

ANALYSIS
SURVEYS of SUMMER SEMINAR '07 PARTICIPANTS

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SECTION ONE: ANALYSIS OF SPECIFIC SURVEY ITEMS

For the complete survey data (including the questions), please refer to Appendix I.

Item 1.1 Primary ESP Role of Seminar Participants

The information collected on this question helps verify that the survey is representative of the overall Seminar. When the professional identities of evaluation respondents is compared with information from the Seminar's registration records, we find several favorable comparisons. As Table 1 (below) demonstrates, the proportion of Teaching Artists, Cultural Org Administrators and "Others" who turned in evaluations almost exactly mirrors the proportions of these groups in the general registration. The proportion of teachers turning in Evaluations was a little higher (3%) than the proportion of those enrolled, while the proportion of School Administrators who answered the Evaluation was a little lower (3%) than the enrollment proportion.

These strong comparisons affirm that the collected survey responses are representative of Seminar participants' experiences and reactions as a whole

Table 1

Surveys	Professional Role	Registration
31.5%	Teachers	28.4%
18.4%	Artists/Teaching Artists	18.3%
8.8%	School Administrators	12.0%
34.2%	Cultural Org Administrators	34.2%
7.0%	Other	7.1%

Item 1.2: School Grade Levels Represented

This question asks about the grade levels of the ESP partnerships represented at Summer Seminar. (elementary, middle school, high school, or some combination of those) This information, like that of the previous question, becomes valuable when looked at in proportion, and over time.

Table 2

2007	Grade Level	2006
68.4%	Elementary	66.2%
35.9%	Middle School	23.1%
37.7%	High School	27.7%

[Note: the figures from both years total more than 100% because several partnerships include schools of different grade levels.]

Funding decisions by NYSCA determine which levels of schools are represented at Summer Seminar, though a two year pattern is evident: the majority of partnerships include elementary schools, with the other two groups

almost equal each year. Also, each year, high school partnerships were just a few percentage points higher than middle schools.

Item 1.3: Number of Years of Attendance at Summer Seminar

The distribution proportions were: 43.9% First Timers, 56.1% repeat attendees at Summer Seminar '07. These figures fit into the overall historical pattern of 45% First Timers, 55% repeat attendees.

Item 1.4: Age of Partnership

This data is significant primarily in comparison with years of attendance, particularly considering the First-Timers. When we compare the number of First Timers with the number of those who identified themselves as belonging to newly funded partnerships (07-08), we discover at least 20% of first-timers, probably more, are with partnerships older than one year. These calculations may mean these First Timers have been part of the ESP program for a while, but have never attended Summer Seminar. It may also reveal that they are newly hired personnel in a long-term partnership.

Items 2.1 & 2.2: ESP Learning Framework

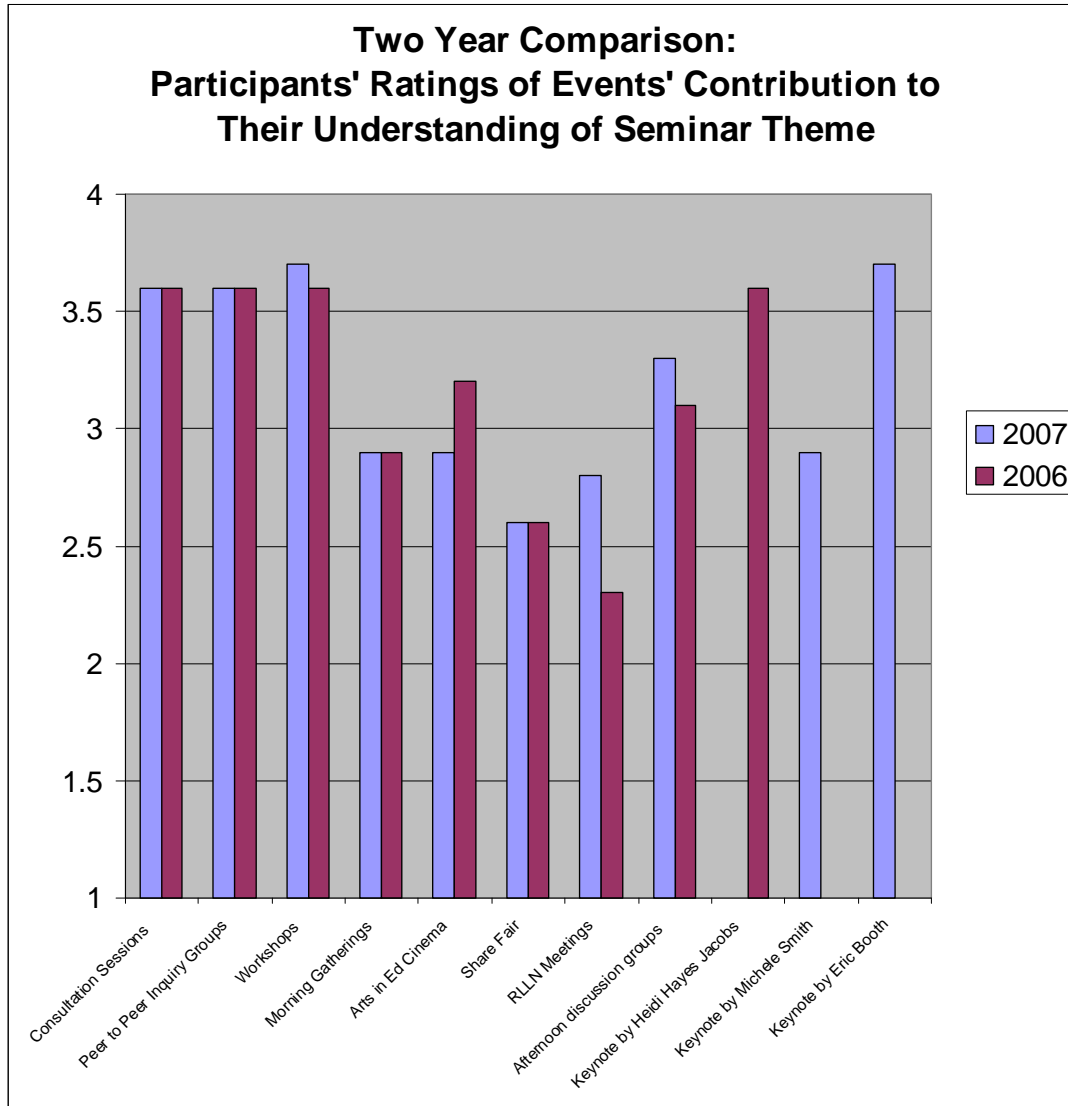
The ESP Learning Framework was a new curriculum tool this year, provided to Seminar Faculty, Fellows and participants as a tool to provide some focus for their learning experiences. The vast majority of participants felt the ESP Learning Framework made “a lot of sense” or “some sense” to them. This data corresponds with the anecdotal feedback received on the Framework content and design. Because the Framework was new this year, we didn't put much emphasis on people learning exactly what it meant, or how it works. Primarily, we wanted people to become familiar with the Framework.

Reflection forms for Seminar workshops and Peer to Peer sessions both explicitly asked people to refer to and note which “Enduring Understanding” from Framework was addressed in the workshop/peer to peer session. Therefore, the minimum number of times participants should have referred to the Framework would be 8 times during the week. Most respondents indicated they used the Framework 3 – 9 times during the week, while a significant portion said they only referred to it once or twice. The number of responses, then, suggests that participants used the Framework on a minimum basis, but may not have found themselves referring to it during additional learning events, such as Team Time, consultation sessions, or networking discussions with colleagues.

Item 3.1: Activities Supporting Seminar Theme of “Strategizing for Success”

As Graph 1 below shows, the Seminar activities that contributed most effectively to people's understanding of the theme were: Eric Booth's keynote address, Peer to Peer groups, workshops and consultation sessions. The graph also shows that several of these components were ranked similarly in 2006 (also in relation to that year's theme, “Thinking Back, Looking Forward.”) This similarity isn't surprising since the Seminar design was not altered tremendously during the two years. It is worth noting that the component which was ranked lowest in 2006, RLLN meetings, increased significantly in 2007, though a cause for this increase is unclear. The lower ranked events, specifically Share Fair and RLLN meetings, are those types of events that rely heavily on participant contribution for successful design and impact. Currently a minimum of effort (by the ESP staff) is put into these managing and programming these events, but if someone from the program office could manage these events so their content and structure coincide with the Seminar's theme, their rankings as learning events might improve.

Graph 1



Item 3.2: Achievement of Seminar's Overall Goals

This question asked about several types of main learning categories, all of which averaged scores of 3.0 or higher (out of 4). The Seminar succeeded most in connecting participants with others who might be useful for them (which could include Seminar faculty or fellows, or other participants who work in similar areas). The lower-ranked categories, "Student Assessment", "Curriculum Development," and "Project Sustainability," may reflect a few factors: 1.) the Seminar didn't offer enough workshops in these categories, 2.) the quality of the Seminar's workshops in these categories was adequate, but could have been stronger. The non-response rate for these questions was relatively low, which leads us to think that most participants felt that the categories listed were not absent in the over-all Seminar design.

Item 3.3: Consultations

75% of respondents claimed to have met with 1 or more consultants during the Seminar week, with 50% claiming to have met with at least two consultants. 10.5% responded that there were no consultants suitable or available. This last figure represents participants who would have been the most disappointed or frustrated with the system of consultations, since they made some attempt to meet with a consultant, but were unable to do so.

(Approximately 14.5% of survey respondents left this question blank, suggesting they did not pursue a consultation.) Again, while there is room for improvement, the Seminar structure appears to meet most participants' needs for consultations.

Items 3.4 & 3.5: Types and Sources of New Learning

The responses to these open-ended questions were coded using tools: the ESP Learning Framework and a code developed specifically for the Seminar evaluation. All seven dimensions of the ESP Learning Framework were found in the responses, which suggests that in a general way, the planning of the Seminar was thorough and thoughtful. It might also suggest that the Framework is a valid tool for sorting learning through ESP professional development events.

The greatest type of new learning was within the Teaching and Learning dimension, probably due to the fact that this was a category in which many workshops were offered, and the TL1 Understanding is a very broad understanding, includes a long list of best teaching practices. All of the other responses that reflect 5% or more of respondents' answers are within the Framework dimensions.

Eric Booth's keynote was the event people identified more than any other as providing new learning. This is rather remarkable as Booth's speech lasted less than 90 minutes, and was only offered once. The next highest rated event contributing to new learning was Peer to Peer. Since P2P groups met 5 times during the week, there were plenty of opportunities for new learning, so we would expect this to be among the top two or three responses, based on sheer time commitment. All other learning events that comprise 5% of respondents or more were specific workshops. The data doesn't tell us which workshops of the selected faculty (Brzoska, Aprill, Burnaford, Granet, & Nizamis) that people credit with their learning, or which segment of the workshop, as each was given more than once. Nevertheless, the responses let us know which faculty members are contributing to new learning by members in the field.

Items 4.1, 4.2 & 4.3: Team Time

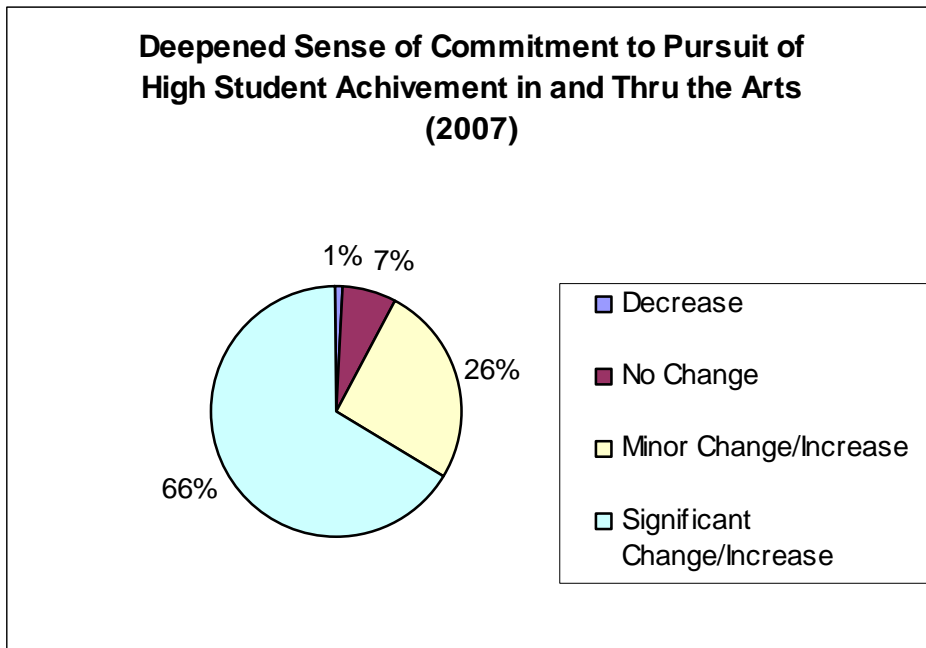
In the Seminar's schedule, only 2.25 hours of "dedicated" Team Time were offered over three days. Five workshop segments of two hours each also were marked as potential for Team Time, totaling 12.25 hours in the schedule. It's unlikely that any one team chose to forego all workshops over 5 days and use those sessions exclusively for Team Time. Yet, participants clearly found additional time to work with their team members, as they reported spending, on average, 9.4 hours with their team members. This figure probably includes time spent during meals and possibly evening hours, and perhaps during one or two workshop periods.

80% of respondents felt their Team Time during the week was sufficient, which is a favorable response. This is an increase from last year's survey, in which only 63% of respondents felt they had enough Team Time. Last year, there was only 1.75 hours of dedicated Team Time, spread out over two days (though the same option existed last year, in which people could opt out of any of the workshops sessions).

Items 5.1 & 5.2: Impact on Participants' Sense of Commitment to the Pursuit of High Student Achievement in and through the Arts.

As Graph 2 below depicts, 92% of participants felt their sense of commitment to the programs goal was positively affected. That 2/3 of respondents claimed the highest level is a strong indicator that "attitudinal sustainability" is well-achieved. Of course, this type of question only relates to ones sense of belief, and doesn't measure action, either intended or actually carried through. Perhaps future evaluations might ask about specific actions to be taken, based on the increased sense of commitment.

Graph 2

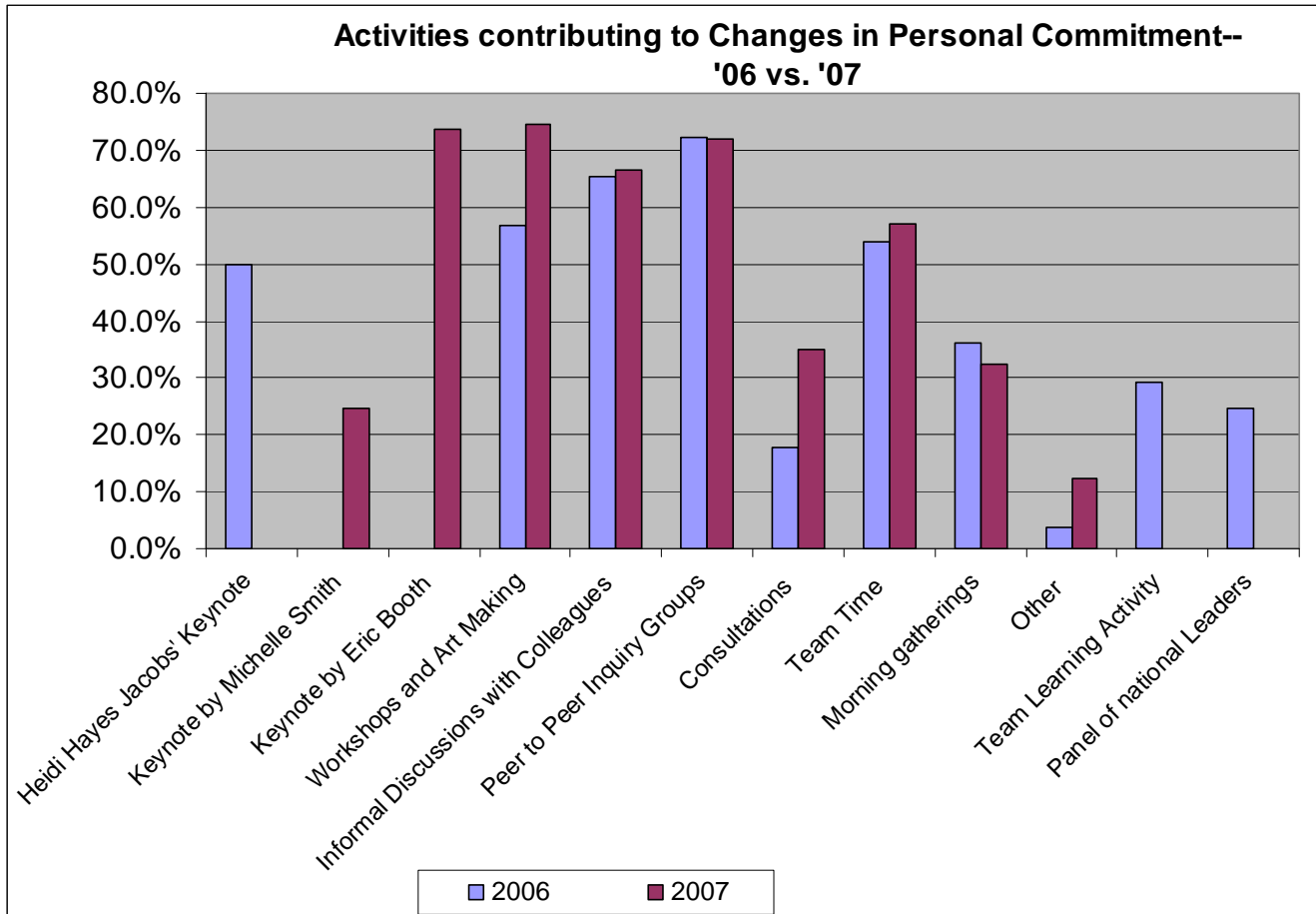


As Graph 3 below indicates, some events can have significantly higher impact on participants' sense of commitment. Peer to Peer, workshops, and informal discussions with colleagues have ranked highly in the past two years.

The rankings for this year were generally consistent or slightly higher than rankings from last year.

The rankings for keynotes over the past two years have varied widely, with Eric Booth's very high ranking to Heidi Hayes Jacobs ranking, to Michelle Smith's low ranking. This wide variation reflects the unique nature of keynote addresses, and the challenge of finding speakers who can impress our participants.

Graph 3



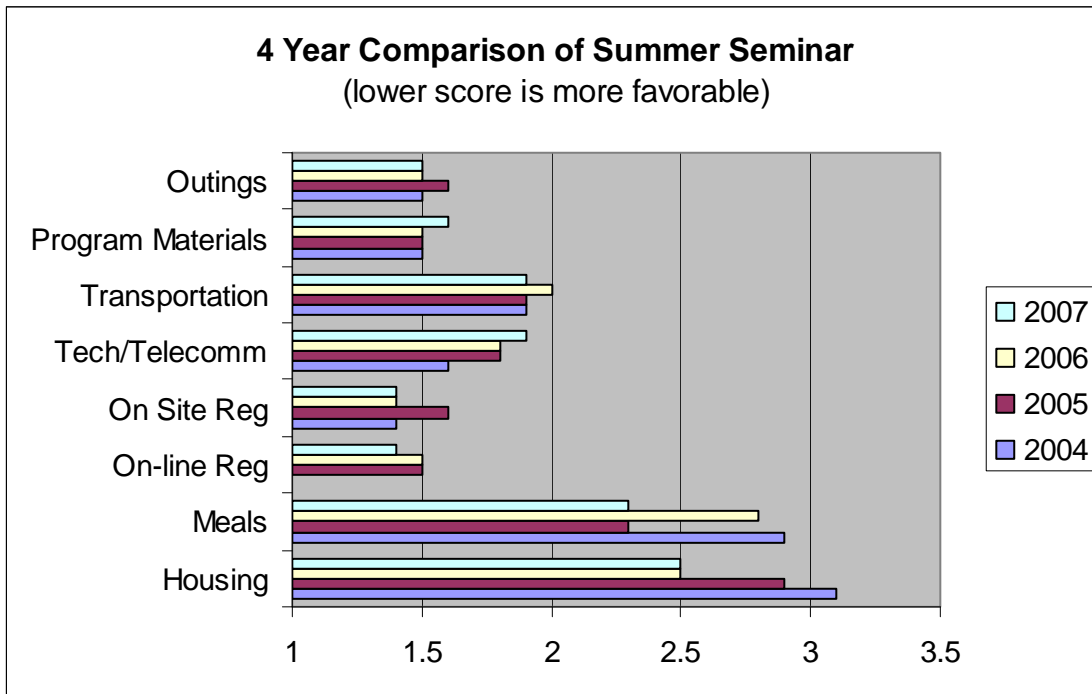
Item 6: Ratings of the Support and Accommodations at the Seminar

Graph 4, below, provides a comparison of 4 years of surveys. The numerical values of this graph are reversed from previous graphs, in that higher point values reflect lower quality. (1 = “excellent”, 2 = “good”, 3 = “Fair”, and 4 = “Poor”)

A few noteworthy patterns have emerged.

- Three categories: Outings, Program Materials, and Registration, remain consistent and highly rated, suggesting that the staff has successfully developed systems and training to meet most participants’ demands.
- Transportation. Ratings are consistent, yet there is room for improvement. Improved service would of course, require increased budget line.
- Tech/Telecommunications have decreased their favorable ratings slightly each year, despite an increase in services provided. The decline in ratings may very likely be tied to increases in technology use in general, and people’s expectations of having regular, instant access to cell phone coverage and internet usage.
- Meals. After suffering a backslide in ratings in 2006, the ratings have returned to a level of 2.3. This improvement reflects well on the CW Post staff, who put in efforts to maintain quality of food service. We wonder if even more improvement is possible, given current pricing levels.
- Housing. Ratings have improved over time, though they seem to have plateaued for the past two years. Perhaps this is the best rating possible, given the Spartan accommodations in the dormitories.

Graph 4



Items 7.1 & 7.2.: Items for Change and Elements to Keep

When we sort by items that include response rates of 5% or higher, we find that the major areas identified for improvement are in Seminar structure and design. Some of these elements are definitely within the planner/designers ability to revise and change (such as increasing the amount of hands-on learning in workshops). Complaints about scheduling ranged from wanting workshops to be longer or shorter, to wishing to be in two places at once, in order to take more than one workshop. This information is valuable for Seminar planning, yet many wishes cannot be granted due to a host of logistical concerns.

It is also important to note that the number of respondents who would like the organization of the Seminar to change is essentially equal to the number of the respondents who would like the Seminar's organization to stay the same next year. Such data reflects the nature of conferences, in that people are comfortable with different levels of organization, and not everyone will be happy.

The top ranked Seminar elements that "should stay the same next year" (Peer to Peer, faculty members, workshops, Sense of community) all speak to the strength of the Seminar's design, which has been crafted and refined over a decade.

SECTION TWO: CONCLUSIONS BY TOPIC with RECOMMENDATIONS FOR 2008

Power of Keynote

I was impressed with the frequency that Eric Booth's keynote address was mentioned, and that it consistently received high marks. Booth has deep connections to ESP and Summer Seminar, and is able to communicate in a method that engages teachers and artists equally. Nevertheless, comments about his keynote were found in several survey sections: Activities Supporting the Seminar's Theme (Item 3.1), Sources of New Learning (Items 3.4 and 3.5), and Events that Deepened Commitment to Arts in Education (Item 5.2). In each of these questions, Booth's keynote ranked as the highest. Not only does this speak to his individual power as an educator and communicator, but to the unifying potential of any powerful keynote speaker.

While Summer Seminar may not be able to offer a speaker of Booth's intelligence and charm every year, program staff should help all future speakers understand the Seminar's structure and learning objectives, so they may make the most of the tremendous learning connections that are present. Speakers who can find a message that resonates will have a deep impact on the entire Seminar.

Value of the ESP Learning Framework

The use of the Learning Framework for the Seminar was an experiment this year. Faculty and Fellows were instructed to structure their workshops to align with the Framework, and from the data obtained from the surveys, much of the learning fell within the scope of the Framework. Evidence from other sources (specifically, reflection sheets from workshops and Peer to Peer forms) suggest that a significant amount of confusion remains about the details of the Framework, its structure and its functions. This is both good news and bad news. Basically, the bad news is that we'll need to put more explicit emphasis about the Learning Framework in the ESP programming, including RLLN work and Summer Seminar, but the good news is that we can anticipate the reception will be favorable.

"Non-Structured" Learning: Network and Consultation

Several items reflect the value of learning in non-structured time, including networking, Team Time and consultations (specifically, these items are 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3). While the survey responses indicate the greatest amount of learning occurring in the "structured" settings of workshops and Peer to Peer, the non-structured activities have significant potential to reinforce important ideas and lessons explored in the structured settings.

Since, by definition, these events are non-structured, it would ruin their nature to assign an agenda to them (such as suggest all consultants address specific Learning Framework items). However, Seminar planners may consider allowing more time for non-structured events. Specifically, the data suggests offering no less than 2.25 hours of dedicated Team Time in 2008. In addition, Seminar planners could encourage all participants to be mindful about using non-structured events to enhance their learning. For example, participants might attend such events with an inquiry question in mind. Similarly, experienced Seminar participants might feel more empowered to take on a leadership role and provide advice to colleagues.

3.2 Please rate how well Summer Seminar '07 ...

(AVERAGE SCORE OF RESPONSES)	NOT AT			VERY	
	ALL	SOMEWHAT		WELL	
Connected you with people useful to your work (3.7)	1	2	3	4	NR = 4
Gave you new tools & strategies for Collaboration & Partnership (3.6)	1	2	3	4	NR = 4
Gave you new tools & strategies for Professional Development (3.4)	1	2	3	4	NR = 4
Gave you new tools & strategies for Student Assessment (3.1)	1	2	3	4	NR = 5
Gave you new tools & strategies for Curriculum Development (3.1)	1	2	3	4	NR = 7
Gave you new tools & strategies for Project Sustainability (3.0)	1	2	3	4	NR = 6

3.3 How many consultants did you meet with (outside of the workshops)? write in number _____

0 consults = 28 1 consult = 28 2 consult = 19 3 consult = 8 5 consult = 2 7 consult = 1

No consultant was suitable for my needs (5) No consultant was available. (7) NR = 16

3.4 Please describe one significant new approach (strategy) to your work in arts-in-partnerships that you developed during the Seminar and that you are rather confident you will be able to implement during the coming year. (Please write in complete sentences.)

LEARNING FRAMEWORK CODES

Rank	Response	# / %
1	Teaching & Learning 1	27 responses, 23.7%
2	Continual Improvement 1	14 responses, 12.2%
3	Arts 5 (Habits of Mind)	12 responses, 10.6%
4	Partnership Functions 2	11 responses, 9.6%
5	Planning 1	8 responses, 7.0%
6	ESP Culture and Mission 2	7 responses, 6.1%
7	Arts 4	5 responses, 4.4%
8	Continual Improvement 2 Partnership Functions 1 Community 3	EACH: 4 responses, 3.5%
11	ESP Culture and Mission 4 Documentation	EACH: 3 responses, 2.6%
13	Arts 7 Community 6 Technology General Positive Comment	EACH: 2 responses, 1.8%
17	Arts 6 Community 1 Skills	EACH: 1 response, .9%

NR= 14

3.5 Please describe the specific event(s), workshop(s), speaker(s), consultant(s), etc., that contributed to your development of the strategy described in the question above. (Please write in complete sentences.)

NOTE: Shaded sections of the table identify responses which were below 5% of the total, thereby rendering too small of a proportion to be significant.

Rank	Response	# / %
1	Keynote by Eric Booth	29 responses, 25.4%
2	Peer to Peer	20 responses, 17.5%
3	Workshop w/ Arnie Aprill	16 responses, 14.0%
4	Workshop w/ Deb Brzoska Workshop w/ Russell Granet	EACH: 11 responses, 9.6 %
6	Workshop w/ Gail Burnaford	10 responses, 8.8%
7	Workshop w/ Bonnie Nizamis	6 responses, 5.3%
8	Workshop w/ Anne Rhodes Workshop w/ Billie Lee Consultation w Arnie Aprill Networking/Sharing	EACH: 4 responses, 3.5%
12	Workshop w/ Christine Goodheart Workshop w/ Rob Southworth Workshop w/ Haifa Bint Kadi Consultation w/ Christ Goodheart Consultation w/ Amy Chase Gulden	EACH: 3 responses, 2.6%
17	Workshop w/ Jack Langerak Workshop w/ Amy Chase Gulden Team Time Consultation w/ Anne Rhodes Consultation w/ Nan Westervelt Keynote by Michelle Smith Peer to Peer Facilitation Arnold Aprill Consultation w/ Rob Southworth Russell Granet Rob Southworth	EACH: 2 responses, 1.8%
28	Workshop w/ Phil Alexander Workshop w/ Sonnet Takahisa Workshops (general) Workshop w/ Nan Westervelt Workshop w/ N. Stokes, L Hallmark Consultation w/ Jack Langerak Consultation w/ Gail Burnaford Consultation w/ Michele Kotler Consultation w/ Wendy Guba Consultation w/ Deb Brzoska	EACH: 1 response, .9%

	Morning Gatherings Peer to Peer Facilitation: L. Reeder Amy Chase Gulden	
28 (cont'd)	Anne Rhodes Bonnie Nizamis Deb Brzoska Laura Reeder Marlene Roeder General Positive Comment Keynote Faculty	EACH: 1 response, .9%

NR = 14

Team Time

4.1 Approximately how many total hours did your ESP team spend working together this week? _____ hours total (approximately) 9.4 hours average NR = 19

4.2 Please approximate the percentage of the time your ESP team used Team Time for the following activities:

(34.7) % of Team Time strategizing for long-term: 2007-08 and beyond.

(46.8) % of Team Time for short-term strategizing: only 2007-08

(31.0) % of Team Time doing other activities; please describe: _____

4.3 Do you feel your Team had sufficient time this week to begin meaningful, practical planning for the upcoming school year? Yes (75) (80%) or No (19) (20%) NR = 20

5. Changes in Personal Views

5.1 To what degree did Summer Seminar '07 deepen your sense of commitment to the pursuit of high student achievement in and through the arts. (check ONLY ONE).

NR = 2

(1) (0.9%) _ **Decrease:** My sense of commitment has deteriorated.

(8) (7.1%) **No Change:** My sense of commitment is the same as before Summer Seminar '07.

(29) (25.9%) _ **Minor Increase:** My sense of commitment has increased partially.

(74) (66.0%) _ **Significant Increase:** My commitment level has increased significantly.

5.2 The following activities influenced my sense of commitment to the work of arts-in- education integration: (Check ALL that Apply)

Workshops & Art Making (85) (74.6%) NR = 29

- Keynote address by Michelle Smith (28) (24.6%) NR = 86
- Morning gatherings (37) (32.5%) NR = 77
- Consultations (40) (35.1%) NR = 74
- Informal discussions with colleagues (76) (66.6%) NR = 38
- Peer to Peer Inquiry Groups (82) (71.9%) NR = 32
- Keynote address by Eric Booth (84) (73.7%) NR = 30
- Team Time (65) (57.0%) NR = 49
- Other : please describe (14) (12.3%) NR = 100

6. Please rate the support and accommodations of the Seminar:

(average numerical Value)	1	2	3	4	
6.1 Housing (2.5)	Excellent	Good	Fair	Poor	NR = 37
6.2 Meals (2.3)	Excellent	Good	Fair	Poor	NR = 5
6.3 On-Line Registration (1.4)	Excellent	Good	Fair	Poor	NR = 8
6.4 On-Campus Registration (1.4)	Excellent	Good	Fair	Poor	NR = 28
6.5 Technology/Telecommunications (1.9)	Excellent	Good	Fair	Poor	NR = 25
6.6 Transportation (1.9)	Excellent	Good	Fair	Poor	NR = 41
6.7 Program Materials (1.9)	Excellent	Good	Fair	Poor	NR = 7
6.8 Outings / Evening Events (1.5)	Excellent	Good	Fair	Poor	NR = 38
6.9 Other (10= see below for specifics)	Excellent	Good	Fair	Poor	NR = 106

train shuttles	1
Attitude	4
Carol & her staff! Kate & Ari. The friendliness & acceptance was overwhelmingly positive!	4
Carol and her staff, Phil and his staff- they were exceptional and awesome! Helpful, humane, humorous!	4
Collegiality	4
Jones Beach	4
learning catalysts	4
people/staff	4
Support	4
tent activities	4

7.1. "The thing I wish could have been different at Summer Seminar '07 is..."

Rank	Response	# / %
1	Scheduling (daily, in July, etc.)	27 responses, 23.7%
2	Networking (more)	10 responses, 8.8%
3	Art Making	8 responses, 7.0%
4	Peer to Peer (prep, protocols, etc.) Hands on Activities (more)	Each: 7 responses, 6.1%
6	Organization Team Time	Each: 6 responses, 5.3%
8	Transportation	5 responses, 4.4%
9	Dorms/Housing Binder/Materials Technology	Each: 4 responses, 3.5%
12	Food Workshops Keynote by Michelle Smith More Sharing Cinema RLLN Meetings General Negative Comment Personal Time	Each: 2 responses, 1.8%
20	Faculty/Fellow Planning Peer to Peer Facilitation Orientation Sustainability/Funding over time TA Professional Development Concrete Lesson Plans Job-Alike Meetings Sense of Community Presence of Students Overblown Rhetoric General Positive Comment Morning Gatherings Evening Events Jones Beach Classrooms, Meeting Spaces CW Post Campus	Each: 1 response, .9%

NR= 17

7.2 "The thing about Summer Seminar '07 I hope stays the same next year is..."

Rank	Response	# / %
1	Peer to Peer	24 responses, 21%
2	Workshops	20 responses, 17.5%
3	Faculty (general)	16 responses, 14%
4	Sense of Community/Friendship	15 responses, 13.2%
5	Networking/Sharing General Positive Response Food Jones Beach	Each: 7 responses, 6.1%
9	Organization/ structure	6 responses, 5.3%
10	Art Making Scheduling	Each: 5 responses, 4.4%
12	Evening Events (general) Strut Your Stuff Binder Materials Consultations Morning Gatherings Support Staff	Each: 4 responses, 3.5%
18	Partnership Issues Spirit of Creativity	Each: 3 responses, 2.6%
20	Personal Time Team Time Phil Alexander Deb Brzoska Bonnie Nizamis Keynote (general) Eric Booth for Keynote	Each: 2 responses, 1.8%

27	Workshop with Deb B Workshop with Nelle S & Liz H Workshop with Nan W Workshop with Rob S Workshop with Anne R Faculty (Anne R) Morning Gathering w Glenn McC Presence of Students Technology Variety of Events Tent/Party Dorms Sum Semmy Awards Share Fair Habits of Mind Keynote Orientation Gary Dayton	Each: 1 response, .9%
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NR= 11

APPENDIX II: Summer Seminar Attendance Statistics

	2007	2006	2005	2004	2003	2002
Total Registered	389	334	360	339	325	340
Total Attended	366	344	355	310		
Commuters	163	138	121	92	138	
Residential	203	175	202	174	154	
Day Trippers (including VIPs)	30	31	32	44	7	5
First timers	172	133	119	46	54	
First timers at orientation	86	54	83	15	57	
principals	31	22	21	13	27	14
VIPs	10	7	6	6	8	26
Faculty	13	11	15	13	15	16
Fellows	14	11	11	15	11	13
Staff (NYSCA & ESP)	12	12	12	14	17	20
Teachers	104	101	99	84	71	
Artists/Teaching Artists	67	56	60	49		
School Administrators	44	43	45	34	30	
Cultural Org Administrators	125	122	125	105		
Other	26	22	26	35		

Attendance by RLLN

	2007*	2006**	2005	2004	2003	2002
Western Region	43	48	40	36	31	
Central Region	15	15	12	8	8	
Capital Region	26	8	12	21	20	
Hudson Valley Region		12	14			
NYC ES Region	139	132	130	83	94	
NYC MS Region	80	24	41	36	24	
NYC HS Region		50	48	54	86	
Friends	22	23	22	59	50	37

** for 2006, RLN figures include 6 Fellows attending as part of an ESP Team. Faculty, Staff & VIPs are not included.

* for 2007, RLLN figures include 8 Fellows attending as part of an ESP Team. Faculty, Staff & VIPs are not included