826 NATIONAL

THE 826 WRITERS' ROOM

A Room Where I Can Be Who I Am

Evaluation Studies by Northeastern University;

REPORT BY 826 NATIONAL

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"A Room Where I Can Be Who I Am" video by 826 Boston

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ABOUT 826

826 is the largest youth writing network in the country. 826 National serves as the hub of the movement to amplify student voices and champions the belief that strong writing skills are essential for academic and lifelong success. The 826 Network now serves more than 470,000 students ages 6 to 18 in under-resourced communities each year online via 826 Digital and through chapters in nine cities: Boston, Chicago, Detroit/Ann Arbor/Ypsilanti, Los Angeles, New Orleans, New York City, San Francisco, Washington, D.C., and Minneapolis/St. Paul. 826 National was established in 2008 to support a growing network of writing centers founded by author Dave Eggers and educator Nínive Calegari in San Francisco in 2002. We work toward a country in which the power and the joy of writing is accessible to every student in every classroom. Together, we believe writing is the key to cultivating a new generation of creative and diverse thinkers who will define a better, brighter, and more compassionate future.

TO LEARN MORE ABOUT HOW YOU CAN GET INVOLVED WITH 826'S MOVEMENT FOR WRITING AND CREATIVITY, PLEASE VISIT THE 826 NATIONAL WEBSITE AT 826NATIONAL.ORG.

"Having a room just for writing, that means a lot to me. I can read books here, I can meet other writers. If I want to come in for an essay that I'm working on in class, I know that they will help me. It's just amazing, for me, to have a place where I can just be who I am: a writer."

AGNES UGOJI, 15, 826 BOSTON, 2015. AGNES HAS REMAINED AN ACTIVE 826 BOSTON ALUMN AND RECENTLY GRADUATED FROM DARTMOUTH COLLEGE, CLASS OF 2022.

THE 826 WRITERS' ROOM

Writers' Rooms are imaginative spaces within a school dedicated to writing. In these rooms, students immerse themselves in the craft, build their writing skills, and explore the depths of their imaginations on the page in a creative, supportive environment. A dedicated third space housed within partner schools, the 826 Writers' Rooms are an integral part of the school community. Team members from 826 meet with school leaders to align services with the school's goals and collaborate with teachers on developing engaging writing units, and volunteer tutors provide students with direct support. Together, they publish student writing to amplify student voices.

Through 826 Writers' Rooms, students improve their writing skills, gain confidence and pride in themselves and their writing, and build skills they will use throughout their lives. Drawing on research conducted by Northeastern University, this report provides evidence of those positive outcomes and details the essential elements of a Writers' Room so that students and schools everywhere can experience what makes these writing spaces so special.

The Writers' Room is intended to be accessible to all teachers, serve all students, and build and contribute to a schoolwide culture of literacy and creativity. At 826, Writers' Rooms are typically established in schools with high percentages of students who are eligible to receive free and reduced price lunch and/or who face significant barriers to academic success, in an effort to achieve more equitable outcomes.

In these unique, 826-ified spaces, students engage with writing in various ways. The 826 model is adaptive to the needs of each school community, but all Writers' Room programs offer individualized writing support across disciplines, opportunities for students to be published, and student-centered, culturally relevant curriculum. There are many ways that Writers' Rooms support teachers and students—from drop-in tutoring to whole- and half-class visits, from after-school creative writing clubs to virtual college essay workshops and author talks, from publication projects to open mic nights.

THE SPACE: ANATOMY OF A WRITERS' ROOM

The space is reflective of 826's focus on creativity, as it is designed to transport students away from the limitations associated with a traditional classroom. Colorful and themed decorations, comfortable furniture, warm lighting, and bookshelves full of student and professional writing transform the room into a space where students can relax, explore, and engage their imaginations.

A. COUCHES AND ARMCHAIRS
Comfy places for students to work, relax, and hang out, encouraging students to spend more time sitting and writing.

B. RUGS
Rugs make the room look more welcoming and "homey."

C. TABLES
Worksapces that can seat at least 2–4 students are great for collaboration and group work.

D. WARM LIGHTING
Light fixtures such as lamps, string lights, and fairy lights promote relaxation and set the space apart from the fluorescent overhead lighting of schools.

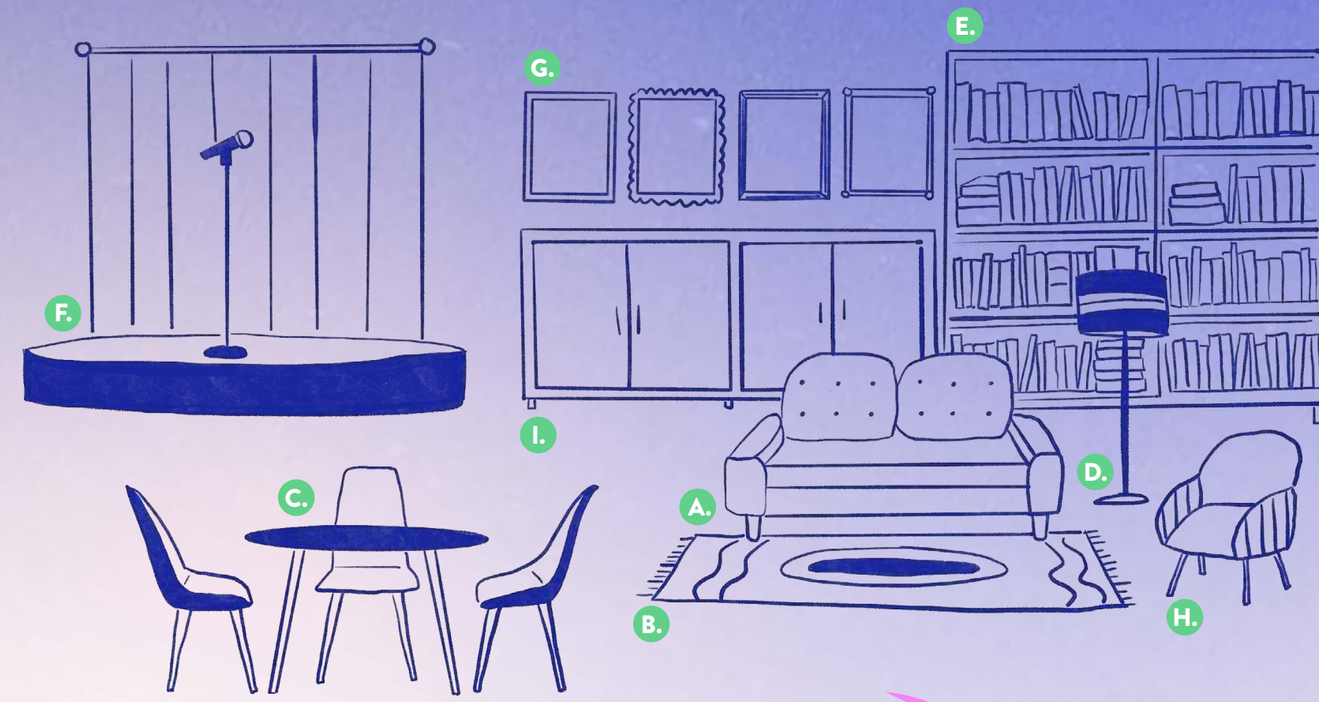
E. BOOKSHELVES
Stocked with books by student and professional authors that students can check out.

F. STAGE/PRESENTATION SPACE
A special area for student and guest presentations.

G. FEATURED STUDENT WORK
Displays of student work throughout the space give students a sense of ownership.

H. QUIET READING/WORKING SPACE
A comfortable, quiet area away from the hubbub of the Writers' Room.

I. EQUIPMENT STATION
An area where students can find any supplies they might need while at the Writers' Room.



THE PROJECTS: WRITERS' ROOMS IN ACTION

Currently, four of our nine chapters run Writers' Rooms programming, serving ten schools across the country, with two additional chapters piloting new Writers' Rooms in the 2023–24 school year. In these spaces, students work on writing projects that encourage them to explore their identities, publish in different formats, and dive deeply into topics that directly affect their communities. Some recent projects include:

***Kitchen Magic* by 826 Valencia:**
Written by Writers' Room students from Everett Middle School, this book highlights one space in the home that is warm, comforting, and even magical—the kitchen! Students wrote about the food that fills their bellies and the people and cultures behind those dishes. Partner teacher Chalida Anusasananan wrote, "One part poetry, one part profile and one part recipe; this book is all parts love. *Disfrutélo!*"

826 MSP's Career Pathways Workshops:
In addition to direct writing support, the MSP Writers' Room also hosts monthly visits from guest speakers in creative industries (such as authors, visual artists, and publishers) to run writing workshops with students and expose them to creative career pathways. Students learn from and engage with working professionals who inspire them to imagine a life of writing outside the classroom.

***Seedfolks* by 826LA:**
Inspired by the book *Seedfolks* by Paul Fleischman, the students from two English Language Development classes at Roosevelt High School created stories about a problem or conflict that they've faced and how growing their own crops in a community garden could help improve their situation. In the book's introduction, partner teachers Ms. Chapman and Mr. Martinez write, "This book is a labor of love disguised in the form of an English assignment. The reader will find that each chapter reflects the desires and dreams and fears and traumas of teenagers longing for the proverbial 'better life.'"

***New and Beautiful Places* by 826 Boston:**
826 Boston opened its fourth Writers' Room at Boston International Newcomers Academy, a school that exclusively serves students who arrived in this country within the past four years. *New and Beautiful Places* is a book of memories and shared connections from fifteen tenth-grade students, in which they reflect on past experiences in order to build new communities.

WHY WRITERS' ROOMS?

At 826, we have seen firsthand how the Writers' Room program benefits students in writing skills, social and emotional learning, creativity, leadership, and so much more; now, we have research to back up our observations. Beginning in 2016, external evaluators from Northeastern University conducted multiple studies on the Writers' Room program:

STUDY 1

School and Student Outcomes:

This study interviewed students, teachers, and school leaders in order to understand how and why the 826 Writers' Room program works.

STUDY 2

A Lasting Impact:

This study followed a cohort of students from 9th to 12th grade, digging into how their experiences with and relationships to writing changed over time after participating in the 826 Writers' Room program.

STUDY 3

Lessons Learned:

This study focused on the 826 Writers' Room experience from the 826 chapter staff's perspectives, drawing out best practices and pitfalls to avoid.

STUDY 1:
SCHOOL AND STUDENT OUTCOMES

A cross-chapter case study that digs into 826 Boston and 826 Valencia's experiences with the 826 Writers' Room program. Read the full report from Northeastern University here.

STUDENT OUTCOMES

Improves student writing skills in both the technical and creative aspects of writing. Students stated that the program helped them become better writers through the development of specific skills, such as how to narrow, organize, and refine their writing through the drafting process.

"If you want to learn something, anything in your life, whether it's physically or mentally, you have to practice. The Writers' Room is a place where you practice and you get better at writing."
STUDENT FROM 826 BOSTON

Builds social and emotional learning skills with students, such as self-reflection, self-advocacy, confidence, emotional resilience, and the ability to accept critical feedback. The process of writing is personal and reflective, and 826 staff and volunteers offer students the space and tools to harness the power of writing.

"About a month ago I had a bad experience where something happened in my life, and in class we worked with 826 Valencia to write about it, which helped me a lot by talking out those feelings that I have. So it's kind of a relief."
STUDENT FROM 826 VALENCIA

TEACHER SUPPORT

Supports teachers and other school staff in delivering high-quality, impactful writing instruction. Because of the small groups and one-on-one support integrated into our model, teachers stated that they could dive deeper into curriculum and projects, take risks in their teaching, and more carefully differentiate their work to meet the needs of individual students.

"I think that it allows teachers to be a little more creative and take risks that they might not otherwise take."
TEACHER FROM 826 BOSTON

METHODOLOGY:

This study was grounded in the theories of two frameworks from 826 Boston and 826 Valencia that describe 826's methods and pedagogies for working with student writers. The frameworks were used to develop questions for stakeholder surveys, interviews, and focus groups in order to assess the impact of programming. 60 students, 30 teachers, and 7 school administrators were interviewed to identify key themes of impact and challenges.

KEY FINDINGS:

The study found that 826's pedagogy and programming positively impacts both students and school communities. The data provides evidence that our programming works as intended, as the values and design principles were appreciated by students, teachers, and parents and lead to positive outcomes.

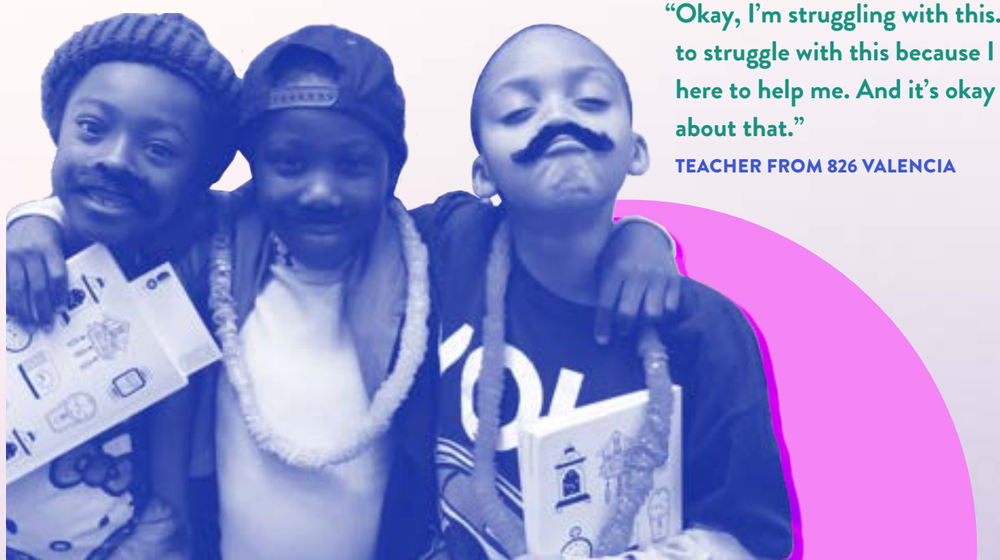
CONTENT

Implements programming that is student-driven, socially responsive, and based on community interests and needs. As the importance of social justice content becomes increasingly integral to school curriculum, Writers' Rooms serve as a partner to deliver that content and to help students develop as the next generation of community leaders.

"Last year we did a project about immigrants, about us being immigrants, like where we come from. It feels good because at least some people know how we feel, when it comes to someone being racist about us."
STUDENT FROM 826 BOSTON

Increases opportunities for students to express themselves and exercise their voices at school. Students engage in publications, presentations, and performances that transform and build upon classwork to enhance their self-expression and communicate their point of view to a wider audience.

"I feel like you can inspire some people. . . I mean, if you've been published in a book and you're writing stories, people can be like, 'Oh wow, that's cool! I can do that.'"
STUDENT FROM 826 VALENCIA



PEDAGOGY

Fosters an environment, both physical and psychological, where students are valued as creators and feel safe to try new ideas and experiment with their work. Students learn the writing process is not about "getting it right" the first time but about how to make the work better in a slow and steady manner, with each iteration improving upon the last.

"It's going to be challenging, they are going to challenge you. They'll be like, 'Okay, you made a mistake, how are you going to fix it?' And they're gonna help you out during the whole process. This is why I like the Writer's Room. It's all the support."
STUDENT FROM 826 BOSTON

Provides individualized support to students through the tutoring and mentoring model. Students build positive relationships with adult mentors, working one-on-one or in small groups with 826 staff and volunteers to express, communicate, and reflect on ideas through their writing; because writing improves with specific and tailored feedback, this one-on-one attention is pivotal. "826 supports us because students get to have more one-on-one time with tutors, and they really appreciate that, where they can go through the different facets of their writing and get feedback. I think that allows them to dig a little bit deeper and say,

"Okay, I'm struggling with this. And it's okay to struggle with this because I have someone here to help me. And it's okay to open up about that."
TEACHER FROM 826 VALENCIA

ENVIRONMENT

Provides a space in schools that students can call their own, where they feel safe to reflect and be brave to share their experiences. Students see the room as a space where they can be creative and express themselves.

"It's exciting that you can make your own world with your own characters, and if you wanted to read a book, you could just read your own book, and it would have exactly what you wanted to read about in it."

STUDENT FROM 826 VALENCIA

CHALLENGES AND LIMITATIONS

While the interviews were overwhelmingly positive, stakeholders also expressed some issues they face while engaging with the 826 Writers' Rooms:

Volunteer Tutor Quality. Although working with the tutors was a highlight for most, some respondents had issues with certain tutors or noted that certain tutors were less helpful and prepared than others.

Volunteer Tutor Diversity. Respondents noted that the Writers' Room program should consider recruitment mechanisms to enhance volunteer diversity in order to develop and maintain a diverse tutor network.

Leadership Opportunities. Respondents indicated that they wanted even more opportunities for students to engage in leadership, alongside highlighting opportunities to clearly articulate existing leadership pathways.

Adult Roles. Some teachers and school leaders wanted a more formalized description of teacher and staff roles during programming to reduce uncertainty about leadership within the Writers' Room space.

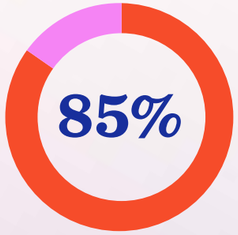
STUDY 2:
A LASTING IMPACT

A longitudinal, multiyear study with 826 Boston to measure the impact of Writers' Room programming on student self-perceptions and outcomes. Read the full report from Northeastern University here.

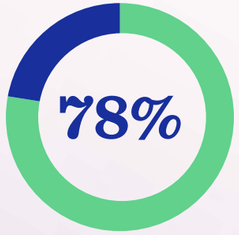
KEY FINDINGS:

The longitudinal study found that the Writers' Room program not only positively impacts students' outcomes but does so in an enduring way:

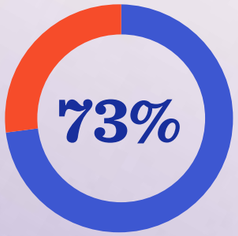
The results echoed the interview results from Study 1.
The majority of students had positive perceptions of the key values of the Writers' Room. In the last year of the study, 12th grade students reported these perceptions:



FELT WRITERS' ROOM STAFF AND VOLUNTEERS TREATED THEM WITH RESPECT.



FELT THE DESIGN OF THE WRITERS' ROOM HAD A POSITIVE IMPACT.



FELT THEIR FEEDBACK WAS VALUED.

Teachers and school leaders identified similar benefits around individual support and creativity as well as similar challenges, such as experience level of tutors and need for role definitions.

In terms of students' perception about writing specifically, Figure 1 shows the percent of student agreement across key survey items across all four years.

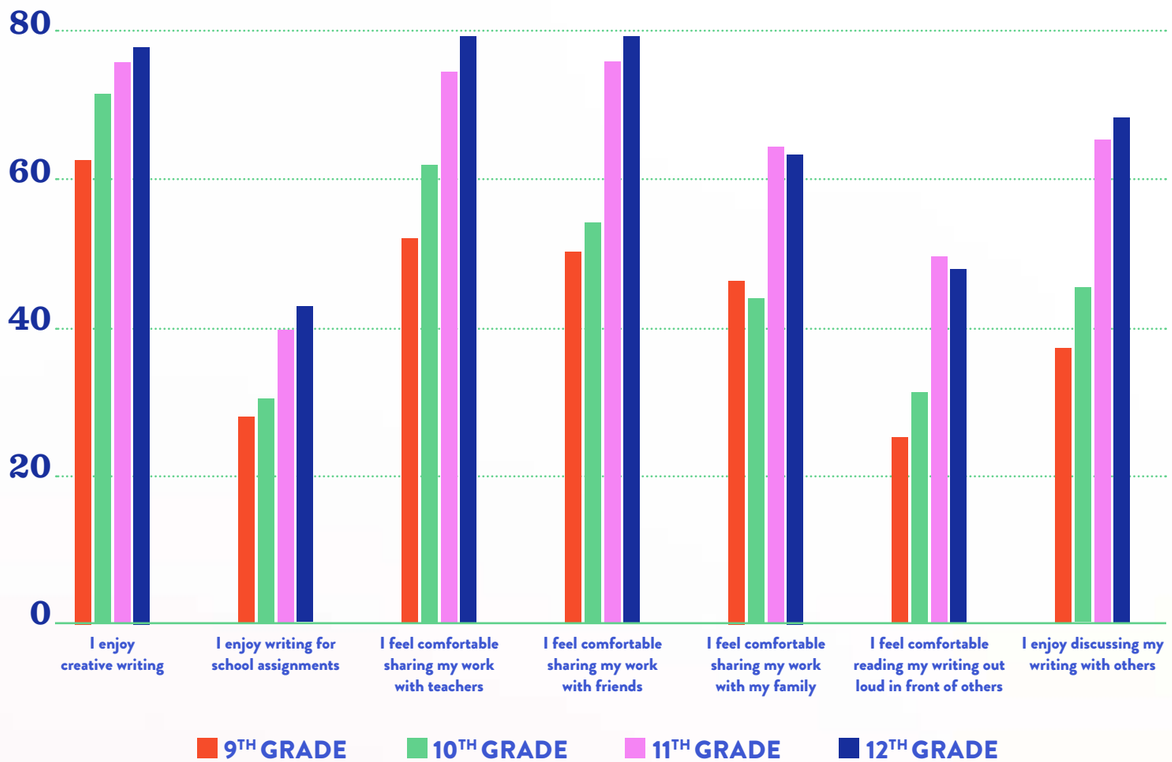
METHODOLOGY:

The study was designed to follow a cohort of students over a four-year period from 9th to 12th grade to evaluate the impact of the Writers' Room over the period of 2016 to 2020. The study also included interviews with 21 teachers and school leaders across the last two years of the study.

	NUMBER OF STUDENTS SURVEYED
9TH GRADE	261
10TH GRADE	303
11TH GRADE	280
12TH GRADE	268

Students completed a 21-item survey that examined their perceptions of writing interest and ability, confidence in sharing and receiving feedback on their writing, and their self-efficacy and resilience. In the last year of the study, students were also asked questions about their satisfaction with and perceptions of their Writers' Room experience.

FIGURE 1



GAINS FOR ALL ITEMS FROM 9TH TO 12TH GRADE ARE STATISTICALLY SIGNIFICANT AT $P < .05$. SEE APPENDIX A FOR DETAILS.

The majority of students started with negative perceptions of writing in 9th grade. While 63% of students agreed that they enjoy creative writing and 75% believed that writing would help them in school, the majority of students did not agree with most of the statements. For example, only 28% agreed that they enjoyed writing for school assignments, and only 24% thought of themselves as writers. See Figure 2.

Students show early growth in enjoyment and sharing. In 10th grade, students in general responded with higher agreement rates. In particular, the most growth in their responses was for "I feel comfortable sharing my work with teachers" (a 10% gain in agreement) and "I enjoy creative writing" (an 8% gain).

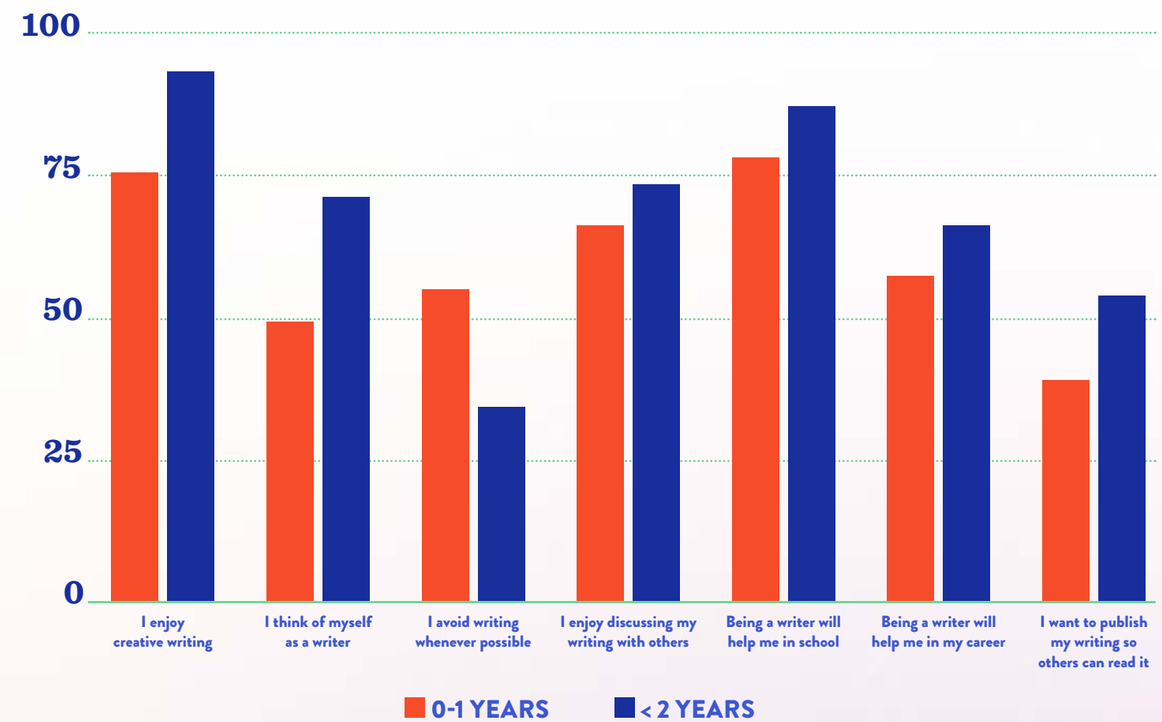
By 11th grade, students show visible growth, especially with sharing their work. As students' experiences with the Writers' Rooms deepened, so did their confidence as writers, leading them to feel more comfortable sharing their work with friends and family (22% and 21% gains, respectively), to better enjoy discussing their writing with others (20% gain), and to feel more comfortable reading their work aloud (19% gain).

Strongest growth across 4 years is a shift for students to see themselves as writers. In 9th grade, only 27% of students agreed that they saw themselves as writers, but by 12th grade, the majority, 53% did—a 30% gain.

Highly engaged students recognize the importance of writing in their work and future. Recognizing that student involvement with the Writers' Room may not have been consistent for students across all 4 years, 12th grade students were asked about the amount of time they spent with the Writers' Room. Students who spent more than 2 years involved in the program showed statistically significant higher levels of agreement on most of the items shown in Figure 2 (see Appendix B). Of particular interest is that they agreed more than the other students that writing is important for their school work and careers.

Desire to be a published author takes time. Additionally, 53% of students with more than 2 years of involvement agreed that they want their writing to be published so that others can read it versus nly 39% of students with fewer than 2 years of involvement–a 14% gain. While not statistically significant, this result suggests that wanting to be published takes more time to develop than other program benefits.

FIGURE 2



The results show a clear growth trajectory. The Writers' Room provides a stable environment for students to enjoy writing, to grow to be more comfortable with the staff and tutors (leading to increased confidence as writers within their communities), and, eventually, to shift their perceptions of themselves as writers and to recognize the importance of writing.

"It [the Writers' Room] could be helpful just in case you have a writing job in the future."
9TH GRADE STUDENT FROM 826 BOSTON

"Being a good writer can help me write the thoughts that I have in my head and bring my imagination to life. Also, it would help me improve my skills on speaking."
12TH GRADE STUDENT FROM 826 BOSTON

STUDY 3:
LESSONS LEARNED

A survey of staff and leadership of 826's nine chapters on their experiences with and perceptions of the Writers' Room program.

KEY FINDINGS:

Drawing on the experiences and expertise of 826 staff across the country, we identified three key learnings about the 826 Writers' Room program:

Mission Priorities: A Focus on Student Leadership
Chapters were asked to indicate the importance of several factors to the mission of the Writers' Room; based on their responses, we ranked the factors in terms of priority. All five factors—Academic Writing, Student Support, Creative Writing, Social Emotional Development, and Student Leadership—were considered to be part of the mission of 826 Writers' Rooms, but there were clear differences in priority between chapters with and without an active Writers' Room. Chapters with active Writers' Rooms prioritized Student Leadership over all factors other than Student Support, while chapters without Writers' Rooms valued Creative Writing and Social Emotional Development the most and Student Leadership the least.

METHODOLOGY:

In addition to the two formal studies, Northeastern also administered surveys to all existing 826 chapters, those with active Writers' Rooms, those with inactive Writers' Rooms, and those who have not ever had Writers' Rooms. These surveys were intended to understand the strengths and challenges of the Writers' Room from 826's perspective, as well as to understand the larger organizational goals and values that impact the implementation of the program.

CHAPTERS WITH ACTIVE WRITERS' ROOM	CHAPTERS WITHOUT WRITERS' ROOMS
1: Student Support	1: Creative Writing
2: Student Leadership	2: Social Emotional Development
2: Social Emotional Development	3: Student Support
4: Academic Writing	4: Academic Writing
5: Creative Writing	5: Student Leadership

Chapters with active Writers' Rooms provide Student Support through tutoring by staff and volunteers, and they provide Student Leadership opportunities within the school, within the Writers' Room, or even outside of school.

Partnership Selection and Definitions
Chapters with Writers' Rooms highlighted how important the relationship with the school is—they are a partner rather than a "client." They choose their partner schools based on the strength of existing relationships, proximity to volunteer populations, and the socioeconomic need of the local population.

While all chapters have a Memorandum of Understanding (MOU) with each school partner, the MOUs of chapters with active Writers' Rooms were longer and more detailed than those with inactive Writers' Rooms. Both included programming descriptions, but the longer MOUs also included agreements about student information, reporting, equal opportunity guidelines, and more. Clear roles, responsibilities, and expectations were established. This detail and clarity ensure that communication and participation is well-defined, getting everyone on the same page from the get-go.

Once the MOU with the school is finalized, Writers' Room staff still have to get educator buy-in, as teachers are their closest partners. Some chapters host a teacher conference, inviting any interested teachers to come and learn about the Writers' Room, while others rely on word of mouth, focusing on building strong, individual connections with a few partner teachers.

KEY BARRIERS

Resources and Staffing
Chapters without Writers' Rooms indicated a lack of resources, including staff capacity, as one reason why they do not offer the program. However, while chapters acknowledged that a minimum budget is necessary to operate a Writers' Room, the size of that budget was not an identified factor of success. Chapters with larger Writers' Rooms budgets were not necessarily more successful than those with smaller budgets.

HOW TO CREATE A WRITERS' ROOM:

BEST PRACTICES

Writers' Rooms provide writing opportunities for students and do not have to be at the scale of 826 programs. You can create a version of the programming and environment in your schools and after-school spaces. Based on what we have learned from Northeastern's research and our own experiences, here are best practices for how to create a Writers' Room–like space in your community:

IDENTIFY VALUES.

It is important to clearly identify the values and goals of the space and ensure there is alignment among all those involved. Chapters indicated that building a strong understanding with partner schools was essential to their success. Consider creating a contract for the staff and other adults involved that clearly lays out these values and goals, identifying how people should behave and collaborate and what outcomes you are hoping to achieve. Then, have a similar process with students in which you collaboratively establish the purpose and principles of the space.

"I think you feel more free saying whatever you want cause you know that person won't judge you."

STUDENT FROM 826 VALENCIA

DEDICATE A UNIQUE SPACE.

As previously mentioned, it is important that the Writers' Room looks and feels different than a traditional classroom space. Stakeholders expressed that having a separate, dedicated space allows students to immerse themselves in writing and creativity without the fear of getting a bad grade. Comfortable furniture, warm lighting, and themed decorations all serve to set the space apart. See the beginning of this report for examples of elements important to include in a Writers' Room space.

"I think at every age it's important that students have another outlet and another place to go where they feel safe."

SCHOOL LEADER FROM 826 BOSTON

BALANCE CONTENT.

The Writers' Room serves several purposes: first, to provide structured support to students through specific projects and activities; second, to be a space where students feel comfortable doing their own thing, whether that's receiving feedback from a tutor or working independently on homework and writing. It is important to include both of these elements, so provide time for structured projects (an essay, newspaper, publication, etc.), but also engage students with content that allows for agency and decision-making opportunities.

"This program actually allows students to go through a process of revision, working with a tutor, doing that close reading of their work. So it actually brings that term [the writing process], that I think we throw around so often, to life or to fruition for them."

TEACHER FROM 826 VALENCIA

PUBLISH AND CELEBRATE STUDENTS.

It is important to include some sort of publication or showcase so that you can invite the larger community into the space. Teachers, students, parents, and other members of the community can come together to celebrate student writing and engage in important community discussions.

"Building your identity in print is a need. I don't see that as an icing on the cake type thing. I think that changes who you consider yourself to be, or the potential of who you consider yourself to be."

SCHOOL LEADER FROM 826 BOSTON

STAFF STRATEGICALLY.

A key aspect of the Writers' Room is the focus on individualized support, and 826 chapters indicate that staff and volunteer capacity is the biggest barrier to a thriving program. While you may not have dedicated staff for your Writers' Room, you can recreate the individualized model by having older students act as writing tutors. This is a great opportunity to not only provide extra support to students but also further engage older students in leadership opportunities. You can even incentivize students to volunteer by offering extra credit or community volunteer hours. Another key aspect of staffing is to ensure that students are working with volunteers, whether that be fellow students or adult mentors, who reflect their communities, experiences, and identities. Students are likely to feel more comfortable, supported, and motivated by tutors who share and understand their backgrounds.

"Trying to get [tutors]—and, even deeper, trying to get tutors who come from similar cultural and linguistic backgrounds [as the students]—that can be challenging, but that's something that I know they're always thinking about."

TEACHER FROM 826 VALENCIA

CREATE LEADERSHIP PATHWAYS

Last but definitely not least, it is essential to build pathways for student leadership. At its most basic, the Writers' Room program supports students as leaders through the writing process, engaging students as they work on projects in a largely self-directed environment. All chapters indicated building their students' social and emotional learning skills as a top priority, as it helps students see themselves as effective, responsive leaders capable of creating change. Students are partners in the work, deciding what to write about and playing a role in creating a publication that represents themselves and their classmates. You can provide further leadership opportunities, such as having older students tutor for younger students or creating a student editorial/advisory board that steers publishing and programming.

"I got to show my writing to 11th graders. It was like, oh I'm helping all the people with my story, now I'm happy."

STUDENT FROM 826 BOSTON

APPENDIX

APPENDIX A: AVERAGE STUDENT AGREEMENT BY GRADE

	9TH GRADE *N*=261	10TH GRADE *N*=303	11TH GRADE *N*=280	12TH GRADE *N*=271	*F*-STATISTIC	SIG.
I ENJOY CREATIVE WRITING.	62.8%	71.3%	74.5%	77.8%	4.969	0.002
I ENJOY WRITING FOR SCHOOL ASSIGNMENTS.	27.6%	30.4%	39.9%	42.7%	5.551	0.001
I FEEL COMFORTABLE SHARING MY WORK WITH TEACHERS.	52.1%	62.1%	74.6%	79.3%	16.431	0
I FEEL COMFORTABLE SHARING MY WORK WITH FRIENDS.	49.8%	53.8%	75.6%	79.2%	24.103	0
I FEEL COMFORTABLE SHARING MY WORK WITH FAMILY.	46.5%	44.2%	64.8%	63.3%	11.33	0
I FEEL COMFORTABLE READING OUT LOUD IN FRONT OF OTHERS.	24.9%	31%	49.5%	47.7%	15.153	0
I FEEL ENJOY DISCUSSING MY WRITING WITH OTHERS.	36.8%	45.2%	65%	68.1%	21.959	0
I THINK OF MYSELF AS A WRITER.	22.6%	28.1%	43.5%	52.9%	19.773	0

APPENDIX B: AVERAGE STUDENT AGREEMENT BY LENGTH OF ENGAGEMENT

	0-1 YEARS	<2 YEARS	*T*-STATISTIC	*P* VALUE
I ENJOY CREATIVE WRITING.	75%	92.9%	-2.555	0
I THINK OF MYSELF AS A WRITER.	48.7%	71%	-2.284	0
I AVOID WRITING WHENEVER POSSIBLE.	54.4%	33.3%	2.231	0
I ENJOY DISCUSSING MY WRITING WITH OTHERS.	66.1%	72.7%	-0.742	0.098
BEING A WRITER WILL HELP ME IN SCHOOL.	77.8%	87%	-1.389	0.002
BEING A WRITER WILL HELP ME WITH MY CAREER.	58%	67.4%	-1.173	0.004
I WANT TO PUBLISH MY WRITING SO OTHERS CAN READ IT.	38.6%	53.3%	-1.492	0.248

826 NATIONAL

To learn more about how you can get involved with 826's movement for writing and creativity, please visit our website at 826national.org.