	71	171	136	4.05	5-6
AR	0	2	26	45	35	4.05	11
BT	0	0	2	3	5	4.30	9-10
7p2. Learning and applying new skills and knowledge: Technical/mechanical.							
TM	16	63	105	124	74	3.46	17-18
AR	0	5	27	52	25	3.89	15
BT	0	0	3	4	3	4.00	16-19
7p3. Learning and applying new skills and knowledge: Structural.							
TM	31	66	100	111	70	3.33	20
AR	2	9	39	40	19	3.60	23
BT	0	0	2	6	2	4.00	16-19
7p4. Learning and applying new skills and knowledge: Language (writing).							

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Item/Group	f(1)	f(2)	f(3)	f(4)	f(5)	Mean	Rank
TM	24	66	129	134	35	3.23	21
AR	0	12	35	41	21	3.65	22
BT	0	0	4	4	2	3.80	20-21
<i>7p5. Learning and applying new skills and knowledge: Visual Arts.</i>							
TM	8	33	104	155	88	3.73	12
AR	0	3	29	49	27	3.93	14
BT	0	0	1	6	3	4.20	11-15
<i>7p6. Learning and applying new skills and knowledge: Music.</i>							
TM	32	77	116	98	58	3.19	22
AR	2	13	48	33	13	3.39	24
BT	0	1	2	7	0	3.60	23-24
<i>7q. Developing appreciation for the skills and abilities of others.</i>							
TM	6	14	73	195	121	4.00	7
AR	0	0	22	54	31	4.08	8
BT	0	0	0	8	2	4.20	11-15
<i>7r. Developing the skills of performing under pressure or in “rapid response” mode.</i>							
TM	4	16	53	167	164	4.17	2
AR	0	1	18	41	49	4.27	3-4
BT	0	0	0	4	6	4.60	2-3
<i>7s. Finding or creating new ways to use or manipulate materials.</i>							
TM	4	19	64	180	139	4.06	3-4
AR	0	1	13	44	50	4.32	2
BT	0	0	0	4	6	4.60	2-3
<i>7t. Sticking with their task when conditions become difficult.</i>							
TM	6	15	77	164	145	4.05	5-6
AR	0	1	12	53	43	4.27	3-4
BT	0	0	1	6	3	4.20	11-15

Note that, of 75 ratings (25 items rated by three groups of respondents), only one had a mean rating of less than 3.00 (moderate impact). Item 7i (“Enhancing the skills of preparing documents that communicate ideas effectively to others in writing”) was rated 2.85 by the Team Manager sample. It was ranked 25th on impact by all three respondent groups. Almost half the ratings (39/75, or 49.3%) were at least 4.00/5.00, or in the “high impact” category.

There was considerable agreement among all three respondent groups regarding the items of greatest and least impact. Figure 3, on the following page, highlights the items ranked highest (most effectively implemented) and lowest by the three groups. It is important to keep in mind that “lowest” ranked does not imply lack of (or low) effectiveness in an *absolute* sense, but merely “low” or “high” in relation to the other items. Again, only one item’s average score, for one sample, was below 3.00 on the 5-point scale.

Both the TM and AR samples rated Item 7d (“Developing teamwork and collaboration, working together, and cooperating with each other”) as the top-ranked item; it was tied for fourth/fifth ranking among the BT. The BT’s highest ranked item (4.70) was Item 7a (“Fostering creative thinking [the ability to generate many, varied, and unusual options]”); that item was ranked 6th

by the AR sample (4.18) and 8th by the TM sample (3.89). Given that the program literature focuses extensively on creativity, we were somewhat surprised that this item was not higher in the AR and TM ratings of impact. Item 7r (“Developing the skills of performing under pressure or in ‘rapid response’ mode”) and Item 7s (“Finding or creating new ways to use or manipulate materials”) were ranked second, third, or fourth by all three groups. Item 7t (“Sticking with their task when conditions become difficult”) was ranked in the top six by Team Managers and AR’s, while it was ranked 11-15 by the BT. Items 7j, 7L, 7m, and 7p1 were ranked in the top five (or six, if tied) by one of the three groups.

ITEMS RANKED IN TOP FIVE BY TWO OR THREE RESPONDENT GROUPS	ITEMS RANKED IN LOWEST FIVE BY TWO OR THREE RESPONDENT GROUPS
<p>Developing teamwork and collaboration, working together, and cooperating with each other.</p> <p>Developing the skills of performing under pressure or in “rapid response” mode.</p> <p>Finding or creating new ways to use or manipulate materials.</p> <p>Sticking with their task when conditions become difficult.</p>	<p>Enhancing the skills of preparing documents that communicate ideas effectively to others in writing.</p> <p>Learning and applying new skills and knowledge: Music.</p> <p>Learning and applying new skills and knowledge: Language (writing).</p> <p>Developing the skills needed to search widely for information or resources for solving a problem.</p> <p>Developing research and inquiry skills (the ability to gather information from many and varied sources or to create and carry out experiments).</p>

Figure 3: Highest and Lowest Ranked Items for Effective Implementation

There was also considerable agreement on the items rated lowest in impact. As noted above, Item 7i, regarding written documents, was ranked 25th by all three groups. Other items ranked in the lowest five positions by all three groups included:

- Item 7p6 “Learning and applying new skills–music”
- Item 7p4 “Learning and applying new skills–language (writing)”

Item 7f (“Developing research and inquiry skills [the ability to gather information from many and varied sources or to create and carry out experiments]”) and Item 7g (“Developing the skills needed to search widely for information or resources for solving a problem”) were in the lowest five rankings for both the BT and TM groups (and they ranked 17th and 19-20th, respectively, in

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the AR sample). Item 7c (“Using a deliberate process for Creative Problem Solving methods and tools”) was ranked 21st in impact by the AR sample, 11-15th by the BT, and 17-18th by the TM sample. Item 7o (“Developing the skills needed to manage time effectively”) was ranked 23-24 by the BT sample (19-20 by the AR sample, and 15 by the TM sample). Item 7p3 (“Learning new skills and knowledge-structural”) was ranked 23 by the AR sample and 16-19 by the BT sample and 20 by the TM sample. Although “structure challenges” have long been a popular staple of the program, it is possible that they are not viewed as areas for new skill learning and application.

It is also useful to examine the rated impact and effective implementation of these skills in relation to the program’s stated goals.

Foster creative and critical thinking among all students. Questions 7a, 7b, and 7s related to this goal. Creative thinking (7a) was rated first by the BT group, but sixth and eighth by the other tool samples, although “finding or creating new ways to manipulate or use materials” (7s) was ranked from second to fourth in all three groups. This suggests that the respondents viewed the most effective impact of creative thinking as taking place in the context of concrete, “hands-on” applications. Critical thinking (7b) was ranked lower (ninth, 10th, or 13th) by all samples, which may indicate that less attention has been given to the tools for focusing options than to the more divergent tools for generating ideas.

Learn and apply Creative Problem Solving method and tools. Item 7c addressed this goal specifically. Implementation of CPS skills was rated 11-15th by the BT group, 17-18th by the TM sample, and 21st by the AR sample. This indicates that, despite the program’s identity as a “creative problem solving program,” implementation of specific skills relating to CPS has not received a major emphasis.

Develop teamwork, collaboration, and leadership skills. Item 7(d) addressed the teamwork and collaboration aspects of this goal specifically, and its impact and effectiveness was very highly rated. The BT group ranked this item as a fourth/fifth tie, and both the TM and AR samples ranked it a first of the 25 items. The leadership aspect was assessed in item 7(e), and was ranked lower in all three groups (6-8th in the BT group, seventh in the AR sample, and 11th in the TM sample). Two indirectly related items (7n, listening and following directions, and 7o, time management) were rated considerably lower (from 14th to 24th) among all three groups.

Nurture research and inquiry skills, involving both creative exploration and attention to detail. This goal was assessed in items 7f, 7g, and 7h. No sample ranked any of these three items higher than 17th, and 7f and 7g were ranked in the bottom five by the TM and BT groups. This goal does not appear to have received much attention, relative to the program’s other goals.

Enhance and apply written and verbal communication and presentation skills (both impromptu and sustained). Items 7i, 7j, and 7k related to this goal. Item 7i was the bottom-ranked item in all three groups. Items 7j and 7k ranked between 5th (7j in the AR sample) and 12th (7k in the AR sample) in the three groups. The difference among the items is that 7i involves “preparing documents,” while 7j and 7k refer to presentations and conveying

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information. This indicates that there has been greater emphasis on verbal communication and presentation skills than on written products.

Promote the recognition, use and development of many and varied strengths and talents. Item 7L addressed this goal explicitly. It was ranked 3-4th by the TM sample, but lower by the other two samples (13th for the AR sample, and 11-15th for the BT group). The TM sample may have had more opportunities for direct observation of teams' opportunities to recognize and apply the many and varied strengths and talents of their members. We constructed the six sub-parts of item 7p to focus on specific areas of strength and talents that we knew were specifically incorporated into Team Challenges. Except for item 7p1 (Improvisation and theater), which was ranked 5-6th in the TM sample only, all six of these items ranked in the middle to lower areas of the overall rankings (from 9th to several items ranked in the bottom five positions). It may be the case that the respondents did not perceive these as areas in which "new skills and knowledge" were being learned and applied, rather than as contexts for team members to discover, nurture, or apply specific strengths and talent areas.

Encourage real-life problem solving. Item 7m related specifically to this goal, and items 7r and 7t related indirectly to the goal. Item 7m, which stated the goal explicitly, was ranked 4-5th by the BT group, ninth by the AR sample, and 16th by the TM sample. The TM sample result may suggest that, in practice, teams focus very specifically on the solution to a specific Team Challenge and so give little attention to the broader implications of their work in relation to opportunities to apply their skills in other life situations. In contrast, items 7r and 7t focus on very specific skills that are directly related to the teams' activities, and at the same time, are relevant to real-life circumstances. Item 7r ("Developing the skills of performing under pressure or in 'rapid response' mode") was highly ranked in all three groups (second in the TM sample, tie for 2 and 3 in the BT group, and tied for 3 and 4 in the AR sample). Item 7t ("Sticking with their task when conditions become difficult") was ranked tied for 3-4 by the AR sample, tied for 5-6 by the TM sample, but was tied for 11-15th rank for the BT group.

There were no significant differences in the ratings for these items in relation to gender, geographic area, level of Challenge, or specific Team Challenges selected. There were differences, however, on 12 of the 25 items in relation to years of experience. The ratings by the most experienced TMs (five or more years of TM experience) were higher than the ratings of the first-year TMs and the TMs with one to four years of experience on items 7b, 7e, and 7i; the other groups did not differ from each other. On items 7g, 7h, 7o, 7q, 7r, 7s, and 7t the most experienced group differed only from the first-year TMs. On items 7m and 7p6, the means of both experienced groups were higher than the mean for the first-year group, but not from each other. (The items reported as different were all $p < .05$ on post-hoc comparisons following a one-way Analysis of Variance.) In relation to the program goals, these items related to critical thinking, leadership, research and inquiry, and encouraging real-life problem solving. This may suggest that, as TMs gain experience in the program, they may be able to give greater attention to goals and skills that extend beyond the basic skill set that is needed to accomplish a successful solution for a Team Challenge and to keep their teams on task for the full program year.

We also noted that the ratings of these items by the BT group were often higher in comparison with the ratings by the AR and TM samples. For 19 of the 25 items, the BT group responses

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were highest, followed by the AR sample, and lowest for the TM sample. In five of the 25 items, the sequence was AR highest, BT, and TM lowest. The TM ratings were higher than the AR sample (but still lower than the BT group) on the remaining item. Although the pattern was interestingly consistent, the actual magnitude of the differences was small, and given the sample sizes and dissimilar numbers in each sample, the margin of error suggests caution in interpreting such differences. It may be the case that the TM sample, presumably operating at the level closest to the teams' actual performance, could have been closest to the actual degree of impact and successful implementation— or that the BT and AR samples, having observed more broadly the efforts of many teams, may have a “wider field of view” for impact and implementation.

The qualitative data also helped to clarify the specific skills that respondents felt were being effectively implemented in the program. A sample comment, for example, relating to the impact on goals was: “IC [Instant Challenge] in my opinion embodies most of the skills we hope to foster in Destination ImagiNation®: divergent thinking, creativity, quick thinking, communication, collaboration and use of materials in unexpected ways.”

Leadership development was also mentioned: “This is a creative problem solving program which promotes creative thinking skills, cooperation and leadership.” An AR responded: “A wonderful way for all kids to see their potential whether it is in script-writing, costume or set design, musical ability, humor, engineering, leadership, quick-thinking, or just the enjoyment of being part of a team.”

Risk taking was a skill that, when talking about the benefits or impact of the program for participants, occurred in some responses, but less frequently than we expected. A total of seven (2%) TM, three (4%) AR responses, and one BT response specifically mentioned risk taking. One TM said “This is a very valuable program for kids who like to explore and are willing to take risks.” Some AR responses included the idea of being willing to fail or try something new, which are both forms of risk-taking.

A total of 41 (13%) of TM responses, three (4%) AR responses, and four BT members mentioned that the program enabled students to learn self-direction. Six TM responses and two AR responses discussed time management. One TM noted “The program is excellent for participants to learn the fundamentals of self-motivation, planning, creating, teamwork and the necessity of learning teammates' strengths and weaknesses and how to use them in a beneficial manner.” An AR response was “The CPS experience forces the team members to look to themselves rather than parents, teachers, or other adults, for problem resolution and that single leap of self-confidence in decision making is all-empowering in every area of their lives.” A TM response that touched on time management stated: “The program teaches kids everything we look for when we hire people in business. Working in a team, creativity, time management skills are what our kids need to succeed in whatever they choose to pursue.” An AR response was similar; “They learn so many skills from team work to creativity to time management and commitment.”

Respondents on several BT, TM, and AR forms saw the skills developed in the program as skills for life, describing the benefits as life-long, or skills that “will be used throughout life.” One TM, in a typical response, said, “Skills used in Destination ImagiNation® can be carried on in

other areas of their life and into the future.” An AR response included, “These skills will help them for the rest of their lives.” Another AR responded: “It is an excellent program for kids to learn creative problem solving and other life skills.” Another answered: “To be able to dream big and either succeed or fail is a learning experience that will last a lifetime.”

Summary of Results for Question 3

The respondents consider the program effective in implementing a range of skills necessary for school and life; these are skills that relate to the program’s stated goals. On the quantitative items, 24 of 25 items received mean ratings of 3.00 or greater (on a one-to-five scale, where three represented “moderate” impact) in all three groups, and the one that was less than 3.00 was reported by only one sample. The highest-ranked items involved:

- teamwork and collaboration
- thinking under pressure or in “rapid response” mode
- perseverance under difficult conditions
- using or manipulating materials in creative ways.

Moderately ranked items included those involving critical thinking, specific development of CPS skills, leadership development, and deliberate efforts to promote the recognition and use of strengths and talents of team members.

In the qualitative data respondents were often enthusiastic about the skills that students could learn and develop as a result of participation in the program.

The lowest rated areas within the 25 item set involved the skills of preparing documents that communicate ideas effectively in written forms, research and inquiry skills, and learning or applying new skills and knowledge in music, performing arts, or structural areas. Although some skills in the lowest ranked group may need to be studied for increased attention (or decreased emphasis in the goals), it is very important to focus on a key finding: on an overall basis, the program was rated as effective in its efforts to carry out and accomplish a variety of important skills that are elements of the program’s primary goals.

Q4: To what extent, and in what ways, do participants state that the program does what they expect it to do?

In order to develop a sense of the expectations of participants, we first asked: “Why did you become a Team Manager?” the results indicated that 58.5% of the respondents became Team Managers because their child wanted to participate in the program. In addition, 21% were recruited by a school or sponsoring agency. Table 12 (on the next page) presents the results for this question.

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Table 12. TM: Reasons Stated For Becoming a Team Manager

<i>Reason</i>	<i>Frequency (Percentage)</i>
My child wanted to participate	233 (58.5%)
Recruited by a friend	23 (5.7%)
Recruited by school or sponsor	85 (21.3%)
Other	58 (14.5%)

The most frequently reported “other” responses included: contractual duty as a teacher or gifted program staff member (15); previous experience as an appraiser (7); enthusiasm for the “concept” or philosophy of the program (7); transition from OM (5); started the program in our school (4); and, recruited directly by the students (2).

Table 13 summarizes responses from the AR sample to the question, “Why did you become an Affiliate Director or Regional Director?”

Table 13. AR: Reasons For Becoming and Affiliate or Regional Director

<i>Reason</i>	<i>Frequency (Percentage)</i>
Our organization needed someone in this role or we couldn’t participate	14 (13.2%)
Recruited by those in this role before	64 (60.4%)
Recruited by a sponsoring organization	5 (4.7%)
Other	23 (21.7%)

More than 60% of the AR sample reported having been recruited by people who served in the role previously. “Other” responses in the AR sample included: being a product of the program or a “dedicated alumni” (3), started the program in my state (3), voted in or elected to the position (2), recruited by an AD (2), “it was time to move up” or to “get more involved” (2), asked by affiliate membership (2), link between program and school (2), and several individual responses. Among the BT group, three members indicated that their first involvement with the program stemmed from their children’s interest in participating. Two were recruited by friends or colleagues, and two were recruited by schools or sponsoring organizations. One member reported having participated in the program in high school, and desiring to continue that involvement as an adult, one reported originally having been involved in the previous program, and one described the initial involvement as the vehicle for convincing a school to participate.

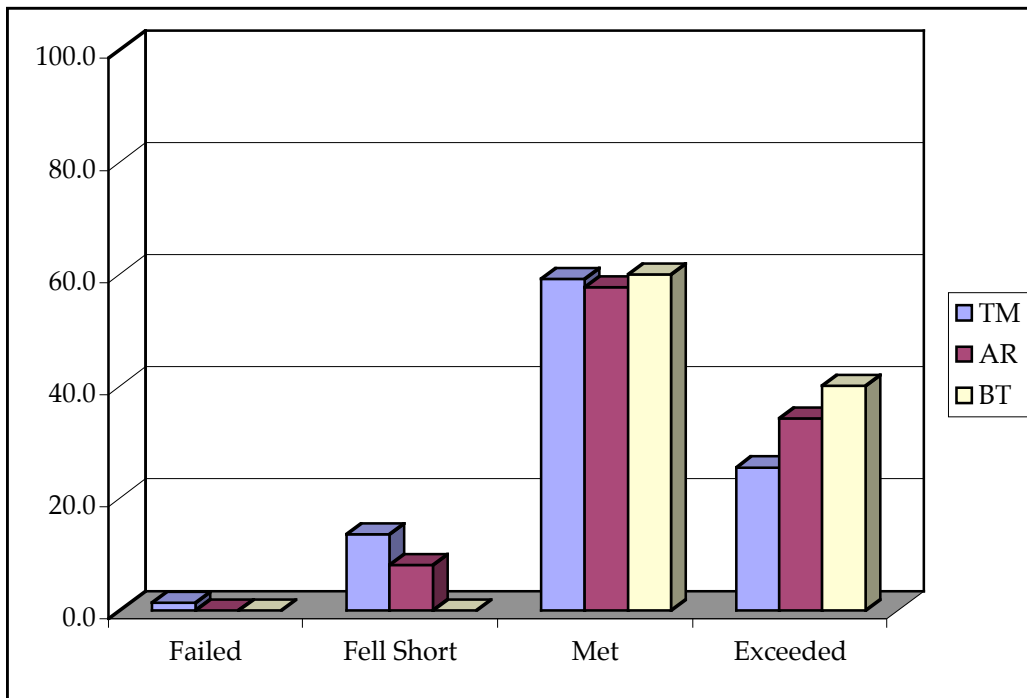
Given that most respondents became involved with the program as a deliberate, positive decision, rather than merely as an assignment or “duty” of some nature, we might assume that people came into the program with specific, and very likely, high expectations for the experience.

We asked all three groups about the extent to which their participation during the current year met their expectations. Table 14 presents the results for those questions. In the TM sample, 349 (84.7%) respondents reported that the program *met* or *exceeded* their expectations. The results are also presented graphically in Figure 4, showing the percentage in each sample indicating the extent to which their participation failed, fell short, met, or exceeded their expectations. One hundred percent of the BT responses and a 92% of AR responses indicated that their

expectations had been *met* or *exceeded* as a result of their participation in the program. On a four-point scale (1= failed to 4= exceeded), the mean ratings for all groups, presented in Table 14, exceeded 3.00.

Table 14. Extent to Which Participation This Year Met Your Expectations

	<i>TM</i>	<i>AR</i>	<i>BT</i>
Failed	6 (1.4%)	0 (0%)	0 (0%)
Fell Short	56 (13.6%)	9 (8.1%)	0 (0%)
Met	243 (59.2%)	64 (57.7%)	6 (60%)
Exceeded	105 (25.5%)	38 (34.2%)	4 (40%)
NR	3 (<1%)	0 (0%)	0 (0%)
Mean	3.09	3.26	3.60



**Figure 4: Did Participation Meet Your Expectations
(Percentage of Responses for Each Sample)**

Summary of Results for Question 4

Participation in the Destination ImagiNation® program met or exceeded the expectations for more than 80% of all respondents. Given the benefits that respondents identified in Question 2, and the impact of the program on a variety of skills and outcomes (Question 3), the results for this question indicate that respondents hold high expectations, and that the program has met those expectations. In addition, considering that a majority of the respondents became involved because of their own child’s involvement, we may also conclude that the adult leaders who responded to these surveys have seen and experienced children and youth gaining real value from their participation in the program.

Q5: To what extent do participants perceive the organization, structure, and operation of the program as effective and efficient in relation to the program's goals and purposes?

This question dealt with four main areas concerning the perceived effectiveness and efficiency of the program's organization, structure, and operation: *Time Commitments*, *Challenges*, *Tournaments*, and *Other Program Issues*. We will present the results for each of these four topics separately.

Time Commitments

The results from previous questions (e.g., see pages 11-13, above) identified time commitments as the greatest single factor in responses from those who responded “no” or “uncertain” about continuing to participate. A total of 54 (17%) of the TM responses and six (6%) of the AR responses to the open-ended item (“Tell Others-Teams”), and 141 (42%) of the TM responses and 30 (32%) of the AR responses stated concerns about the amount of time and energy people must invest in the program. Very often, a warning about the time commitment was mentioned in the same breath of the benefits of the program. Two sample TM responses, for example, stated: “Be aware of the time commitment, and the necessity to commit to the tournament if the team decides to do that,” and, “It's great fun and a chance to learn skills not necessarily taught in school. It also takes work and a commitment to follow through on what you have started.” From the AR sample, examples included: “It takes an enormous time commitment, but it is worth it! You will learn skills that you can use in life,” and, “Huge commitment of time and energy, must enjoy working on a team, might be the best thing you've done, lots of work and lots of fun.”

When offering advice to others who are considering becoming involved in the program, one TM wrote: “I'd say that it's a lot of work. I'd tell them to be very clear with the parents of team members that they need to pay attention to what's going on, and that they need to help out. I'd tell them to develop a big helping of patience. I'd say that it can be pretty rewarding but for a long time it will be painful. And I'd say that it's been a good thing for both my boys in developing public performance skills, and creativity and in finding friends.”

We also asked several quantitative questions to investigate the issue of time commitments. First, we asked the three groups how many hours, on average, they invested during the program year in carrying out their responsibilities. Specifically, we asked the TM sample: “The time you need to commit may vary during the year and as the team progresses. On average, how many hours per week do you invest in carrying out your role as a team manager?” The results were: less than two hours per week, 15 (3.6%); two to five hours per week, 242 (59.0%); six to nine hours per week, 113 (27.6%), and ten or more hours per week, 40 (9.8%). More than 60% of the sample reported spending five hours per week or less, on average, during the program year, and fewer than 10% reported spending ten hours per week or more.

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Looking at the responses to this question by level of Challenge, by specific Team Challenge(s) selected, or by geographic area produced no significant differences. When we examined the data by years of experience, however, we did find a significant ($p < .0002$) difference. TMs with five or more years of experience reported investing more hours per week than either TMs with one to four years of experience or in their first year. We did not ask for a specific number of hours per week from each respondent, so this analysis involved categorical data. Using the four categories above (1= less than two hours per week; 2= two to five hours per week; 3= six to nine hours per week; 4= ten or more hours per week), the more experienced TMs' mean was 2.63, compared with 2.30 and 2.39 for their less-experienced colleagues. The result suggests that the more-experienced TMs' responses tended toward higher categorical values than those of the less-experienced TMs, although the means for all three groups suggested investments between two and nine hours per week.

We asked the AR sample: “The time you need to commit may vary during the year. During the time the program is running in your Affiliate, how many hours per week, on average, do you invest in carrying out your role as AD or RD?” The responses were: <10 per week = 30 (27.3%), 10-20 hours per week = 46 (41.8%), 20 to 30 hours = 32 (29.1%), and 30 or more hours per week = two (1.8%). Approximately 30% of the AR sample reported spending 20 hours per week or more, on average, during the program year, while almost 70% of the respondents reported spending, on average, less than that.

We asked the BT group, “On average, how much time per week do you invest in carrying out your duties as a member of the Board of Trustees?” Five persons responded, “five hours per week or less.” Four persons responded, “six to ten hours per week,” and one person responded, “21 or more hours per week.”

The next question we asked was, “In relation to carrying out the duties of your role, is it time well spent?” Table 15 presents the results for this question. More than 90% of the TM sample, 96% of the AR sample, and 80% of the BT group responded that the time is well spent at least most of the time.

Table 15. Is It Time Well Spent?

	<i>TM</i>	<i>AR</i>	<i>BT</i>
1= No	1 (<0.2%)	0 (0%)	1 (10%)
2= Only Sometimes	34 (8.3%)	4 (3.6%)	1 (10%)
3= Most of the Time	255 (62.2%)	70 (63.6%)	8 (80%)
4= Yes	120 (29.3%)	36 (32.8%)	0 (0%)
Mean	3.19	3.29	2.70

It is also possible, of course, that some of the perceptions of time and effort arose since many individuals responded to the survey shortly after the completion of tournaments (a very busy and demanding time for participants).

The Challenges

Many responses to the qualitative (open-ended) questions, from all three groups, involved the program's Instant and Team Challenges. Our summary of the major issues includes four themes: *Challenge Complexity, Difficulty, and Rules*; *Instant Challenge*; *Improv*; and *Challenge Focus and Variety*. Finally, we note that several comments involved concerns based on assumptions or opinions that we knew were factually incorrect or inaccurate; these may very likely represent isolated misunderstandings, but they may also suggest specific topics about which it may be helpful to examine and assess the program's awareness and information dissemination efforts.

Challenge Complexity, Difficulty, and Rules. Thirty-three TM responses and three AR responses dealt with Team Challenge issues. Their primary concerns involved the complexity or difficulty of the challenges, especially for younger teams, and the amount of detail and intricacy in the rules for the challenges (in relation to the teams' ability to understand them and the ability to attain fair and consistent appraisal).

Fourteen TM responses, three AR responses, and one BT member wrote that the Team Challenges were too difficult or too complex. On the other hand, four TM and three AR responses argued that the Team Challenges were too easy. One TM respondent wrote: "Challenges and their requirements are written in a lengthy and difficult to follow format. Even as adults reading them, it is almost impossible to decipher the requirements and meaning of the different categories of tasks... The vocabulary used is not child friendly." The age level of the group may have influenced these perceptions, since many comments emphasized that the Team Challenges are too easy for High School teams, and that those teams do not feel challenged, while the same challenge might be too difficult for younger students. One TM wrote, for example: "I found this past challenge to be too difficult for the younger children and was disappointed at how few teams in our region stuck it out." Another TM noted a lack of "broadly appealing challenges for the lower level participants" and added, "Skills are too specialized and details are too intricate for this aged crowd to effectively accomplish the challenges." Similarly, a TM respondent wrote: "The Central Challenges are written (according to our media specialist who ran an analysis of them) at an 8th grade reading level. My 2nd and 3rd graders, and the 4th and 5th graders on other teams at our school, were overwhelmed and confused by the language in the challenges. They should be able to concentrate on the challenges themselves rather than trying to struggle with vocabulary too difficult for them.... What is appropriate for high schoolers does not work and adds stress and discomfort." An AR respondent wrote: "[The challenges] should be written so any grade 4 student could read them and understand what they were to do, not like now where they are much too difficult." One AR response focused entirely on the Rising Stars challenge: "I believe that the Rising Stars challenge this year was ineffective in preparing both the children and the adults in the Destination ImagiNation® program. The challenge was simplified beyond recognition *vis a vis* the typical challenges."

Some respondents expressed the concern that the complexity and detail of the rules made the challenges difficult for teams (again, especially younger teams) to understand and follow. There were also concerns that the detailed rules made it difficult to attain consistency or comparability among appraisers at different tournament levels. Others cited discrepancies in the rules given to the students as compared to those given to appraisers. The nature and amount of detail in the

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rules also led several respondents to express the concern that the emphasis shifted from the teams' creativity to a focus on procedural compliance or basic task performance skills.. In the words of one TM, for example: "...[The] overabundance of rules and regulations... have put too many limits on the creativity of children, especially at elementary levels." The rules for Rising Stars™ also seemed to some to be unclear; in one TM's statement: "No one seemed to know which rules applied to Rising Stars and which didn't."

The Challenges category also included some comments that were inaccurate or indicated a lack of awareness. These statements included the perception that the Team Challenges are merely revised and modified from year to year (while, in fact, teams write new challenges for every program year), that the challenges are written by the same people (while, in fact, the writing teams are diverse and varied), and that the challenges need to be reviewed and tried out before being implemented (which reflects a lack of awareness of the very extensive challenge development and revision process that occurs every year).

Instant Challenge. Seven TM responses and one AR response dealt with the Instant Challenge (IC). Some of these comments involved a perceived lack of variety in the tasks. One TM stated, for example: "Instant Challenge has become far too canned." There were also comments suggesting the need for greater variety in the ICs. Respondents reported confusion on the part of appraisers when it came to the IC. Other TMs who addressed this issue expressed the view that technical central challenges should also be accompanied by technical Instant Challenges for participating teams. Another had a concern regarding feedback: "Our Rising Star team would have liked to have feedback on their Instant challenge. They left confused about the instructions and were not clear about whether they were on track or not in completing the Instant Challenge." Another concern involved the need to emphasize creativity in the Instant Challenge tasks and in their scoring. As one TM stated the concern: "The scoring for IC at both regional and state levels was based not on creativity but simple success in getting balls inside of a container! Creativity should be the primary goal, not completion of a task. We should be teaching kids to think and dare to dream-- not putt-putt golf!"

Improv. Twelve TM respondents and two AR comments focused on issues surrounding Improv. One recurring question involved the need for greater clarity about "which portions were able to be prepared and which elements completely improvised: "If pieces of the problem can be planned ahead, then it should be explicitly stated what those are." Another TM wrote: "We've done Improv for several years now and it has become crystal clear that the teams that are virtually scripted, as opposed to true Improv, always do better in the scoring." Another issue involved the nature of the Improv Challenge itself: "This year's Improv Problem was NOT an Improv problem... it was a watered down, traditional problem." One TM respondent wrote: "Our frustration with the [Improv] problem parameters were that it was far too easy for teams to plan ahead on their solution and performance. This made it more like the other problems and less like a true improv performance." An AR response added: "The improv challenge of this last year involved more research than it involved improvisation. That challenge needs to be about improvisation and not research." A TM suggested "perhaps the improv for middle and secondary should be different than for elementary."

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Challenge Focus and Variety. There were a number of positive comments about the Challenges as opportunities for teams to work collaboratively to solve problems creatively. As one TM respondent wrote: “The mix of skills required to solve the various challenges is great. It allows participants to choose a challenge suited to their skills, or to choose a challenge that will build new skills for them.”

The responses also included a variety of concerns that we are aware have been subjects of extensive and spirited discussions in several forums within the program. Prominent among these were issues relating to the technical challenges and the question of “subjective” scoring. “Too much focus on the arts” was the concern of a TM respondent, for example. This respondent also noted a need for a “good technical vehicle challenge....” Others pointed out what they perceived as ambiguity in the way the challenges were written. One TM suggested, for example, that Destination ImagiNation® “make sure challenges are clear and well written without ambiguity. One AR respondent wrote that “the challenges are not technical enough and are often cutesy.” Another AR respondent said: “Those who prefer to be subjectively judged should keep out of the (2) technical problems so that those who enjoy the technical challenges can be allowed to compete on a technical level. Recent structur[ing] of the problems have watered down the technical with subjectively judged elements.” Finally, one TM respondent expressed a concern about the lack of variety in Side Trips, stating: “The side trips seem to be the same year to year; i.e., the singer sings, the drawer draws, etc.... DI needs to become more current.”

Tournaments

In that tournaments play a major role in the overall thrust of the program, and therefore impact the extent to which individuals perceive that their expectations have been met, we gathered data on tournament participation. Thirty TMs indicated having no tournament participation experience. Three hundred seventy eight had participated in a tournament. Five Team Managers did not respond to this item. All ten BT responses indicated tournament experience. We then asked about the level of the respondent’s most recent tournament. For the TM sample, 206 (54.5%) reported that their most recent tournament attended was at the Regional level, compared with 146 (38.6%) at the Affiliate level, and 26 (6.9%) at Global Finals. For the AR sample, the results were: 29 (26.4%) at the Regional level, 59 (53.6%) at the Affiliate level, and 22 (20.0%) at Global Finals. For the BT group, eight (80%) responded “Regional” level and two (20%) responded “Affiliate” level. (These responses were influenced, of course, by the time at which the respondents completed the survey in relation to their tournament schedule for the program year.)

In order to evaluate the overall perceived importance of tournament participation at each level we asked “When assessing the value of Destination ImagiNation® participation for team members, how important do you consider participation in Tournaments to be (from your observations and impressions)?” The responses summarized in Table 16 are based on a four point scale: 1= little or none; 2=limited; 3=very; 4=most important.

Table 16. Importance of Tournaments at Three Levels.

	AR					TM					BT				
	4	3	2	1	Mean	4	3	2	1	Mean	4	3	2	1	Mean
Regional	78	27	1	3	3.65	321	139	21	1	3.51	8	2	0	0	3.80
Affiliate	40	61	9	0	3.28	94	163	61	17	3.00	2	8	0	0	3.20
Global Finals	22	51	28	10	2.77	69	110	90	46	2.46	2	7	1	0	3.10

For the respondents in our three groups, the Regional Tournament was an important event in establishing the value of Destination ImagiNation® participation for team members. The Affiliate Tournament, while not being viewed as strongly as Regionals, was still seen as very important. Global Finals were not viewed as strongly, with the mean of both the AR and TM responses placing their importance to the overall assessment of the programs value between limited and very important.

Looking more specifically at the various aspects of the tournament experience, we asked a series of questions (“How important was the Tournament experience in relation to...”), using a one to five scale (1= none or negative; 2= limited; 3= moderate; 4= high; and 5= highest). Table 17 (on the following page) presents the ratings of the ten tournament items by the TM, AR, and BT groups. The three highest-ranked items for each group appear in bold, green type, and the three lowest-ranked items are in bold, red type.

Item A dealt with the impact of the tournament experience on the teams’ enjoyment of their participation in Destination ImagiNation®. The TM and AR samples both viewed “the team’s enjoyment of their involvement...” as being positively influenced by tournament participation; this item was ranked first or second by the TM and AR samples, although it was ranked only fifth by the BT group. Closely related, Item B addressed the impact of the tournament experience on the team’s interest in continuing to participate in the program. This item was also ranked in the top three by all three groups.

Item C addressed the impact of the tournament experience on the adults’ interest in continuing to participate in the program. The tournament was less important as a factor in this area, ranking from fifth to seventh among the three groups.

Item D addressed the impact of the tournament experience on the team’s learning about what is required for competitive success. This item was ranked second by the TM group, third by the AR sample, and fourth by the BT group, with all three mean ratings greater than 4.00 on a five-point scale. The groups all felt that the tournament experience helped teams to learn about successful competitive performance.

Item E addressed the impact of the tournament experience on the team’s learning through their Instant Challenge experience. The BT group ranked this item first among the 10 items in the set. In the TM sample, the item was ranked fourth overall. However, there was a significant difference in the TM’s ratings in relation to experience. Both TMs with one to four years of experience and those with five or more years’ experience ranked the item higher than the first-

Table 17. Evaluation of Tournament Items

Item/Sample	f(1)	f(2)	f(3)	f(4)	f(5)	Mean	Rank
<i>A. The team's enjoyment of their involvement in Destination ImagiNation®.</i>							
TM	5	12	48	159	161	4.19	1
AR	1	1	5	51	52	4.38	1-2
BT	0	0	1	5	4	4.30	5
<i>B. The team's interest in continuing to participate in the program.</i>							
TM	8	19	52	151	156	4.11	3
AR	1	1	9	43	56	4.38	1-2
BT	0	0	1	4	5	4.40	2-3
<i>C. Your interest in continuing to participate.</i>							
TM	15	49	87	119	113	3.69	5
AR	3	4	18	27	45	4.10	5-6
BT	0	1	1	6	2	3.90	7
<i>D. The team's learning about what is required for competitive success.</i>							
TM	8	14	51	149	165	4.16	2
AR	0	5	12	42	50	4.26	3
BT	0	0	0	6	3	4.33	4
<i>E. The team's learning through their Instant Challenge experience.</i>							
TM	8	17	60	147	146	4.07	4
AR	0	6	21	36	44	4.10	5-6
BT	0	0	1	3	6	4.50	1
<i>F. The team's experiences in meeting other teams and interacting with many other participants.</i>							
TM	21	79	112	90	75	3.32	6
AR	1	3	21	33	52	4.20	4
BT	0	0	2	2	6	4.40	2-3
<i>G. The team's learning through travel.</i>							
TM	48	86	95	60	34	2.83	9
AR	9	15	35	29	16	3.27	7
BT	0	2	2	2	2	3.50	8
<i>H. The team's opportunity to win awards and trophies.</i>							
TM	35	56	113	102	64	3.28	7
AR	8	28	40	22	10	2.98	9
BT	0	2	5	2	1	3.20	10
<i>I. The team's involvement in pin trading.</i>							
TM	121	44	41	26	27	2.20	10
AR	18	19	19	14	11	2.77	10
BT	0	1	3	1	1	3.33	9
<i>J. Participating in structured social events.</i>							
TM	55	69	88	63	37	2.87	8
AR	7	25	24	30	13	3.17	8
BT	0	0	2	4	3	4.11	6

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year TMs (but the two experienced groups did not differ significantly from each other). The AR sample ranked this item tied for fifth and sixth. In all three groups, the item's mean score was greater than 4.00 on a five-point scale.

Item F addressed the impact of the tournament experience on the team's experiences in meeting other teams and interacting with many other participants. In the TM sample, this item was ranked sixth overall. However, TMs from rural areas ranked it (and item J, below) significantly higher than TMs from other geographic settings. It is logical that tournaments provided valuable experiences in relation to social interactions for teams from rural areas. It is possible that these considerations influenced the BT group (tied for 2-3) and the AR sample (fourth), both of which ranked the item higher than its overall ranking by the TM sample. Item G addressed the impact of the tournament experience on the team's learning through travel. Overall, all three groups ranked this item low (seventh through ninth). The ratings by the most experienced TM group on this item, however, were significantly greater than the first-year TM's ratings.

Item H addressed the impact of the tournament experience on the team's opportunity to win awards and trophies. This item was ranked very low by all three groups, although slightly higher by the TM sample than the other groups. Interestingly, however, in a multiple regression analysis in the TM sample, this item (along with item D, item B, and two items from the impact questions (rapid response and appreciation of the skills and abilities of others) were the best predictors of the overall satisfaction rating. This may suggest that it may not have been "socially desirable" for respondents to appear to be expressing "enthusiasm" for awards and trophies.

Item I addressed the impact of the tournament experience on the team's involvement in pin trading. This item was ranked ninth by the BT group and 10th by both the TM and AR samples. This may reflect the emphasis on the importance of Regional and Affiliate tournaments in all three groups, at which pin trading may not have as visible engagement as at Global Finals.

Item J addressed the impact of the tournament experience on participating in structured social events. This item was ranked eighth of 10 by the TM and AR samples, and sixth by the BT group. As noted above, however, TMs from rural areas rated this item significantly higher than it was rated by TMs from other areas. This may be a more salient concern for TMs from rural areas than for their colleagues from larger geographic settings.

The responses from the surveys' open-ended questions provided additional information related to several tournament themes and issues.

Appraisers. The level of preparedness of the appraisers was perceived by at least 6% of the total TM sample as an important concern. One TM respondent stated: "Our experience has been that the judges often know less than the team members, which puts the techno-wizard kids at a disadvantage in scoring. Technical innovation is not rewarded because the judges don't understand what the teams have done..." A different concern expressed by some in the TM and AR samples was the difficulty they experienced in finding appraisers to help at the regional level and affiliate levels. Twenty-five TM respondents and one AR respondent dealt with other appraiser-related issues. Respondents were most concerned with the complexity of the judging system, the level of training of appraisers, and the appraisers' ability to deal impartially,

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positively, consistently, and professionally with all concerned, especially team members. One Team Manager wrote: “The positive attitude of the judges can make a huge difference in the feeling of success on the part of the team members. Sadly, the negative attitude of the judging team can be crippling in terms of team members feeling like they have benefited from the program and wanting to come back.”

Competition and Celebration. There was some question among the respondents in this category as to the amount of emphasis placed on competition, as opposed to celebration of the teams’ creative efforts and accomplishments, at all tournament levels. One comment from the TM sample summarized the concern about overemphasis on competition and winning as follows: “The program is also very competitive and some teams will do anything to win. If you can ignore the emphasis on winning at all costs, you and your team will have loads of fun together.” An AR wrote: “Program states (correctly!) that 'all' who participate are 'winners', but many [individuals] lose that concept and focus heavily on 'winning' a particular tournament.” Several TM respondents commented that, after many hours of sustained effort throughout the year, their teams did not receive any kind of reward or recognition; these respondents often identified a need for ribbons, certificates, or other tangible acknowledgements of the teams’ efforts.

Tournament Management and Support Issues. A total of 42 TM responses and three AR responses addressed other general themes regarding tournaments. Other problems cited included: perceived lack of organization and efficient management at tournaments; lack of guidance and support, especially for novice teams and their managers; accessibility of tournament forms and time to complete them; lack of flexibility (especially in scheduling); interpersonal problems and the need for patience and support for participants unfamiliar with tournament policies and procedures; and, and lack of clear direction from those coordinating activities at Tournaments.

Other Organization, Structure, and Operation Issues

The data also included information about a number of other general issues relating to the organization, structure, and operation of the program.

Adult Involvement/Interference. In the qualitative data, especially in responses to the “Other Questions” items, many responses expressed concern and confusion in relation to the level of permitted adult involvement and the equality and respect for those principles and rules throughout the program. Sixteen TM respondents and two AR respondents addressed concern that inappropriate adult intervention detracted from the overall effectiveness of tournaments—and of the overall program experience. Many respondents expressed the view that rules were not adhered to, or were enforced unevenly or inconsistently. This resulted in confusion and, in some cases, anger. One TM wondered about the line between interference and good research on the part of team member. Specific illustrative comments included:

“Asking experts how to do things is an exceptional way to learn alternative solutions. Interference rules impinge too heavily on this investigative process. We certainly don’t want copies of adult ideas, but we do need to be able to listen to experts as we do in adult life and business.”

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“I think it is very difficult to sift through the rules to determine what is appropriate and inappropriate for adults to do when guiding teams. Some people seem to take an extreme approach and offer no help to kids, for example, through activities in instant challenges. Other teams have had enormous guidance...”

Culture and Climate of the Program. Several TM responses stated concerns about the culture and climate of the program. The primary issues related to the perception of an over-emphasis on competition and winning, and concern about lack of support and positive attitudes in the interactions between and among adults and team members. Some TM respondents voiced concern that the combination of “paid” and volunteer Team Managers created an unfair situation, or the absence of “a level playing field.” The concerns expressed by AR respondents tended to focus on communication, national organization, and expanding support at the regional and affiliate levels. One BT member expressed concerns that there is a “vocal minority” who assert that the Board of Trustees “does not listen to or care about individuals,” indicating the need for expanded efforts to build trust, engage in dialogue, and build new ways to communicate the Board’s concern for the program.

Paperwork and Bureaucracy. This issue was widely mentioned as a theme in the TM and AR samples’ “Other Questions” responses. The specific issues included: the number and detailed nature of program rules; the growing amount of paperwork; inefficient organization; redundant lines of communications; and, the bureaucratic structure. Several TM respondents noted that a considerable amount of time was wasted struggling with paperwork (in relation to amount and accessibility) and communicating with the organization.

Marketing. Eight TM respondents and eight AR respondents commented on issues relating to marketing. These respondents were all concerned with Destination ImagiNation®’s ability to get its good message out to prospective participants and their sponsoring organizations. Some were also concerned with the ability to continue to attract and retain the participation of high school students. Several respondents noted that marketing should emphasize the benefits of the program for individual participants. One AR respondent stated that the program “... is not being presented in a way that encourages new schools and organizations to join.” One TM respondent wrote: “Too many school districts do not know what Destination ImagiNation® even is.” Another TM noted: “Destination ImagiNation® needs to do a better job at providing materials and people who can contact affiliate schools so that educators know about the program and will support it. Destination ImagiNation® should not be 'the best kept secret' in town.” A total of 22 TM respondents and 12 AR respondents expressed concern about the perceived lack of support for the program on the local level, especially in relation to the lack of, or limits to, local funding and problems in finding grant money to support local programs.

Role Support and Training. In addition to training support, several comments on this topic cited problems with communications, getting information out to Team Managers, and timely help or advice. A respondent on the AR form wrote: “Currently, the CD of materials arrives too late to be useful.” Some TM responses raised concerns regarding training activities and opportunities. One was concerned that training seemed centered around the needs of public school teams and did not consider other situations including home-schooled students. Another discussed a training session that “consisted of playing charades and one instant challenge.” A

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Team Manager wrote: “As a first time coach, I found it very difficult to get support from the district coordinator who has done Destination ImagiNation® for 15 years. I was not trained, we did not start our teams until January, and received very little support on whether what we were doing was right.” Several respondents expressed the need for training and support (in a variety of topics) at the local and regional level, including the possibility of the development of on-line training opportunities.

Scope and Duration of the Program. We asked specific questions regarding the starting time and duration of the program. The first question on this topic asked the TM sample, “When did your team begin meeting this program year?” Table 18 summarizes the responses to this question, and Figure 5 presents the results graphically.

Table 18. When Teams Begin Work

August	9 (2.2%)
September	70 (16.9%)
October	134 (32.4%)
November	109 (26.3%)
December	58 (14.0%)
January or later	32 (7.74%)

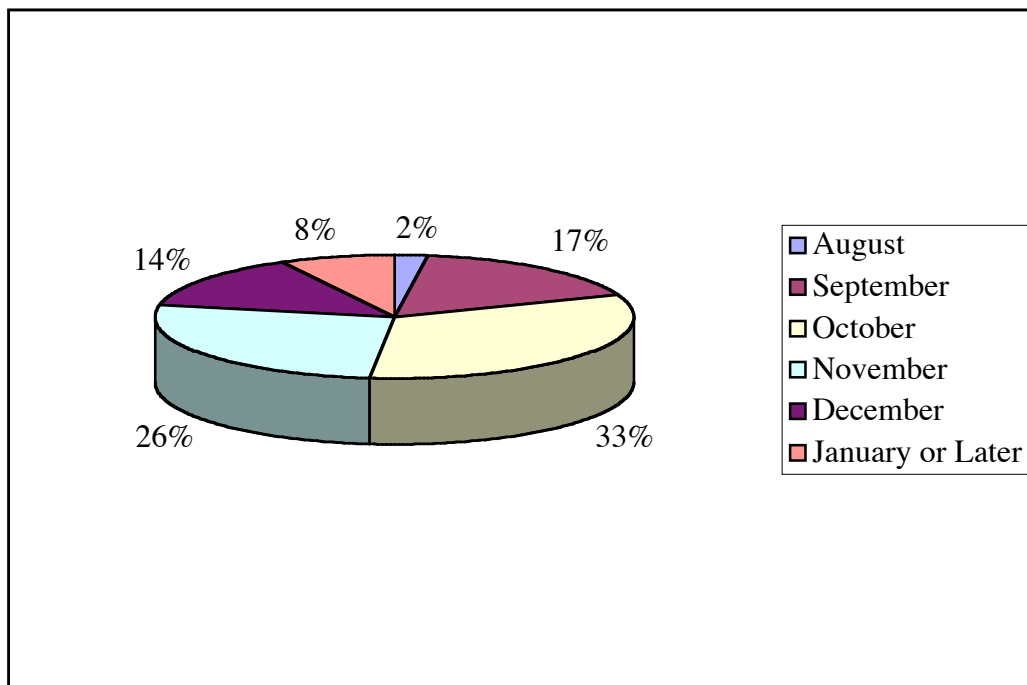


Figure 5: Month in Which Teams Reported Beginning Work

Almost one-third (32.4%) of the respondents indicated that they began to work in October, and more than half (51.5%) of the respondents had initiated their work by that time. By November, more than 75% reported that they had begun their work.

Next, we asked all three groups: “What would be the best length for a program year (from the first team meeting until the first tournament)?” Table 19 summarizes the responses for this question.

Table 19. Optimum Length of Program Year

<i>Length of Time</i>	<i>TM</i>	<i>AR</i>	<i>BT</i>
1-2 months	6 (1.5%)	3 (2.7%)	0 (0%)
3-4 months	130 (31.5%)	32 (28.8%)	6 (60%)
5-6 months	221 (53.5%)	63 (56.8%)	4 (40%)
7+ months	54 (13.1%)	13 (11.7%)	0 (0%)
(No Response)	2 (<.5%)	0	0

More than 85% of all respondents indicated that the program length, from the first team meeting until the first tournament, should be from three to six months.

Summary of Results for Question 5

Question 5 dealt with the respondents’ perceptions of the effectiveness and efficiency of the program’s organization, structure, and operation. The responses dealt with time commitments, Challenges, Tournaments, and Other Issues.

In relation to time commitments, the qualitative data indicated very strong perceptions among all three groups that the program requires a great deal of time and effort on the part of everyone involved in it. In response to quantitative questions regarding estimates of hourly time, the responses for all three groups suggested average time investments of between two and nine hours per week. More than 91% of the TM sample, more than 96% of the AR sample, and 80% of the BT respondents indicated that the time invested was, at least most of the time, time well spent.

The data regarding the Challenges indicated that the Instant and Team Challenges contribute positively to the program’s goals and operation. However, several issues and concerns regarding the Challenges were also identified by respondents in all three groups. These included: issues of complexity, detail, and difficulty in the Team Challenges and rules, especially for younger groups; the nature and variety of Instant Challenges; concerns about the nature of the Improv Challenge and the balance between “true” improv and pre-planned responses; and the focus and variety of challenge content and criteria (with particular concern about the nature and balance of technical and “subjective” criteria).

In relation to Tournaments, there was considerable emphasis among the responses on the importance of the Regional level tournaments and the need to support them. We asked ten specific questions about the importance of the tournaments in relation to specific goals and outcomes. The highest-ranked items involved the tournament’s impact on the team’s enjoyment of involvement in the program and on the team’s interest in continuing to participate, and the teams’ learning about what is required for competitive success. The impact of the Instant Challenge experience, and the importance of meeting and interacting with other teams were also highly ranked by the BT members. The lowest ranked items involved learning through travel, opportunities to win awards and trophies, pin trading, and structured social events. Responses

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from the rural TM sample members rated meeting and interacting with other teams and structured social events higher than by other TM respondents. In the qualitative data, the groups identified concerns relating to appraisal and appraisers, competition and celebration, and tournament management or support.

Other organization, structure, and operation responses related to: concerns about adult involvement and interference, the culture and climate of the program, paperwork and bureaucracy, marketing, and role support and training.

More than 50% of the TM respondents indicated that they began their work by October, and more than 75% reported that they began by November. More than 85% of the respondents indicated that the optimum program length (from the first team meeting until the first tournament) should be from three to six months.

Q6: What do participants identify as the major improvements or innovations that are important for the program to consider?

The responses from the qualitative data from all three groups contained many comments and suggestions for improvements or innovations in the program. We have summarized these responses and organized them into several categories, for convenience in reporting and reading. Note that this section presents the *respondents' comments* by category, in alphabetical sequence (not in any order of frequency or importance). It does **not** involve the evaluators' recommendations (which we will present in the next section of the report).

Access and Diversity. Respondents wondered how the program might become more inclusive so that students with talents but certain disabilities might have more opportunity to take part. One TM wondered about the possibility of having multiple teams at the same level represent the same school so that many interested and talented students would not be left out. Others voiced concerns that the cost of attending Global Finals and a lack of funding in many school districts that restricted participation. This, along with a discrepancy in the number of teams that could be sent to Global Finals, and the practice of holding Global Finals in the same location, was perceived by several respondents as limiting the ability or desire of some teams to attend. One respondent noted that, for some families, Global Finals is linked with family vacation plans (suggesting that returning to the same site would limit appeal over time), and another respondent suggested holding both Eastern and Western Global Finals.

Adult Involvement (Interference). This was an issue of concern for the TM and AR samples. Twenty-seven TMs and four ARs offered advice to others, emphasizing the importance of understanding the *Rules of the Road* and the impact of outside interference. Several respondents called for more clarity and more consistent enforcement of the rules concerning adult interference. Others suggested clarifying and revising definitions of appropriate and inappropriate adult involvement (suggesting that using experts in an advisory role is widely viewed as appropriate in the real world).

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Appraisers. Twenty-five TM respondents (17.5%) and one AR made suggestions or comments regarding needed changes in relation to the appraisal process or the appraisers. The level of Appraiser training was a concern for many respondents. One TM asked: “Is there a rubric for each item that is graded with a chart for the points? If not, there needs to be.” Other suggestions included: an online training program available in addition to the one day training, training in interpersonal relations and constructive feedback, new efforts to ensure civility and supportive attitudes in interactions with teams and other adults, and joint or cross-training of several roles (e.g., Challenge Masters and Appraisers) to promote consistency and continuity in the appraisal process.

Expansion of Program Options. Six TM respondents and six AR respondents dealt with issues surrounding expanded program options. The TM responses on this issue seemed to urge Destination ImagiNation® to make programmatic changes that would shift more effort and resources to the “lowest level of competition, so the majority of children can experience it.” Several also emphasized placing “more emphasis on creativity rather than competition.” One TM suggested “frequent I.C. 'scrimmages' throughout the Destination ImagiNation® season, rather than one I.C. opportunity at tournament.” One AR respondent wrote: “DI Extreme met a lot of needs of our busy students that were not previously met. Would love to see it on the regional/state level.” Several responses, including four BT members, expressed interest in new program options and directions. One wrote, “The flagship program is in sincere need of a new edge that will attract an audience that has changed dramatically over the past few years. Diversify the flagship program to include only four challenges that have truly unique and edgy challenges and learnings that are tangible.” Another BT member wrote: “Change the length of the program participation. Using the Executive Director and his staff, obtain a design for a new and shorter program. Pilot and then approve if successful [or modify and re-test]. Phase in with... a choice of the two program lengths.” A third BT member suggested: “[Consider] various ways to modify a program to deliver the experience without stressing the volunteers. We could consider a mail-in (email or snail mail) competition that is of short duration, or a one-day blast event.” A fourth BT member said, “I am glad that we are diversifying our program. It doesn't make sense to me to put everything into only one program.” A TM respondent wrote, “Don't be afraid to change DI to truly be something different and more creative than other CPS programs. Have clear goals and find creative ways to reach them.”

On the other hand, several AR responses dealing with program expansion expressed concerns that new program initiatives may be detracting to, or draining resources from, the “quality of the core program” and allocating effort and already scarce funds across a broader spectrum. One respondent wrote: “... diversification only helps a corporation when there is a STRONG base from which to branch out, strengthen YOUR commitment to the Program and stop diverting time, energy and money on new, poorly developed schemes with no thought to how they will be marketed or delivered - they are all doomed to failure and will pull the Destination ImagiNation® Program down with them if this continues.”

Local Support. Respondents, especially in the TM sample wondered what could be done to increase the level of support on the local level. Some comments suggested a mechanism to allow for students and parents to support the funding of team member participation. “Our school district does not allow more than one team per problem so there is no competition within

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schools. However, tryouts are extremely competitive; there are more than twice as many students who would like to participate but are not chosen. I feel they should be supported. They would not mind paying their own way; they just want the chance to compete for their school.” Another wrote: “Although I am extremely disappointed that my administration and board does not wish to support and encourage this program, I am thrilled that I have been effective enough to pass it along to students and parents in my area and that they are willing to continue it on their own.” An AR response suggested that one possible cause of a lack of local support is “the timing of membership renewal.” Sending out renewals in the late winter would allow districts to better include Destination ImagiNation® participations in their budget preparations. One BT member proposed redefining “affiliate” from “a geographic boundary to one defined by density of team members in a geographic area.” Another BT member expressed the need to help Regions in particular to celebrate success beyond “the small percentage of teams [that] advance to state and Globals.”

Need for Collaboration/Support. Respondents spoke about the need for team members to collaborate and cooperate, and for adults to collaborate with each other. An example from the TM responses was: “Be sure you have some one dependable and reliable to serve as co-Team Manager, this is especially true for team managers of elementary school children.” An AR example is: “Team Managers and adult volunteers are critical to the program’s success. Our job is to provide the support necessary to ensure that the kids have a supportive, safe, and most of all a fun environment to participate and compete in. Destination ImagiNation® is all about the kids.”

Training. The need for training and leadership development for adult participants in the Destination ImagiNation® program was another theme that ran throughout the qualitative data in the “Other Questions” item. Some saw a need for ongoing (and possibly required) leadership training at all levels, and for each specialized function within the organization, setting up a system so that experienced Team Managers could mentor new Team Managers, access to more resources, and online training including the establishment of chat rooms. One TM respondent commented: “... the single New Manager meeting was ineffective in properly setting expectations and helping me to prepare for the coming challenges.” Another wrote: “Pair first-timers with more experienced managers, especially in the early months, so new managers can learn from those who have found success with Destination ImagiNation®. This would build managers' confidence, help them navigate the finer points of the program (clarifications, tournaments, interference, etc).”

One TM suggested sending monthly, by email or snail-mail, more “teaching materials and Instant Challenge ideas as part of my membership registration fee.” Another asked: “Is there any Destination ImagiNation® literature about teaching your team time management skills without becoming an outside influence?” And finally, a TM wondered whether there could be meetings “with the challenge masters to discuss your solutions after Global Finals.” This would provide opportunities for Team Managers to “know directly what they [appraisers] were looking for. What things worked and what things did not work” and would be helpful in preparing for the coming year.

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Some respondents expressed the need for training that would extend and expand the expertise of Team Managers (and subsequently, team members) in process skills and tools. One BT member stated, “We have a creative method on paper, but I’m not sure that it gets down to the kids. I think they brainstorm and come to consensus, but don’t use or understand the other idea generation tools offered by DI.” A response from the TM sample echoed the same point: “More focus on CPS, including more training for managers. I still do not really understand it enough to truly share it with my teams. Another TM respondent suggested presenting set lessons for teachers that could be incorporated into classrooms,

Winners/Losers-Recognition/Encouragement. A total of 20 TM respondents and five AR respondents addressed this issue. They suggested reducing the competitive aspects of the program, instituting some mechanism that would provide awards for more teams, and assuring that each participant at each level receive at least a certificate of participation. Several responses proposed that, if Destination ImagiNation® asserts that anyone who takes part in the program and makes an effort is already a winner, there is a need to adjust actions to match the assertion. Currently, in the view of these respondents, the current structure causes most teams to leave a tournament feeling like losers; there should be some “reward” or affirmation of accomplishment. Others expressed concern for competition for young students, which also led to a “celebration” suggestion: “I think it is developmentally inappropriate to have children participate in competitions prior to 4th grade or nine years of age. Instead, children should come to tournaments to share their work and celebrate their accomplishments.” Another respondent wrote: “I really think something needs to be done to make everyone a 'winner'. The tournament days are very long, and to walk away without the 'prize' of going on to the next tournament becomes so emotionally depleting. My only answer to this is to make the awards ceremony more of a celebration of the accomplishments of all teams and then have the actual award/medal/public identification of number 1' be secondary.” Along the same line, another TM suggested “if you really believe that everyone's a winner, why make the last experience of most of the kids be sitting there watching other people win?! Have a party right at the end of the day— which starts on time, and is fun. Then, if you insist on having later tournaments, just post the names of the 'winners' on the wall or something.”

Summary of Results for Question 6

The respondents offered a variety of suggestions for improvement and innovation in the program. In general, these suggestions involved seven main categories; these were: Adult Involvement (Interference); Appraisers; Expansion of Program Options; Local Support; Need for Collaboration and Support; Training; and, Winners and Losers—Recognition and Encouragement.

Discussion and Recommendations

This section summarizes our principal conclusions from the six guiding questions, identifies their implications for future action, and presents our recommendations (including suggestions regarding future evaluation and research). These are organized by question, not in any order of perceived importance; the Board of Trustees and program staff will be responsible for prioritizing these recommendations and determining future actions that should be taken.

Question 1: Satisfaction

The respondents in all three groups expressed a high level of satisfaction with the Destination ImagiNation® program. More than 90% of all respondents indicated moderate or high overall satisfaction with the program and its positive impact for team members. A majority of the respondents indicated that they plan to continue their involvement. These results indicate that the Destination ImagiNation® is, in general, working well and offering perceived value to its participants. The respondents often used the terms “great, excellent, exciting, unique” and “fun” in describing the program.

There were also indications of some areas of concern, as 7.5% of the Team Managers indicated “low” or “limited” satisfaction with the program. More than 5% of the respondents reported that they would not continue to participate, and 35.1% were unsure about continuing. While it is unlikely that any program with the broad and extensive participation of Destination ImagiNation® can expect to satisfy *everyone*, these results warrant further investigation. The results imply that building the satisfaction of adult participants is an ongoing area of concern—both an opportunity and a challenge— for the program.

Recommendations

Based on the results for Question 1 and their implications, we offer the following recommendations:

- 1.1. Investigate ways to take advantage of the positive expressions of satisfaction with the program for marketing and promotion. It may be valuable to use positive statements from Team Managers, Affiliate and Regional Directors, and members of the Board to highlight and disseminate the enthusiasm and support that exists for the program.
- 1.2. Examine ways to draw upon the enthusiasm and areas of satisfaction expressed by the majority of adult participants to respond to, or mitigate, some areas of dissatisfaction expressed by smaller numbers of participants, and to help persuade “uncertain” participants to continue their involvement. For example, it might be possible to create opportunities for undecided participants to talk with enthusiastic participants from their area or to obtain coaching or mentoring to enhance their satisfaction with the program.
- 1.3. Study the satisfaction level of team members. Direct data from team members may help to clarify factors that lead to adult satisfaction or dissatisfaction, or to help support positive adult involvement and commitment.

Question 2: Benefits

The responses to this item indicated that the respondents in all three groups perceived many important benefits for themselves, for other adults, and for team members. A majority of respondents indicated that they first became involved in the program because of their own children's interests. It is not surprising, then, that the top-rated personal benefits for Team Managers dealt with watching team members "grow as creative individuals," discovering the "amazing things" teams can do on their own, and appreciating a team's ability to pull together in the face of new difficulties. These results imply that Destination ImagiNation® is perceived as successful in encouraging creativity, problem solving, and teamwork among its student participants. The respondents also noted significant areas of personal learning and individual growth in relation their own creativity and their understanding of team dynamics. Thus, involvement in the program is not only beneficial to children and youth, but to adults as well. The respondents perceived academic, creative, and social benefits for team members. These findings have positive implications for marketing and promoting the program.

However, we might reasonably expect that the question will be raised, "Adults may believe that there is benefit to team members, but what data from the team members themselves support that belief?" Since one purpose of the Phase I evaluation was to clarify important topics for direct investigation with team members in Phase II, the clear implications are that Phase II should include academic, creative, and social benefits for team members (not just one area), will be important areas to investigate and document. Phase II should also involve looking closely at specific effects on team members' skills in the areas of creative thinking, problem solving, *and* teamwork or collaboration skills.

Recommendations

Our recommendations regarding Question 2 are:

- 2.1. Identify ways to expand awareness, and to communicate within the Destination ImagiNation® community, the variety and extent of benefits the program offers for team members and adults.
- 2.2. Identify ways to communicate the perceived and observed benefits of participation in Destination ImagiNation® to the general public. As for Question 1, the responses to this question provided data that should be valuable for marketing and promotional purposes.
- 2.3. Gather data from team members regarding the academic, creative, and social benefits of participation in Destination ImagiNation.
- 2.4. Gather data from team members regarding the development of creative thinking and problem solving skills as a result of program participation.
- 2.5. Create specific statements of the programs' benefits in language appropriate to children and adolescents, to use in communicating directly with prospective participants in the program.

Question 3: Effective Implementation of Skills

This question involved the extent to which respondents felt that the program has successfully implemented a variety of skills related to its stated goals. The respondents considered the program to have a moderate or stronger impact on 24 of the 25 skill areas surveyed. Again, respondents noted teamwork as an important outcome of student participation in Destination ImagiNation®. The implication is that, overall, respondents find that the program is successful in meeting its goals.

The development of creativity and divergent thinking, risk-taking, and planning were specifically mentioned as observed outcomes of program participation. Among the 25 rated items, however, using a deliberate process for Creative Problem Solving methods and tools, research and inquiry skills, and searching widely for information or resources were not among the highest-ranked items. Since Destination ImagiNation® is considered a “creative problem solving program,” this may imply that CPS skills and tools are not receiving sufficient, deliberate emphasis to support their effective implementation, and that additional work may be needed in these areas.

The skills relating to critical thinking, attention to details, and careful analysis were also ranked below the top ten (and as low as 16-19 in some cases). This suggests that respondents viewed the program’s primary emphasis in implementation on divergence. Contemporary approaches to creativity and problem solving emphasize the importance of harmony and balance between divergence (or generating options) and convergence (or focusing options) for productive results. An implication of this result is that additional work may be needed to support the mutually important skills of generating and focusing options and to demonstrate that a balanced approach will strengthen, rather than compromise, the program’s commitment to fostering creativity and effective problem solving.

The skills of preparation and delivery of effective oral presentations was rated highly. However, “enhancing the skills of preparing documents that communicate ideas effectively to others in writing” received the *lowest* ranking by all respondent groups. This may reflect the relative priorities placed on these two skill sets by the reality of the program. This may imply that efforts to develop written communication skills may need additional attention, or that, if written communication is not viewed as having high importance in the program as it is implemented, the program’s goals may warrant revision. Other lower rated skills, such as “learning and applying new skills” in music or art, may imply that while the programs offers opportunities for these skills to be applied, it offers fewer opportunities for *new* learning in these specific areas. There may be valuable opportunities for students with strengths in those areas to express and apply them.

Recommendations

Based on the findings for Question 3, we offer the following recommendations:

- 3.1. Assess the priority of skills and knowledge relating to written communication, art, and music within the program, in order to modify the stated goals or design new initiatives to strengthen those skills' implementation in certain components of the program.
- 3.2. Investigate the degree to which program participation encourages the acquisition of new skills and knowledge relating to oral and written communication, research and inquiry, and searching for information and, if appropriate, design new resources or services to strengthen their implementation in the program.
- 3.3. Identify and apply new resources, activities, or services through which program participants (adults and team members) can learn and apply deliberate methods and tools for critical thinking (in harmony with creative thinking) and for Creative Problem Solving.
- 3.4. Gather data directly from team members to evaluate the program's impact and effectiveness in developing the skills represented in the program's major goals.

Question 4: Meeting Expectations

At least 80% of the respondents in all three groups reported that their participation in the program met or exceeded their expectations. This is significant especially considering that the majority of these adults become involved in the program because of their own children. The clear implication is that the program is providing the expected level of instruction, experience, and positive social interaction for the children of these adult participants. This also has implications for the future direction of the program. It would seem that the core program and associated activities are successful in delivering clear perceived benefits to students at our exceeding the level of expectation. We can conclude that, in the eyes of the majority of the adult respondents, the core program is strong and worthy of being maintained.

The data from Phase I did *not* address questions concerning *which* initial expectations matched the reality of the respondents' varied positions. Were the respondents' initial expectations related specifically to the program's benefits for the team members? Did their expectations include anticipated personal benefits? Did their expectations also involve an awareness of the demands of the program in relation to time, energy, and resources? Would a clearer initial understanding on the part of adult participants of both the positive benefits and the demands of the program have had a positive impact on the level of frustration expressed by some respondents in the qualitative data? These questions call for further investigation, using interviews or other in-depth data collection tools.

Recommendations

Our recommendations relating to Question 4 are:

- 4.1. Since the program is meeting respondents' general expectations, it is important to maintain and sustain the core Destination ImagiNation® program.
- 4.2. Identify ways to clarify, for especially for novice Team Managers or new volunteers in other leadership roles, both the benefits and demands of the program and their role, to enable them to set realistic expectations.

- 4.3. Gather data from participants in a variety of roles (e.g., Team Managers, Affiliate and Regional Directors, Challenge Developers, Challenge Masters, and Appraisers) regarding their specific expectations and the extent to which those expectations were met or exceeded.
- 4.4. Gather data regarding the expectations of team members as they enter the program and the extent and ways in which those expectations are met.

Question 5: Organization, Structure, and Operation

The primary implication of the data from this question is that, while the program is successful in meeting expectations and providing a high level of satisfaction for many respondents, there are several opportunities and challenges for the program to address. Specifically, the themes we identified from the data included: *Time Commitments*, *the Challenges*, *Tournaments*, and *Other Program Issues*. We will present our recommendations separately for each of these themes.

Time Commitments

A large majority of respondents reported that the time they spent on the program was, at least most of the time, well spent. There were, however, many responses noting the time commitment and frustration that were also part of the experience. Many respondents (89) cited the time commitment as a problem. While the time commitment may be a perceived problem, the time reported by the majority of respondents (between two and nine hours, on average, per week) does not seem out of line in comparison with other volunteer activities involving work with youth. It is possible that the respondents, most of whom completed the survey at or near the end of the program year, felt some degree of fatigue or stress after a long period of activity. It is also possible, of course, that their reports underestimated the actual number of hours they invested in the program.

Assuming that the stated concerns of many respondents reflect accurately the time and effort required for successful participation, the primary implications of these findings involve the need for greater attention to preparation and training that will enable new volunteers (and especially, new Team Managers) to feel confident and comfortable in their role and to learn ways to carry out their responsibilities effectively and efficiently. (A model of this emphasis, for example, might be the national training design of the Boy Scouts of America, which includes a “Leader Fast Start” program as an initial step for all new leaders, to be completed as a locally administered, video-based self-study program, to be completed before the person meets with any youth members. This program is followed by a series of video-based “Basic Leader Training” programs and then a series of “Leader Specific Training.”) Other implications of a high demand of time and effort by Team Managers might involve seeking new ways to build shared team leadership roles, or making adjustments in the program’s content or duration (which will be addressed specifically in relation to Question 6, below). The frustration that some Team Managers expressed seemed to be directed at their desire to do their best in their role. This implies that Team Managers may need more resources or support to help them understand how to be an effective facilitator and to create positive team dynamics.

Other hypotheses, however, might also be interesting and worthwhile to consider. As one example, given the number of statements from all three groups that included both satisfaction and warnings about time and effort, it is possible that there might be a popular “common wisdom” regarding the time and effort demands of the program, that receives attention and validation by the very act of its ongoing recitation and repetition (“if enough people say it often enough, it becomes an accepted reality”). An implication of this hypothesis would be that leaders in the program would find it beneficial to place more emphasis on the satisfaction, benefits, and rewards of participation than on issues of time and effort demanded when communicating with prospective or new Team Managers.

Recommendations. Our recommendations regarding time commitments are:

- 5.1. In order to clarify the specific time investments made by Team Managers, it would be helpful to conduct research that involves documenting the time and effort invested by samples of new and experienced Team Managers throughout the course of the program year (e.g., using time and activity logs or structured observations).
- 5.2. Consider developing resources that support efforts by experienced program leaders to communicate and emphasize *satisfaction*, *rewards*, and *benefits* (and, accordingly, to place less emphasis on time and effort demands), in order to avoid the inadvertent creation or perpetuation of a “context of concern” among Team Managers.
- 5.3. Investigate new ways to create and disseminate training opportunities and materials that highlight skills for managing time and responsibilities effectively and efficiently, or to address these concerns in new ways in existing training and resources.
- 5.4. Investigate new ways to draw upon the experiences of successful Team Managers to help less experienced leaders learn to carry out their role effectively and efficiently.

The Challenges

Based on the large majority of positive statements about the program and its benefits, we can conclude that the Challenges, which in one sense are at the core of the program, are performing as expected. However, the respondents also identified a number of concerns about the challenges; addressing these may be valuable in strengthening the program. The data indicated that the Challenges may be too difficult for younger teams, but too simple for older teams. Respondents also expressed differing expectations about the nature, goals, and appraisal of the Team Challenges. Some respondents expressed concern about the need for more technically sophisticated and focused Challenges; others emphasized the importance of performance and authentic improvisation Challenges.

Concerns about details and rules in the Challenges may also be related to personal style differences. From past experience with Challenge Development groups, for example, we know that people with an Explorer style preference prefer Challenges that are broad, highly open-structured, and minimal in details. People with a Developer style preference, on the other hand, prefer challenges that are richer in details and that provide the guidance of structure and boundaries.

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The responses also included numerous comments regarding the balance of “objective and subjective” criteria for the Challenges. This issue may also call for additional review and clarification. The terminology itself may contribute to the concerns. Terms such as “analytic and holistic” (from rubric development and performance-based assessment) might be useful and less value-laden, for example. Style diversity may also play a role in this concern, especially in relation to the “Ways of Deciding” style dimension. Individuals with a person-oriented preference often place greater emphasis, at least initially, on giving feedback that begins by affirming strengths and positives, while those with a task-oriented preference put more emphasis, at least initially, on precise, logical, and quantitative judgments, and often begin by expressing the limitations of an idea, presentation, or product (in an effort to identify needed improvements). The former group can often be perceived, especially by the latter, as “fuzzy,” “soft,” or not sufficiently rigorous, and, the latter group (task-oriented) may be perceived, especially by the former (people-oriented), as “harsh,” “uncaring,” and overly critical or judgmental.

It is highly unlikely that there is *one* kind of Team Challenge that will respond to the needs, interests, and talents of all participants. It is also probable that the differences of opinion expressed about the Challenges involved varying understanding of the nature of creativity and creative expression, and varying style preferences of the respondents. There were several comments that indicated a lack of awareness of the process through which Team Challenges are created and tested. The implications of these data involve the importance of clarity, variety, and communication regarding the nature, goals, and development of the Team Challenges. Similar questions, but less frequently occurring in the data, might be raised regarding Instant Challenges.

Questions and concerns about rules, adult involvement, and “interference” were also raised by a number of respondents. These responses indicated confusion across many program levels, suggesting that a number of adult participants and team members were often unclear about the rules. Such confusion seems to contribute to a perception on the part of a small number of respondents of unfairness and favoritism. Although confusion and misperceptions in these areas were expressed by a small number of participants, they may represent concerns that might become threats to the program’s successful operation in the future if not addressed.

Recommendations. Our recommendations regarding the Challenges are:

- 5.5. Seek new or expanded ways to communicate to all participants the process through which all Challenges are developed and tested.
- 5.6. Investigate ways to clarify and differentiate technical challenges from other categories, and to ensure that the program offers a variety of challenges that address the varied content and style preferences of Team Managers and Team Members.
- 5.7. Reexamine the policies and rules, especially (but not exclusively) regarding appropriate adult involvement and “interference,” in order to create a clear, simple, and level playing field for all participating teams.
- 5.8. Continue existing efforts to attain balance between openness and details in Challenge Development, and to respect the variety of ways in which creativity can be expressed through varied style preferences.

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- 5.9. Review scoring practices and procedures for all Challenges to work toward rubrics that can be applied clearly and consistently in relation to content perspectives and style diversity.
- 5.10. Initiate a careful review of the needs of participants at various age levels and consider developing guidelines and procedures to ensure that all challenges are developmentally appropriate and challenging for the intended age groups. This may include examining the possibility of expanding the differentiation of challenges by age level.
- 5.11. Initiate a review and analysis of the goals, purposes, and procedures for defining and implementing “improvisation” in the challenges.

Tournaments

The data indicated that Tournaments play an important role in the overall success of the program and that tournament activities provide many benefits for teams. Among all three groups, the tournaments at the Regional level were rated highest in importance, followed by Affiliate Tournaments, and then Global Finals. These results seem to imply a high need for attention to, and support for, the Tournaments that reach the greatest number of program participants. The responses from the three groups also pointed to the need for a discussion within the organization regarding several Tournament-related issues: appraisers (recruitment, training, and expectations), the role of competition and celebration, and tournament support.

Recommendations. Our recommendations regarding Tournaments are:

- 5.12. Review and reexamine policies, procedures, and resources for recruiting, training, and clarifying expectations for appraisers at all Tournament levels. The respondents indicated that such a review should address: (a.) support and methods for recruiting and training appraisers, especially at the Regional and Affiliate levels; (b.) training and resources to ensure that appraisers understand the rules and Challenges and can apply them fairly and consistently; and (c.) communicating and developing skills in dealing with, critiquing, and providing constructive feedback to team members (especially young children).
- 5.13. Review and evaluate the relative emphasis on competition and celebration (especially in relation to the “you are all winners” message); examine the possibility of instituting some kinds of recognition for all participants (which may be in addition to, not instead of, competitive awards).
- 5.14. Examine the possibility of providing recognition for extended service to the program by adult volunteers (e.g., Team Managers, Appraisers, Regional Directors, Affiliate Directors).
- 5.15. Investigate ways to enhance organizational and efficiency concerns relating to guidance and support for registration (especially for inexperienced teams and Team Managers), access to forms and support in completing them, and support for inexperienced participants in understanding and following Tournament policies and procedures.

Other Program Issues

The results also indicated the need to look closely at several other areas of concern involving the organization, structure, and operation of the program. The principal areas mentioned in the three

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groups' responses were: adult involvement and interference (see Recommendation 5.7, above); culture and climate of the program; paperwork and bureaucracy; marketing; role support and training; and, the scope and duration of the program. The concerns relating to the "culture and climate of the program" involved perceptions of some issues we have already addressed (e.g., addressing a perceived over-emphasis on competition and winning), but in a larger sense: they implied the need for greater attention to supportive and positive interactions among adults and between adults and team members. The paperwork and bureaucracy theme involved perceptions of an ever-increasing number of rules, policies, and paperwork, with challenges relating to communication (both personal and "virtual"). The marketing theme involved the need for expanded initiatives to expand awareness of the program. The role support and training theme called for the need for new and expanded resources and methods to address a variety of training for participants in a variety of specific roles and settings. The scope and duration of the program dealt with ways to increase the appeal of the program to many participants and also appeared to relate to making the demands and work load more efficient and manageable for adults and for team members.

Recommendations. We offer a number of specific recommendations to consider, in relation to the varied themes and issues involved in this category. These are:

- 5.16. Create and support an appropriate plan to review policies, procedures, resources, and support relating to:
 - (a.) Paper work required of adult participants, especially Team Managers, as to the timeliness of distribution, ease actualization, ease of use and submission.
 - (b.) Program rules, policies, and procedures, with emphasis on ensuring readability and efficient implementation. Seek ways to ensure that all written materials are distributed in a timely manner, and that the distribution is followed by personal contacts aimed at clearing up any questions and misunderstandings concerning obligations, restrictions, rules, challenges, and options.
 - (c.) Training resources, programs, offerings, content, and access. This involves varied formats and delivery methods (e.g., on-line or distance learning; CD or video packages; new training initiatives at the Affiliate level) for training Appraisers, Affiliate and Regional Directors, and Team Managers with consideration of the following areas:
 - Giving and receiving constructive feedback
 - Creating and maintaining a climate of support and encouragement (including, for example, positive interpersonal relationships and ways to encourage all participants to become "Ambassadors" for the program)
 - Expanding training in key skill areas for Team Managers (including teamwork, facilitation, efficient and effective meeting management, team dynamics, and process skills relating to creative and critical thinking, CPS, and, if appropriate, research, inquiry, and written communication)
 - (d.) Ensuring that all available resources are readily accessible, clearly indexed, and cross-referenced in several appropriate sites or locations. (There were several responses suggesting that material that is available on the website, for example, is often difficult to locate and access.)

- 5.17. Continue and expand efforts to develop and implement marketing approaches that successfully capture the high level of enthusiasm expressed by a majority of adult participants.
- 5.18. Investigate ways to develop a marketing approach for the program that informs the educational community about the social and academic benefits of the program for children, adolescents, and adults who participate. (This may include a survey of team members regarding how they would “sell” the program to their peers.)
- 5.19. Include in the next phase of evaluation data to be collected from team members regarding their perceptions of the effectiveness and efficiency of the program’s organization, and structure in relation to program’s goals and purposes.
- 5.20. Based on the data from this study regarding the optimum scope and duration of the program, investigate possible alternative program structure and operation configurations (including the possibility of evaluating various “pilot” options on an experimental basis). This may include examining ways for the Destination ImagiNation® program to be carried out in a shorter time frame, or in varying time frames, to fit the needs of different populations of team members and adults.

Q6: Participants’ Proposed Improvements or Innovations

Several of the principal implications and recommendations from the three groups’ responses to this question have been addressed above. The number of comments and concerns involving the terms “confusion” or “frustration,” while statistically infrequent, may imply a need for ongoing emphasis on building and maintaining effective communications throughout the program.

Several respondents indicated a desire to see the program become more accessible to a larger number of participants, and to enhance the program’s ability to serve more diverse populations. These responses may imply a readiness for a wider and more diverse array of program offerings, a change in the length of program participation, or for more opportunities for team members to present, perform, and compete in “low risk” settings, and for Tournaments, especially Global Finals, to become more accessible in cost to participants with limited financial resources and across geographic locations.

While there is interest in seeing the program expanded in a variety of ways, several respondents expressed the concerns that change and program additions, if implemented too rapidly and without adequate planning and preparation, might weaken the “core” of the program. This seems to imply that change needs to be implemented slowly, with extensive preparation and input from the various constituencies in the program, and with a continuous monitoring and feedback system in place. Some responses also implied that there would be a greater comfort level with pilot studies in the field for new initiatives, prior to their permanent incorporation into the program.

Recommendations

Our recommendations in relation to Question 6, based on a variety of suggestions offered by the respondents, are:

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- 6.1. Investigate new initiatives to increase opportunities for participation in the program, especially for individuals and teams with limited resources and from underserved populations.
- 6.2. Seek ways to ensure that all qualified teams are able to participate in Global Finals, regardless of distance and cost challenges.
- 6.3. Explore alternative presentation, performance, and competition options in “low risk” settings or structures, especially to enable inexperienced participants to gain confidence and enthusiasm for Creative Problem Solving in the Destination ImagiNation® context.
- 6.4. Ensure that new program initiatives are designed and developed with a broad base of input, participation, and communication, and investigate the creation of systematic methods and procedures for “pilot testing” new initiatives prior to their permanent incorporation into the program.

Summary

In this report, we presented the results for the six key questions for Phase I of a systematic evaluation of the Destination ImagiNation® program. Based on data gathered from a stratified random sample of Team Managers, a sample of ADs and RDs, and all ten then-current members of the BoT, totaling more than 500 respondents spanning 45 affiliate groups, we found that the participants generally evaluate the program very positively. The program meets or exceeds their expectations in many key areas.

We also identified opportunities for improvement, and issues that will benefit from careful review and examination, in relation to all six questions. Based on the results of this survey evaluation, we offered 40 recommendations. Many of these may affirm or support the current understandings and impressions of the Board and staff of the program. These will be important because they provide supporting evidence for what you “already knew.”

We believe that the recommendations may also suggest other, less clearly expected findings and directions. We did not attempt to prioritize the recommendations, nor to propose specific “solutions” or responses to the recommendations; those tasks belong properly to the Board of Trustees and staff or their designees within the program for response and action.

The present study was Phase I of a potentially more comprehensive evaluation of the program’s operation and impact. In the recommendations, we highlighted several areas that warrant additional study in Phase II. In addition, based on the results of this survey, the Board of Trustees and the program staff can focus the goals and directions for Phase II. Subsequent evaluation efforts should certainly involve obtaining feedback from team participants, and, if possible, direct assessment of the impact of participation in the program on team members’ attainment of skills directly related to the program’s goals.

Appendix A: The Survey instruments

This section presents the survey instruments we used to gather data from all three respondent groups. (Since the TM and AR surveys were web-based, the format and spacing of items may appear slightly different in print than on the web page.)

1. The Team Manager Survey
2. The Affiliated Director / Regional Director Survey
3. The Board of Trustees Survey

1. The Team Manager Survey

In an effort to maintain the highest quality for the Destination ImagiNation® program, please share your thoughts and insights by completing the following survey. Your comments and evaluation ratings are extremely important in helping the Destination ImagiNation® leadership to offer the best possible experience for you and your team. *Your responses will be confidential. We are asking for your identification data only to monitor the response rate for this survey and for data analysis purposes.*

Name: _____

Passport Membership No. _____

Gender: Male Female

What is your Zip/Postal Code? _____

How would you describe the area in which your Team is located?

- Urban Suburban Small Town Rural

1. Number of years experience as a Team Manager (*Counting this program year*)

- This is my first year 1 to 4 years total 5+ years total

2. Do you receive any financial compensation for your service as a Team Manager this program year?

- No, I am a volunteer Yes, I receive a stipend or salary supplement
 Not this year, but previously

3. Do you serve as a volunteer/leader for any other programs for children or youth?

- No Yes, currently Not now, but previously

If yes, which programs? Check any that apply

- Boy/Girl Scouts Sports/Athletics Religious Organization
 Future Problem Solving School-related activities YMCA/YWCA
 Other: _____

4a. Have you participated in any training or programs, other than Destination ImagiNation® programs, relating specifically to creativity (at work or in other settings)? No Yes

4b. Are you employed outside the home? No Yes

If yes, does your work involve leading or managing teams? No Yes

5a. Team Challenge Level. Check all that you are managing this program year.

- Rising Stars!™ Elementary Middle
 Secondary University DI Later™

5b. Team Challenge: Check all that you are managing this program year

- DestiNations in Time The Plot and the Pendulum
 Cartoon DIMensions UpBeat Improv
 GuessDI mate! Rising Stars!™: A Surprise Trip

5c. When did your team begin meeting this program year?

- August September October November December January or later

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5d. What would be the best length for a program year (from the first team meeting until the first tournament)? 1-2 months 3-4 months 5-6 Months 7 months+

6. My Team(s) this program year consists of
- Mostly experienced participants.
 - Mostly new participants.
 - A mix of new and experienced participants.

Impact of the Destination ImagiNation® Program on your team members

7. Please rate each of the following items based on your experience ***this program year***. Think about the impact on your team’s learning and growth, not only about competitive success. *While the results may vary for each team member, or each team, please base your rating on your overall impressions of your teams’ accomplishment of these outcomes*, using the following scale:

1 = Little or no impact 2 = Limited impact 3 = Moderate impact
4 = High impact 5 = Exceptional impact

- | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. Fostering creative thinking (the ability to generate many, varied, and unusual options). | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| b. Fostering critical thinking (the ability to sort and sift information, or to focus one’s thinking). | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| c. Using a deliberate process for Creative Problem Solving methods and tools. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| d. Developing teamwork and collaboration, working together and cooperating with each other. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| e. Developing leadership skills (the ability to guide and help others in organizing and carrying out important tasks). | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| f. Developing research and inquiry skills (the ability to gather information from many and varied sources or to create and carry out experiments). | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| g. Developing the skills needed to search widely for information or resources for solving a problem. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| h. Developing the ability to attend to details, and to examine information or ideas carefully and in depth. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| i. Enhancing the skills of preparing documents that communicate ideas effectively to others in writing. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| j. Enhancing the skills of preparing and delivering oral presentations that communicate ideas effectively to others. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| k. Enhancing the skills of conveying key information, attitudes, emotions, or reactions to an audience. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| l. Discovering personal styles, strengths, and/or talents, and using them effectively to contribute to the team’s work. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| m. Using the skills they have learned and practiced when they encounter real-life problems or challenges. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| n. Developing skills in listening and following directions. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| o. Developing the skills needed to manage time effectively. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| p. Learning and applying new skills and knowledge. (<i>mark all that apply</i>) | | | | | |
| p1. Improvisation, theater | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| p2. Technical/mechanical | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| p3. Structural | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| p4. Language (writing) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| p5. Visual arts | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| p6. Music | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| q. Developing appreciation for the skills and abilities of others. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

Destination ImagiNation® Phase I Evaluation Report

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| r. Developing the skills of performing under pressure or in “rapid response” mode. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| s. Finding or creating new ways to use or manipulate materials. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| t. Sticking with their task when conditions become difficult. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Your Experience as a Participant in Destination ImagiNation®

8. Why did you become a Team Manager?

- My own child wanted to participate, and needed a Team Manager
- I was recruited personally by a friend or neighbor who was involved
- I was recruited by a school or other sponsoring organization
- Other: _____

9. What do you consider the **personal benefits for you** of participating in Destination ImagiNation®? Please check all that apply.

- Learn to think about things more creatively
- Gain an appreciation of my own ability as a creative person
- Meet many people with similar interests
- Discover that teams can do amazing things on their own.
- Enjoy watching team members grow as creative individuals
- Feel good about how the team pulled together to deal with difficulties that arose
- Apply my experiences here to other life situations
- Obtain valuable and useful resources and materials
- Learn about team dynamics
- Learn about time management
- Learn to accept and share responsibility
- Learn or improve organizational skills
- Gain appreciation for the role of teachers
- Other _____

Participation in Destination ImagiNation® Tournaments

10. Have you ever participated in at least one Destination ImagiNation® tournament?

- Yes No *(If no, please skip to Question 14)*

11. When assessing the value of Destination ImagiNation® participation for team members, how important do you consider participation in Tournaments to be?

- | | | | | |
|-------------------------|--------------------------------------|-------------------------------|----------------------------|--------------------------------------|
| a. Regional Tournament | <input type="radio"/> Little or none | <input type="radio"/> Limited | <input type="radio"/> Very | <input type="radio"/> Most Important |
| b. Affiliate Tournament | <input type="radio"/> Little or none | <input type="radio"/> Limited | <input type="radio"/> Very | <input type="radio"/> Most Important |
| c. Global Finals | <input type="radio"/> Little or none | <input type="radio"/> Limited | <input type="radio"/> Very | <input type="radio"/> Most Important |

12. Please respond to these questions based on your most recent previous Tournament experience, and the highest level of competition at which your team participated.

Year of most recent Tournament: _____ Level: Regional Affiliate Global

13. For these questions, please use the scale: (1= None or Negative; 2=Limited; 3=Moderate; 4=High; 5=Highest. NA= not applicable)

How important was the Tournament experience in relation to...

Destination ImagiNation® Phase I Evaluation Report

- | | |
|--|--|
| a. The team's enjoyment of their involvement in Destination ImagiNation®. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> NA |
| b. The team's interest in continuing to participate in the program. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> NA |
| c. Your interest in continuing to participate. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> NA |
| d. The team's learning about what is required for competitive success. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> NA |
| e. The team's learning through their Instant Challenge experience. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> NA |
| f. The team's experiences in meeting other teams and interacting with many other participants. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> NA |
| g. The team's learning through travel. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> NA |
| h. The team's opportunity to win awards and trophies. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> NA |
| i. The team's involvement in pin trading. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> NA |
| j. Participating in structured social events. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> NA |

Your Overall Reactions to Participation in Destination ImagiNation®

14. To what extent does your participation in Destination ImagiNation® meet your expectations?
 Failed Fell short Met Exceeded
15. Overall level of satisfaction with the Destination ImagiNation® program.
 Low Limited Moderate High
16. The time you need to commit may vary during the year and as the team progresses. On average, how many hours per week do you invest in carrying out your role as Team Manager?
 less than 2 hours per week 2 to 5 6 to 9 10 or more
17. Is it time well spent? Yes Most of the Time Only Sometimes No
18. Will you participate in Destination ImagiNation® next year? Yes No Uncertain
If "no" or "uncertain," why?
 Time commitment required I don't feel successful in my role
 I lack the skills needed to do the job Difficulties with team members
 Difficulties with other adults Program may be dropped
 My child lost interest Cost
 Other:
-

19. Is there any other question about the Destination ImagiNation® program that you wish we had asked, but did not? If so, state the question, and then answer it, please.

a. Your Question:

b. Your Answer:

20. What would you say to someone who asks you about Destination ImagiNation®?

a. As a program for a participant or team member?

b. As an opportunity to be a Team Manager or adult volunteer?

2. The Affiliate/Regional Director Survey

In an effort to maintain the highest quality for the Destination ImagiNation® program, please share your thoughts and insights by completing the following survey. Your comments and evaluation ratings are extremely important in helping the Destination ImagiNation® leadership to offer the best possible experience for you and your team. **Your responses will be confidential.** We are asking for your identification data only to monitor the response rate for this survey and for data analysis purposes.

Name: _____ Affiliate Organization _____

Gender: Male Female What is your Zip/Postal Code? _____

DI Role: Affiliate Director Regional Director

How would you describe your Affiliate or Region in relation to memberships?

Large Moderate Small Tiny

1. Number of years experience in this role (AD or RD) with the program (*Counting this program year*)

This is my first year 1 to 4 years total 5 to 9 years total 10+ years total

2. Have you held any of the following positions? **Check any that apply**

Team Member Team Manager Affiliate Director Regional Director
 Challenge Writer Appraiser Challenge Master

3a. Do you receive any financial compensation for your service as AD or RD this program year?

No, I am a volunteer Yes, I receive a stipend or salary supplement
 Not this year, but previously

3b. If you receive a salary for your service as AD or RD what amount of time does it represent?

(FTE= Full Time Equivalent):

Less than .25 FTE .25 to .49 FTE .50 to .79 FTE .80 to Full time

4a. Do you serve as a volunteer/leader for any other programs for children or youth?

No Yes, currently Not now, but previously

4b. If yes, which programs? Check any that apply

Boy/Girl Scouts Sports/Athletics Religious Organization
 Future Problem Solving School-related activities YMCA/YWCA
 Other: _____

5. Have you participated in any training or programs, other than Destination ImagiNation® programs, relating specifically to creativity (at work or in other settings)? No Yes

6a. Are you employed outside the home in any capacity other than AD or RD? No Yes

6b. If yes, does your work involve leading or managing teams? No Yes

Impact of the Destination ImagiNation® Program on team members in your Affiliate or Region

7. Please rate each of the following items based on your impression and experience as an Affiliate or Regional Director **this program year**. Think about the impact on a team's learning and growth, not only about competitive success. *Please base your rating on your overall impressions of a team's accomplishment of these outcomes.* Base your impressions on your direct experience, observations, and/or the feedback you receive. Use the following scale:

1 = Little or no impact 2 = Limited impact 3 = Moderate impact
4 = High impact 5 = Exceptional impact

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a. Fostering creative thinking (the ability to generate many, varied, and unusual options).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Fostering critical thinking (the ability to sort and sift information, or to focus one's thinking).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Using a deliberate process for Creative Problem Solving methods and tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Developing teamwork and collaboration, working together and cooperating with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Developing leadership skills (the ability to guide and help others in organizing and carrying out important tasks).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Developing research and inquiry skills (the ability to gather information from many and varied sources or to create and carry out experiments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Developing the skills needed to search widely for information or resources for solving a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Developing the ability to attend to details, and to examine information or ideas carefully and in depth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Enhancing the skills of preparing documents that communicate ideas effectively to others in writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Enhancing the skills of preparing and delivering oral presentations that communicate ideas effectively to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Enhancing the skills of conveying key information, attitudes, emotions, or reactions to an audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Discovering personal styles, strengths, and/or talents, and using them effectively to contribute to the team's work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Using the skills they have learned and practiced when they encounter real-life problems or challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Developing skills in listening and following directions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Developing the skills needed to manage time effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Learning and applying new skills and knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>(mark all that apply)</i>					
p1. Improvisation, theater	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p2. Technical/mechanical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p3. Structural	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p4. Language (writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p5. Visual arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p6. Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Developing appreciation for the skills and abilities of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Developing the skills of performing under pressure or in "rapid response" mode.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Finding or creating new ways to use or manipulate materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Sticking with their task when conditions become difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Experience as a Participant in Destination ImagiNation®

8. Why did you become an Affiliate Director or Regional Director?
- Our organization needed someone in this role or we couldn't participate
 - I was recruited by those who were involved in this role before
 - I was recruited by a sponsoring organization
 - Other: _____

9. What do you consider the **personal benefits for you** of participating in Destination ImagiNation® in your current role as Affiliate Director or Regional Director? Please check all that apply.

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- Learn to think about things more creatively
- Gain an appreciation of my own ability as a creative person and administrator
- Meet many people with similar interests
- Enjoy watching team members grow as creative individuals
- Feel good about how the organization has developed and grown
- Apply my experiences here to other life situations
- Obtain valuable and useful resources and materials
- Learn about team dynamics
- Learn about time management
- Learn to accept, share and delegate responsibility
- Learn or improve organizational skills
- Gain appreciation for the role of teachers, and administrators
- Gain an appreciation for the role of team managers
- Other _____

Destination ImagiNation® Tournaments

11. When assessing the value of Destination ImagiNation® participation for team members, how important do you consider participation in Tournaments to be from your observations and impressions?

- | | | | | |
|-------------------------|--------------------------------------|-------------------------------|----------------------------|--------------------------------------|
| a. Regional Tournament | <input type="radio"/> Little or none | <input type="radio"/> Limited | <input type="radio"/> Very | <input type="radio"/> Most Important |
| b. Affiliate Tournament | <input type="radio"/> Little or none | <input type="radio"/> Limited | <input type="radio"/> Very | <input type="radio"/> Most Important |
| c. Global Finals | <input type="radio"/> Little or none | <input type="radio"/> Limited | <input type="radio"/> Very | <input type="radio"/> Most Important |

12. Please respond to these questions based on your most recent Tournament experience in your current role.

Year of most recent Tournament: _____ Level: Regional Affiliate Global

13. For these questions, please use the scale: (1= None or Negative; 2=Limited; 3=Moderate; 4=High; 5=Highest. *NA= not applicable*)

From your view as AD or RD, how important was the Tournament experience in relation to...

- | | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------|
| a. A team's enjoyment of their involvement in Destination ImagiNation®. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| b. A team's interest in continuing to participate in the program. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| c. Your interest in continuing to participate. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| d. A team's learning about what is required for competitive success. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| e. A team's learning through their Instant Challenge experience. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| f. A team's experiences in meeting other teams and interacting with many other participants. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| g. A team's learning through travel. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| h. A team's opportunity to win awards and trophies. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| i. A team's involvement in pin trading. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| j. Participating in structured social events. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |

Your Overall Reactions to Participation in Destination ImagiNation®

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14. Overall, to what extent do you feel that participation in Destination ImagiNation® meets the expectations of participants in your Affiliate? Failed Fell short Met Exceeded

15. What is your *overall* level of satisfaction with the Destination ImagiNation® program.
 Low Limited Moderate High

16. What would be the best length for a program year (from the first team meeting until the first tournament)? 1-2 months 3-4 months 5-6 Months 7 months+

17. The time you need to commit may vary during the year. During the time the program is running in your Affiliate, how many hours per week, on average, do you invest in carrying out your role as AD or RD? less than 10 hours per week 10 to 20 20 to 30 30 or more

18. Is it time well spent? Yes Most of the Time Only Sometimes No

19. Will you continue to participate in Destination ImagiNation® in your current role next year?
 Yes No Uncertain

If "no" or "uncertain," why?

- Time commitment required
- I don't feel successful in my role
- I lack the skills needed to do the job
- Difficulties with team managers
- Difficulties with other adults
- Program may be dropped
- Cost
- I will serve in a different role
- Other: _____

20. Is there any other question about the Destination ImagiNation® program that you wish we had asked, but did not? If so, state the question, and then answer it, please.

a. Your Question:

b. Your Answer:

21. What would you say to someone who asks you about Destination ImagiNation®?

a. As a program for a participant or team member?

b. As an opportunity to be a Team Manager or adult volunteer?

3. The Board of Trustees Survey

In an effort to maintain the highest quality for the Destination ImagiNation® program, please share your thoughts and insights by completing the following survey. Your comments and evaluation ratings are extremely important in helping Destination ImagiNation® to offer the best possible experience participants at every level. *Your responses will be confidential. We are asking for your identification data only to monitor the response rate for this survey and for data analysis purposes.*

Name: _____

Gender: Male Female

1. Number of years as a member of the Board of Trustees (*Counting this program year*)
 - This is my first year
 - 1 to 4 years total
 - 5+ years total

2. Number of years associated with the program (*Counting this program year*)
 - This is my first year
 - 1 to 4 years total
 - 5 to 9 years total
 - 10+ years total

3. Have you served (now or previously) in any of the following roles in Destination ImagiNation®? **Check any that apply**
 - Team Member
 - Team Manager
 - Affiliate Director
 - Regional Director
 - Challenge Writer
 - Appraiser
 - Challenge Master

4. Do you serve as a volunteer/leader for any other programs for children or youth?
 - No
 - Yes, currently
 - Not now, but previously

If yes, which programs? Check any that apply

 - Boy/Girl Scouts
 - Sports/Athletics
 - Religious Organization
 - Future Problem Solving
 - School-related activities
 - YMCA/YWCA
 - Other: _____

- 5a. Have you participated in any training or programs, other than Destination ImagiNation® programs, relating specifically to creativity (at work or in other settings)?
 - No
 - Yes

- 5b. Are you employed outside the home? No Yes

If yes, does your work involve leading or managing teams? No Yes

- 5c. Do you now, or have you, served at the executive or board level with any other organization? No Yes

Impact of the Destination ImagiNation® Program

6. Please rate each of the following items based on your experience ***as a member of the Board of Trustees***. Think about the impact of the Destination ImagiNation® program, especially at the team level. Think about the total program, not only about possible competitive success. *Base your rating on your overall impressions as to the extent that participants have accomplished these outcomes. Base your rating on your direct observations of the program as well as on any feedback you may have received.* Use the following scale:

1 = Little or no impact 2 = Limited impact 3 = Moderate impact
 4 = High impact 5 = Exceptional impact

- | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. Fostering creative thinking (the ability to generate many, varied, and unusual options). | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| b. Fostering critical thinking (the ability to sort and sift information, or to focus one's thinking). | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| c. Using a deliberate process for Creative Problem Solving methods and tools. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| d. Developing teamwork and collaboration, working together and cooperating with each other. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

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e. Developing leadership skills (the ability to guide and help others in organizing and carrying out important tasks).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Developing research and inquiry skills (the ability to gather information from many and varied sources or to create and carry out experiments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Developing the skills needed to search widely for information or resources for solving a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Developing the ability to attend to details, and to examine information or ideas carefully and in depth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Enhancing the skills of preparing documents that communicate ideas effectively to others in writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Enhancing the skills of preparing and delivering oral presentations that communicate ideas effectively to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Enhancing the skills of conveying key information, attitudes, emotions, or reactions to an audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Discovering personal styles, strengths, and/or talents, and using them effectively to contribute to the team's work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Using the skills they have learned and practiced when they encounter real-life problems or challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Developing skills in listening and following directions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Developing the skills needed to manage time effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Learning and applying new skills and knowledge. (mark all that apply)					
p1. Improvisation, theater	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p2. Technical/mechanical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p3. Structural	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p4. Language (writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p5. Visual arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p6. Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Developing appreciation for the skills and abilities of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Developing the skills of performing under pressure or in "rapid response" mode.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Finding or creating new ways to use or manipulate materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Sticking with their task when conditions become difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Experience as a Participant in Destination ImagiNation®

7. Why did you initially become involved with Destination ImagiNation®?

- My own child wanted to participate, and needed a Team Manager
- I was recruited personally by a friend or neighbor who was involved
- I was recruited by a school or other sponsoring organization
- Other: _____

8. What do you consider the **personal benefits for you** of participating in Destination ImagiNation® as a member of the Board of Trustees? Please check all that apply.

- Learn to think about things more creatively
- Gain an appreciation of my own ability as a creative person
- Meet and work with people with similar interests
- Discover the amazing things that Destination ImagiNation® participants can accomplish
- Enjoy watching team members grow as creative individuals

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- Feel good about how the organization has developed and grown
- Apply my experiences here to other life situations
- Obtain valuable and useful resources and materials
- Learn about team dynamics
- Learn about time management
- Learn to accept and share responsibility
- Learn or improve organizational skills
- Gain appreciation for the role others play in the program
- Improve my own leadership and management skills
- Other _____

Destination ImagiNation® Tournaments

9. Have you ever participated in at least one Destination ImagiNation® tournament?

- Yes No (*If no, please skip to Question 14*)

10. When assessing the value of Destination ImagiNation® participation for team members, how important do you consider participation in Tournaments to be?

- | | | | | |
|-------------------------|--------------------------------------|-------------------------------|----------------------------|--------------------------------------|
| a. Regional Tournament | <input type="radio"/> Little or none | <input type="radio"/> Limited | <input type="radio"/> Very | <input type="radio"/> Most Important |
| b. Affiliate Tournament | <input type="radio"/> Little or none | <input type="radio"/> Limited | <input type="radio"/> Very | <input type="radio"/> Most Important |
| c. Global Finals | <input type="radio"/> Little or none | <input type="radio"/> Limited | <input type="radio"/> Very | <input type="radio"/> Most Important |

11. Please respond to these questions based on your most recent previous Tournament experience. Year of most recent Tournament: _____ Level: Regional Affiliate Global

12. For these questions, please use the scale: (1= None or Negative; 2=Limited; 3=Moderate; 4=High; 5=Highest. *NA= not applicable*)

From your view as a member of the Board of Trustees, how important was the Tournament experience in relation to ...

- | | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------|
| a. A team's enjoyment of their involvement in Destination ImagiNation®. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| b. A team's interest in continuing to participate in the program. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| c. The TM's interest in continuing to participate. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| d. A team's learning about what is required for competitive success. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| e. A team's learning through their Instant Challenge experience. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| f. A team's experiences in meeting other teams and interacting with many other participants. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| g. A team's learning through travel. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| h. A team's opportunity to win awards and trophies. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| i. A team's involvement in pin trading. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |
| j. Participating in structured social events. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> NA |

Your Overall Reactions to Participation in Destination ImagiNation®

13. What would be the best length for a program year (from the first team meeting until the first tournament)?

- 1-2 months 3-4 months 5-6 Months 7 months+

14. All things considered, to what extent has your involvement and participation in the Destination ImagiNation® program met your expectations?

- Failed Fell short Met Exceeded

15. What is your overall level of satisfaction with the Destination ImagiNation® program.

- Low Limited Moderate High

16. On average, how much time per week do you invest in your carrying out your duties as a member of the Board of Trustees?

- less than 5 hours per week 6 to 10 11 to 15 16 to 20 21 or more

17. Is it time well spent?

- Yes Most of the Time Only Sometimes No

18. If you had the power to change one aspect of the *Destination ImagiNation®* program, (a.) what would it be? (b) How would you initiate that change?

18a. What would you change?

18b. How would you initiate that change?

19. Is there any other question about the Destination ImagiNation® program that you wish we had asked, but did not? If so, state the question, and then answer it, please.

19a. Your Question:

19b. Your Answer:

20. What would you say to someone who asks you about Destination ImagiNation®?

20a. As a program for a participant or team member?

20b. As an opportunity to be a Team Manager or adult volunteer?