

MarcoPolo Learning

2024-2025 Educator and Caregiver Survey Findings



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Cooperative
Research & Evaluation

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Introduction

As part of ongoing evaluation efforts, Rockman et al Cooperative (REA) created and analyzed the results of two surveys of MarcoPolo Learning users - one for educators and one for caregivers. The MarcoPolo team managed recruitment and survey distribution to existing lists of MarcoPolo Learning users in both groups. The surveys were open to Educators and Caregivers from December 20, 2024 and January 22, 2025.

The purpose of the Educator Survey was to collect feedback from teacher users about how they use and benefit from the MarcoPolo resources, as well as how MarcoPolo contributes to their success in the classroom and supports student learning outcomes.

The purpose of the Caregiver Survey was to collect feedback from MarcoPolo users about how they and their children use and benefit from the resources available on the app, as well as how their satisfaction with the learning experiences provided.

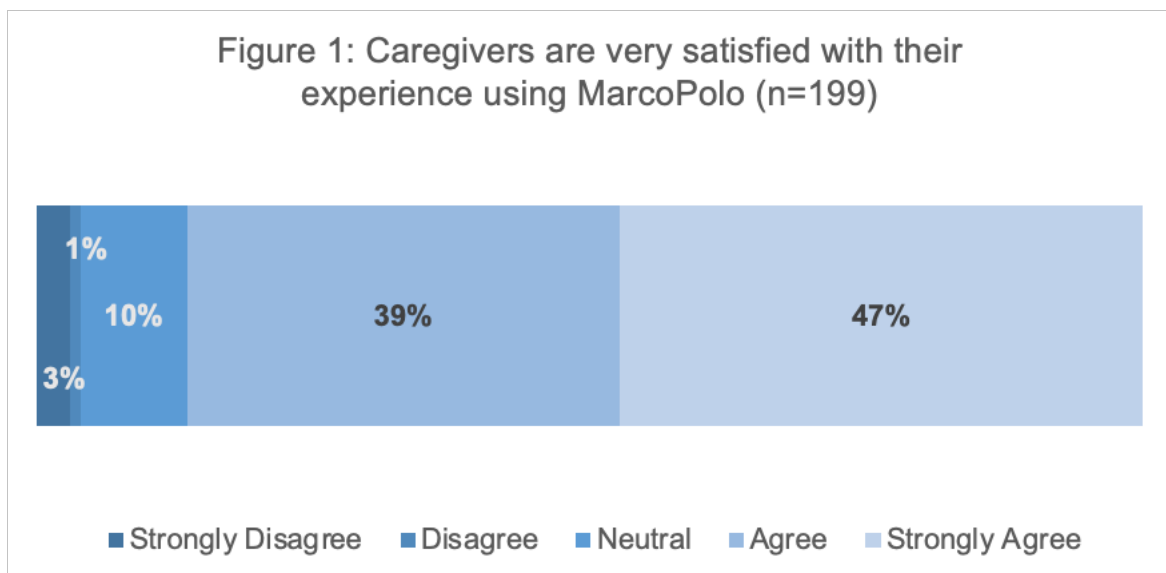
The following report includes the results from the Caregiver Survey, the Educator Survey and additional analysis of Educator Survey respondents who work in Broward County, Florida and Miami-Dade and Monroe Counties, FL



Caregiver Survey Findings

206 caregivers completed the feedback survey between December 20, 2024 and January 22, 2025. Not every respondent answered every question, and the total number of respondents for each question are presented alongside their corresponding visual in this report. “Caregiver” is used in this report as a more inclusive term for adult guardians, which can include parents, grandparents, foster families or other adults acting as guardian of a child.

86% of respondents Agreed or Strongly Agreed that they were satisfied with their overall MarcoPolo Learning experience (Figure 1).

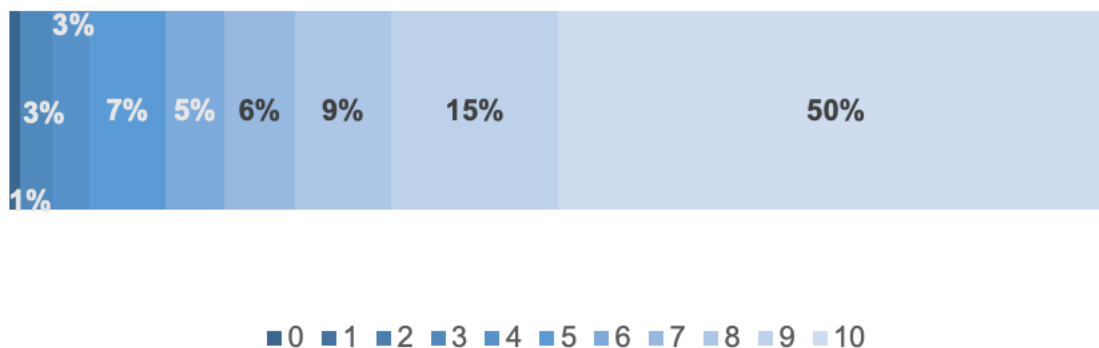


At the end of the survey, respondents were asked to rate how likely they were to recommend MarcoPolo on a scale of zero through ten to calculate an overall Net Promoter Score¹. 65% of respondents are considered “Promoters,” providing a rating of nine or ten (Figure 2).

The overall Net Promoter Score was +43.

¹ Net Promoter Score is calculated by subtracting the percentage of Detractors (rating from 0-6) from the percentage of Promoters (rating from 9-10). Respondents who rate 7-8 are considered Passives and are excluded from the calculation.

Figure 2: Caregivers are very likely to recommend Marco Polo (n=205)



The majority of children using MarcoPolo (72%) were either four or five years old (Figure 3). Respondents were also asked to share if they have children outside the provided age range that use MarcoPolo. Of these children, the majority were one or two years old, but there were also children as old as twelve reported (Figure 4).

Figure 3: The majority of children using MarcoPolo are 4 or 5 years old (n=231)

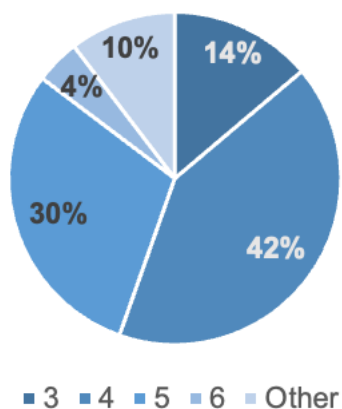
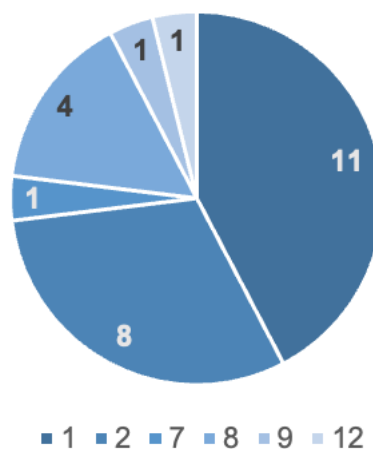
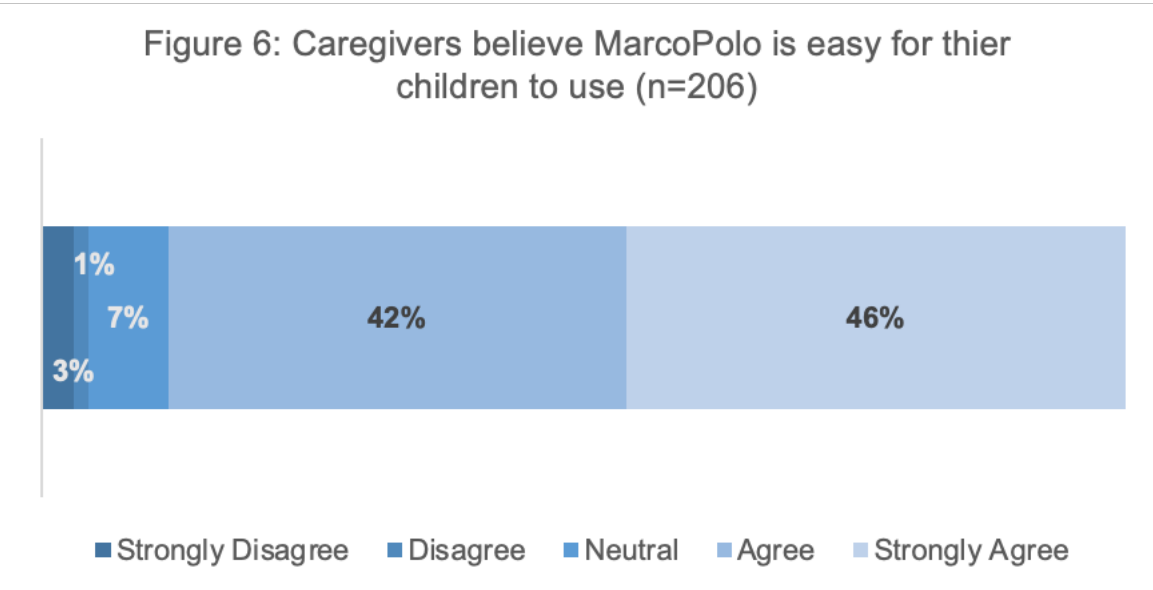
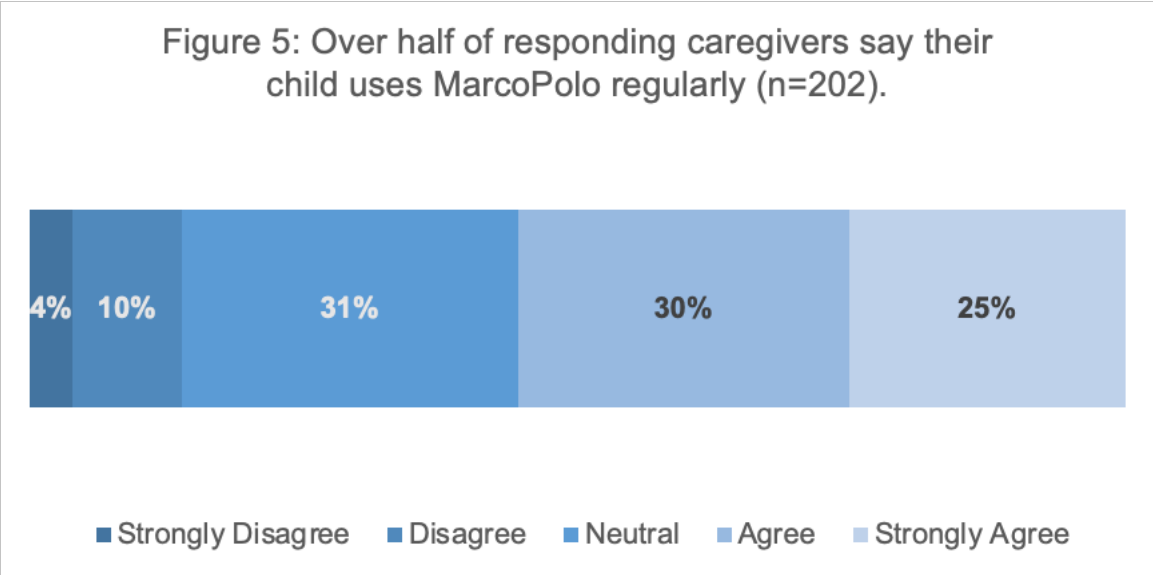


Figure 4: Other ages mentioned (n=26)



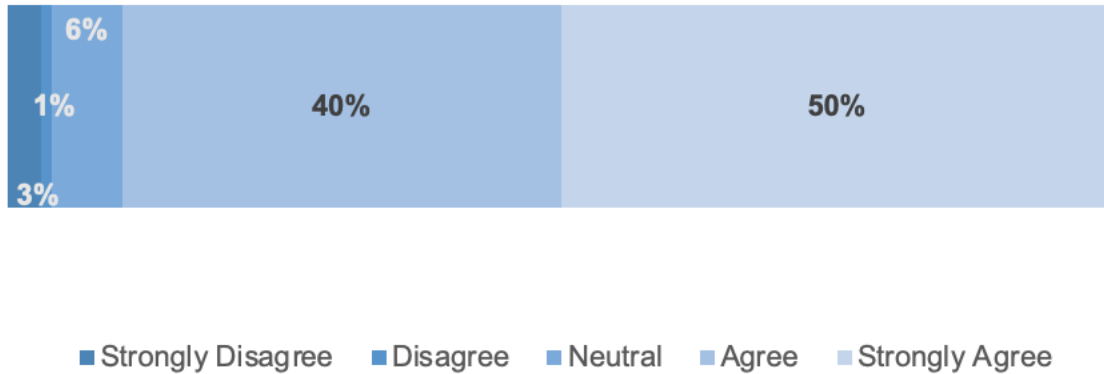
Caregivers were asked to reflect on how their families use MarcoPolo and how these resources support their children's learning. Over half of survey respondents (51%)

Agreed or Strongly agreed that their child uses MarcoPolo regularly (Figure 5). The term “regularly” was not defined for respondents, so individuals may have defined the term differently. Caregivers also overwhelmingly agree that MarcoPolo is easy for their children to use (Figure 6).



No matter how often their child may have used MarcoPolo, **almost all respondents (90%) Agreed or Strongly Agreed that MarcoPolo is a useful tool their child’s learning** (Figure 7).

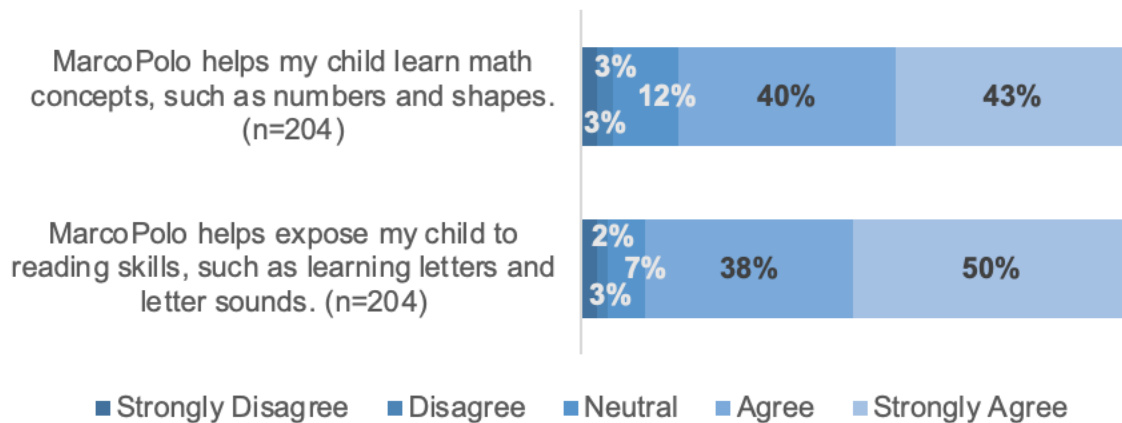
Figure 7: Caregivers overwhelmingly agree that MarcoPolo is useful for supporting children's learning. (n=204)



Caregivers were asked to rate their agreement on the various ways that MarcoPolo helps support both their child's learning and their ability to contribute to that learning.

Caregivers believe using MarcoPolo contributes to both math (83%) and reading (88%) skill development in their children (Figure 8).

Figure 8: MarcoPolo helps children learn math and reading skills



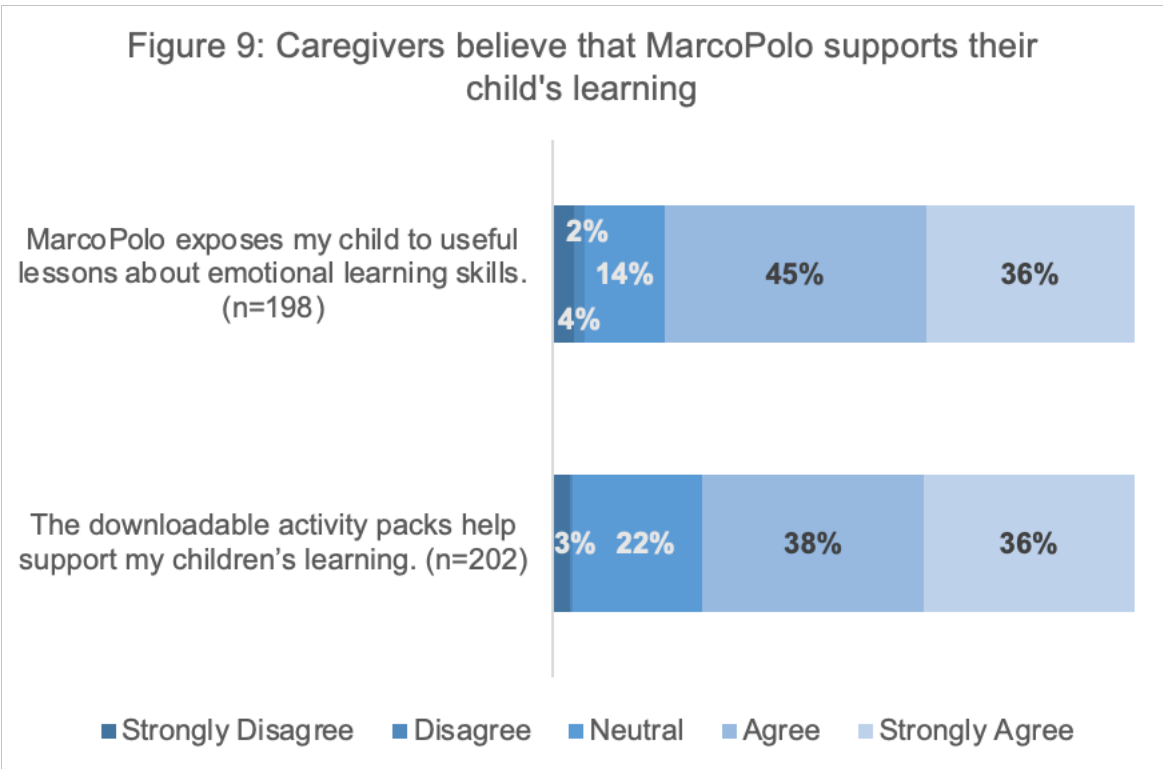
When asked to share more about what they found most helpful about MarcoPolo, caregivers provided specific reflections on how the resources helped their children’s literacy skills:

“Engagement with my child while having fun doing it and identifying letters , numbers and shape with friends”

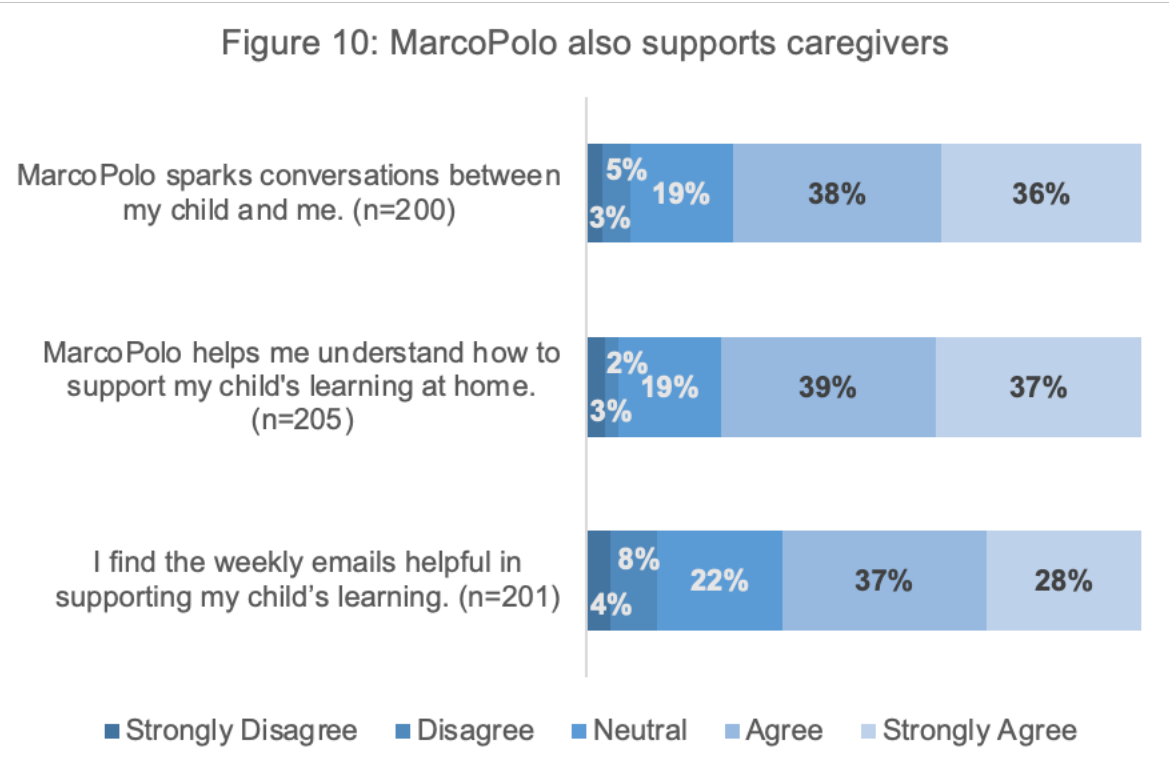
“Engages my child to learning with letters, shapes and the sound of the letters. It has been such an amazing experience and it amazes me how he has growth his vocabulary and learning.”

“Vocabulary, as my child is in speech therapy and engages they will ask for this over another phone/iPad games and I am happy to let them have time on the app.”

At least three quarters of caregiver respondents believe that MarcoPolo provides other benefits for their children, as seen in Figure 9 below - social emotional learning skills (81%) and activity packs to support learning (74%)



MarcoPolo also provides resources that caregivers rely on to support their child’s learning (Figure 10).



When asked to share more about what they found most helpful about MarcoPolo, caregivers specifically linked the emails they receive to conversations they are able to have with their children.

“The monthly email with the printable activities. Instead of constantly trying to find new ones online, I like that Marco Polo just sends a new one each month that I can click, download and print at home”

“The weekly emails with the packets included have been extremely helpful and applying the concepts and providing ways to spark conversations with my little scholar.”

“Explore subjects that they have not yet learned at school. Sparks conversation on topics I didn’t think of discussing with them”

A large majority (90%) of caregiver respondents do not use MarcoPolo resources in Spanish (Figure 11). But of the 10% that reported using Spanish resources, 80% Agree or Strongly Agree that they are useful for supporting their child's learning (Figure 12). At this time, no caregivers shared additional thoughts about the multilingual resources in open-ended responses. This does leave an opportunity for future studies focused on multilingual MarcoPolo users.

Figure 11: Most caregivers do not use MarcoPolo in Spanish (n=200)

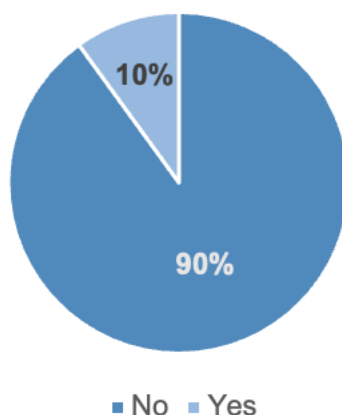
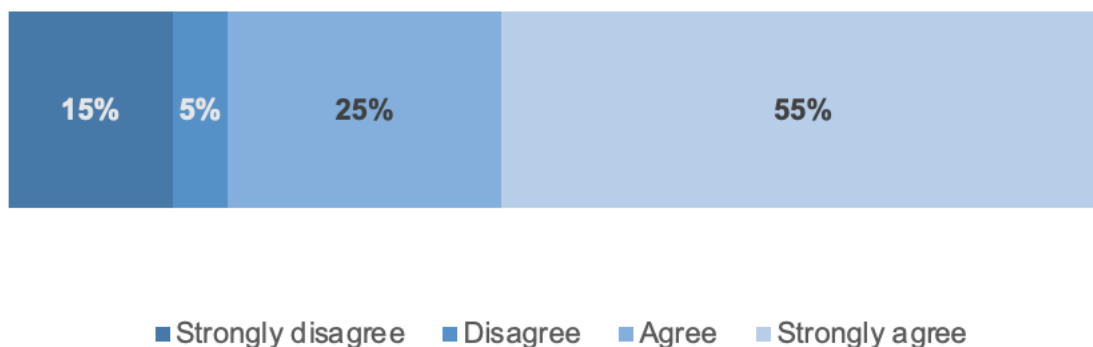


Figure 12: Those that do use MarcoPolo in Spanish find the multilingual resources helpful. (n=20)



When caregivers were asked to share what was most helpful about using MarcoPolo, two key themes emerged from the responses. The first was that the **MarcoPolo content is Engaging, Interesting and Fun** for their children. Of the 191 responses, 29% were related to MarcoPolo resources capturing children's attention and keeping them connected to what they are learning, both independently and in school.

"[MarcoPolo] helps my child engage more with his learning activities. Makes it more entertaining for him to learn to the point he loves learning he Even ask me questions I love it. His teacher has seen improvement that even like teaching his classmates letters and Shapes over all proud specially when the school tells me how smart he is."

"It makes learning fun for my son"

"It allows my child to grow its learning beyond the regular daily activities. He is showing interest in different subjects which is incredible. He wants less cartoon and more MP app to do activities."

"It helps me engage with my child at home and it goes hand and with what they learned in school. It helps me to stay on track and follow along with their learning."

The second common theme was that **MarcoPolo helps caregivers stay informed about what their children are be doing in school**. 11% of responses touched on this topic.

"[MarcoPolo] keeps me informed about what my child is doing in school."

"I have an inside look on what it is that my child is learning inside the classroom."



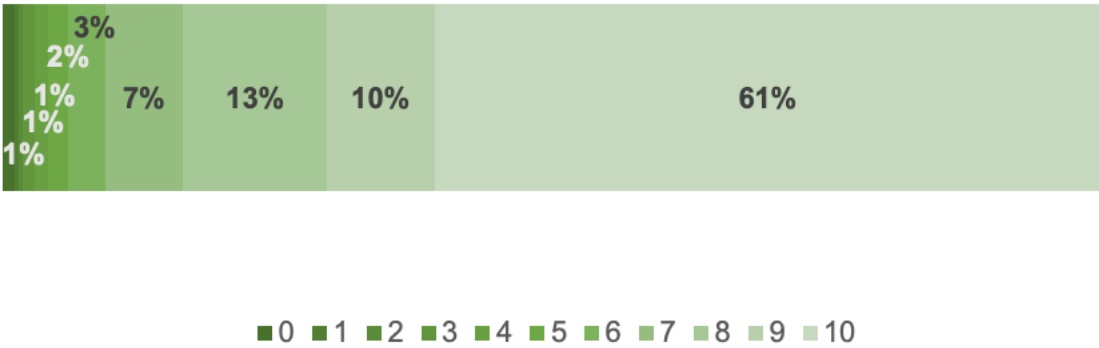
Educator Survey Findings

274 educators completed the feedback survey between December 20, 2024 and January 22, 2025. Not every respondent answered every question, and the total number of respondents for each question are presented alongside their corresponding visual in this report.

At the end of the survey, respondents were asked to rate how likely they were to recommend MarcoPolo on a scale of zero through ten to calculate an overall Net Promoter Score. 71% of respondents are considered “Promoters,” providing a rating of nine or ten.

The overall Net Promoter Score was +62.

Figure 13: Educators are very likely to recommend MarcoPolo (n=267)



Educators were asked to provide contextual information about their location, school type and years of teaching experience to better understand the overall sample of respondents. The majority of responding educators work in private schools (65%, Figure 14) in areas outside of MarcoPolo’s three target regions (56%, Figure 16) and have eight or more years of teaching experience (66%, Figure 15).

Figure 14: The majority of respondents work in private schools (n=269)

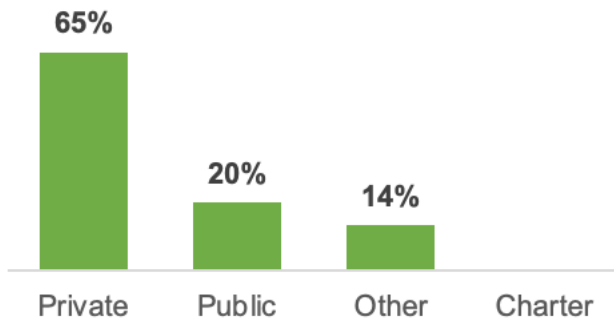


Figure 15: The majority of respondents are experienced educators (n=269)

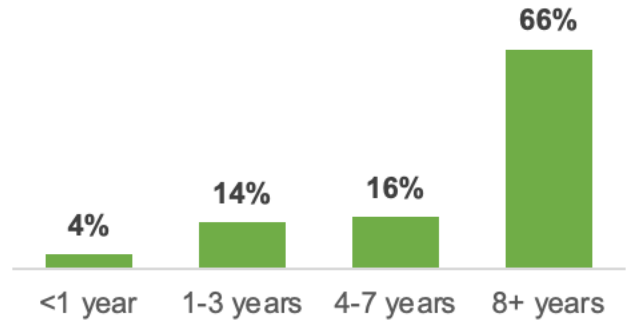
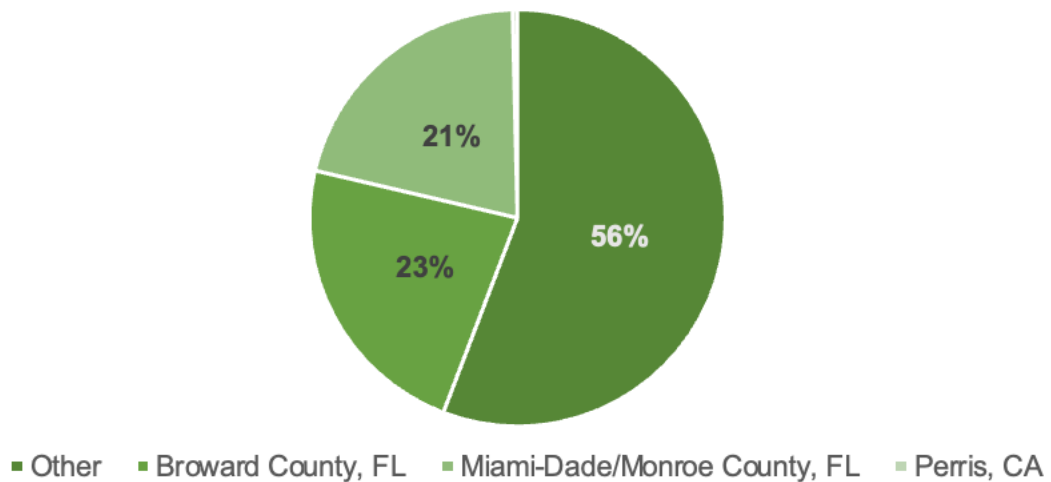
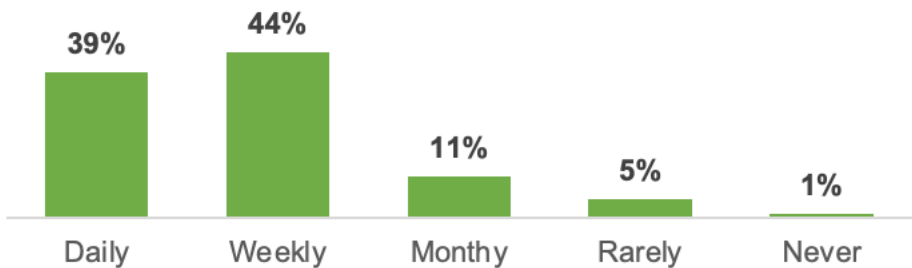


Figure 16: The majority of respondents work outside MarcoPolo's priority regions (n=267)



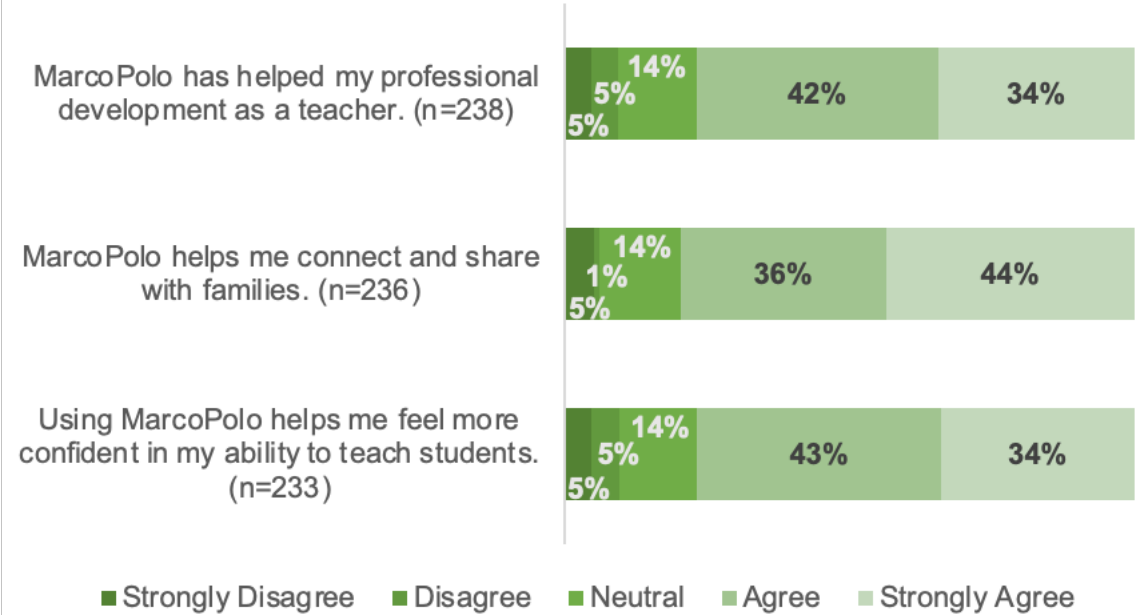
Most responding educators report using MarcoPolo resources in their classrooms either Weekly (44%) or Daily (39%) with their students (Figure 17).

Figure 17: Educators regularly use MarcoPolo Learning Resources (n=265)



Educators reported across several metrics that MarcoPolo has contributed to their ability and confidence in the classroom (Figure 18).

Figure 18: MarcoPolo helps build Educator skills & confidence



When asked to share how MarcoPolo has helped them as teachers, several responders shared reflections specifically related to connecting and sharing with families

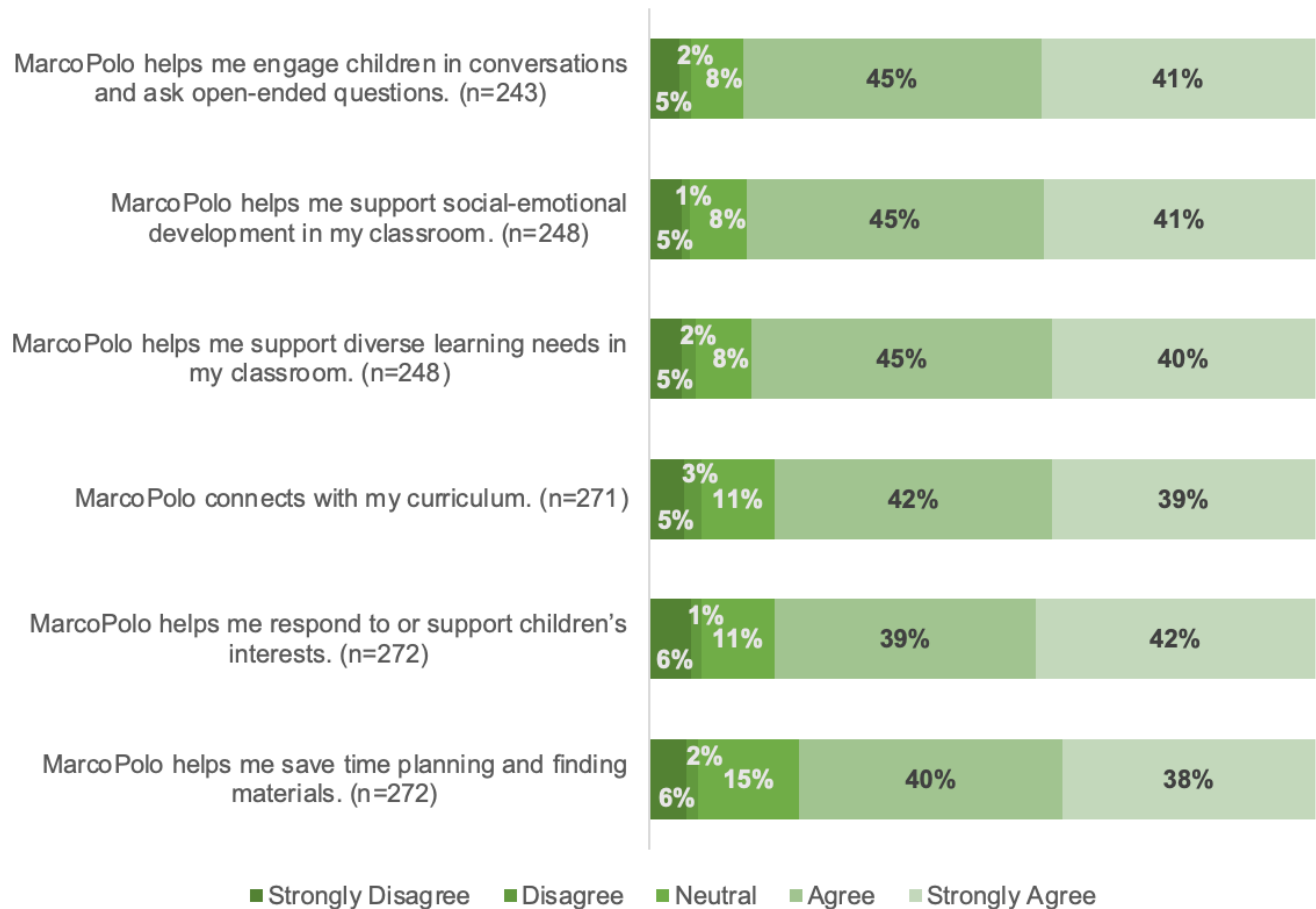
“I have enjoyed the option to record myself to include it with playlists i share with families - an easy way to personalize school-to-home connection”

“[MarcoPolo helps me with] planning lessons, using discussion questions during circle, and sharing with families what we are learning to extend the learning at home.”

“The platform’s resources can be shared with families to reinforce learning at home. This strengthens the home-school connection by providing parents with tools to support their children’s learning, creating a more cohesive educational experience for students.”

Educators were also asked to rate their agreement with a number of statements related to how MarcoPolo supports their work in the classroom (Figure 19). Over 75% of educators Agreed or Strongly Agreed with every included prompt.

Figure 19: MarcoPolo helps Educators provide support in their classrooms



Assisting with planning and materials were one of the most significant themes in educator's reflections on how helps them as teachers. Planning was referenced in almost 25% of these open-ended responses (n=250).

"MarcoPolo provides a vast collection of high-quality, standards-aligned lesson plans and resources that have made lesson planning much more efficient. I can access a range of materials that suit different subjects."

"It has helped me implement and improve on lesson planning."

"It provides access to a wide range of lesson plans, teaching resources, and activities, which help streamline my lesson planning. This allows me to quickly adapt lessons to meet various educational standards, saving valuable planning time."

Connecting MarcoPolo to existing curriculum was another of the emergent themes of educator's open-ended feedback

"MarcoPolo Learning has significantly improved my teaching by providing high-quality, engaging video content that easily integrates into my curriculum, allowing me to spark curiosity in my students."

"[MarcoPolo helps me with] Planning, letting children explore are their own convenience and it relates to the curriculum"

"[MarcoPolo helps me with] Getting my families and my curriculum connected"

"[MarcoPolo] helps add to already used curriculum to further teaching"

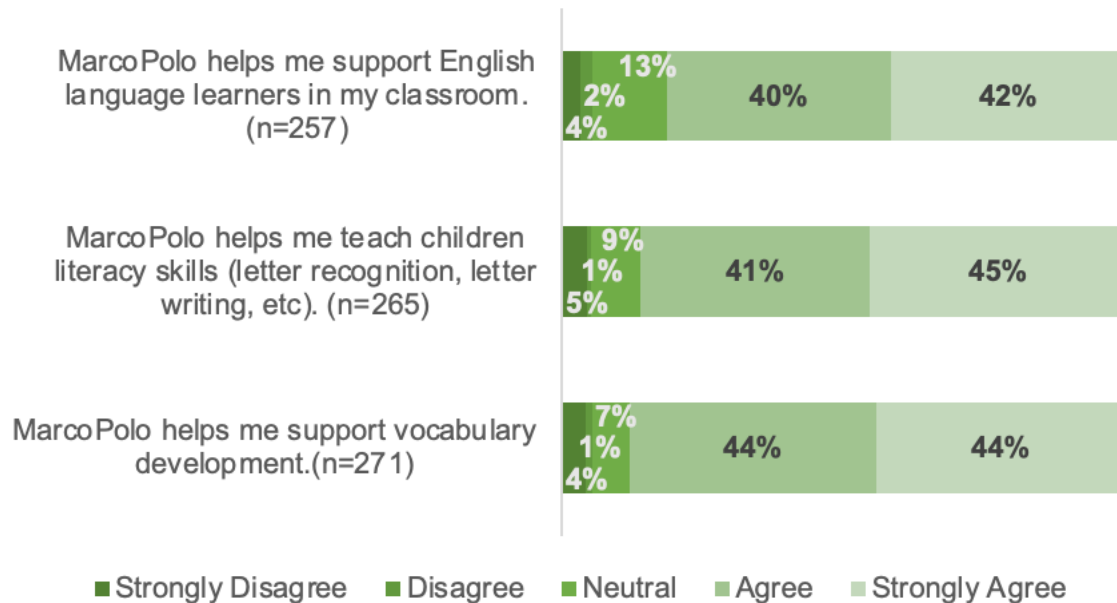
Some of the statements educators were asked to rate were related to teaching literacy skills. At least 82% of educators Agreed or Strongly Agreed with each of these prompts, as shown below in Figure 20. Educators also shared open-ended feedback about how MarcoPolo supports their literacy efforts in the classroom:

"Marco Polo has helped enhance our writing and literacy program, I use it quite often to help teach the children how to write letters, and to extend letter sound learning."

"I can easily send my families resources to use at home. Resources can also be sent in different languages, which is wonderful for ESL learners!"

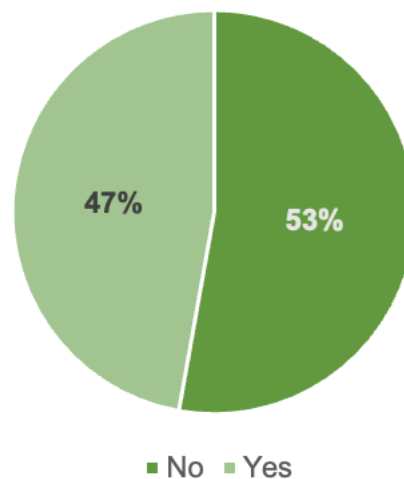
"[Marco Polo helps me] to teach my classroom recognizing letters and sounds, pronunciation and vocabulary."

Figure 20: MarcoPolo supports Educators with teaching literacy skills

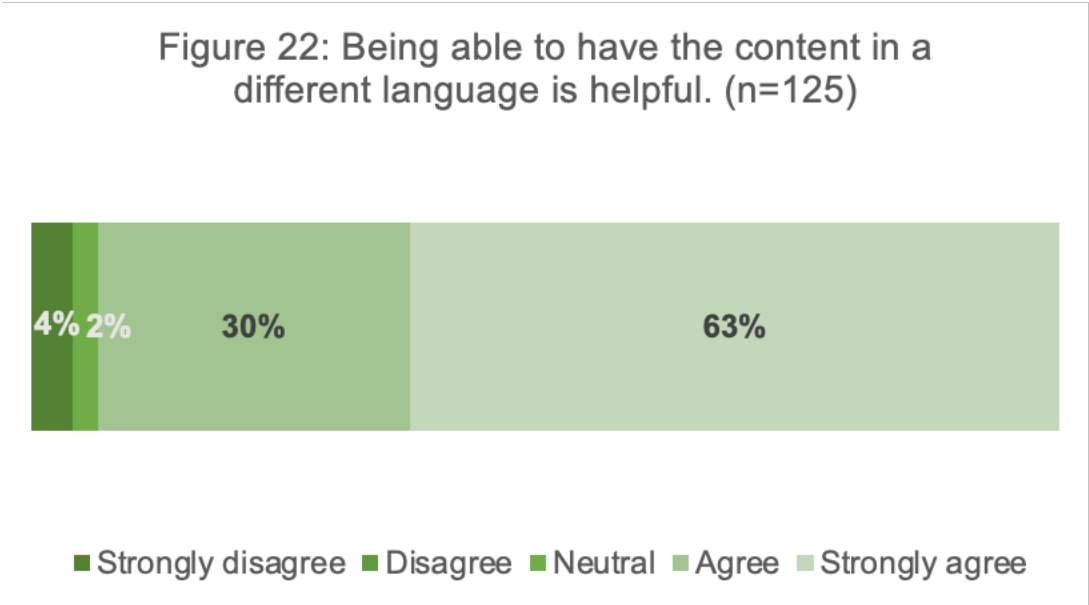


Slightly under 50% of respondents reported using MarcoPolo resources in languages other than English (Figure 21).

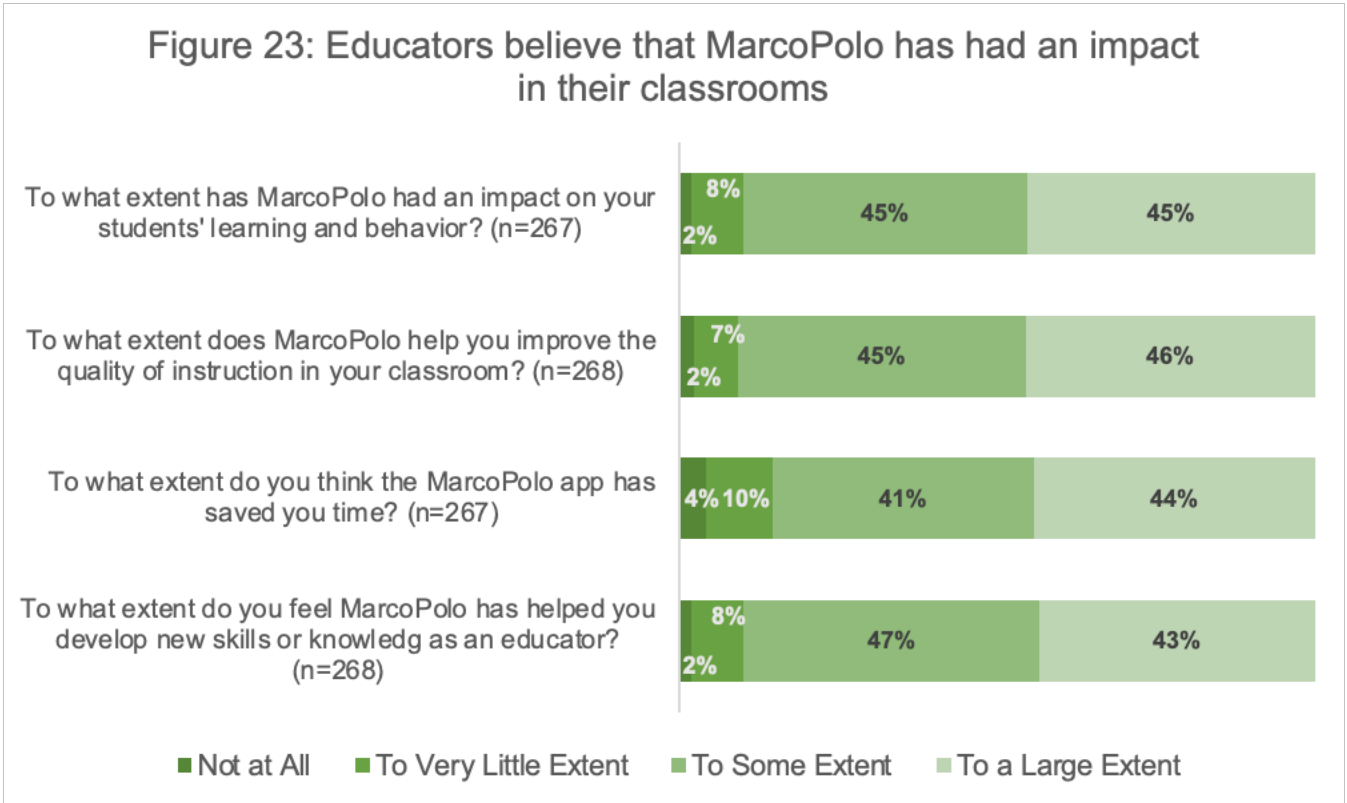
Figure 21: Roughly half of Educators use MarcoPolo in languages other than English (n=267)



Of the educators who reported using MarcoPolo resources in a language other than English, over 90% Agreed or Strongly Agreed that having access to this content is helpful for their students and classrooms (Figure 22).



Educators were asked to rate the level of impact that MarcoPolo has had on various aspects of their work. Over 90% agreed that Marco Polo has impacted their teaching experiences and student learning To Some Extent or To a Large Extent (Figure 23).



Educators reflected on all of these prompts at length in the open-ended opportunities on the survey.

“It has helped me teach my students about different things that they see every day in the real world and helps both my students and I have a better understanding of how things work.”

“Marco Polo has helped me with teaching letters to specific children who need help with letter recognition. Marco Polo has helped with teaching and enhancing SEL skills as well as numbers. When there was a storm Marco Polo even had a video on Tornado's to help child get knowledge of what it is and how to prepare as well as stay safe.”

“MarcoPolo Learning has significantly impacted student learning and behavior by enhancing literacy development through interactive resources that engage students. Additionally, the platform promotes self-management skills, encouraging students to take ownership of their learning through various activities and assessments. Overall, it creates a positive learning environment that supports student growth and motivation.”

At the end of the survey, educators were asked to describe the ways that MarcoPolo has impacted student learning and behavior. Several themes emerged across the 246 responses provided.

21% of the responses discussed how using MarcoPolo in the classroom has contributed to **improved student behavior** through various **Socio-Emotional skills** emphasized in the resources:

“It has impacted my challenge behavior children by giving a aid of focus”

“A mi me ayudó mucho un pequeño video de las emociones por que hay niños que están aprendiendo a conocer sus emociones.”

“MarcoPolo Learning has helped my student regulate their emotions so that they can learn in a positive environment.”

“I would say the ones with behavioral issues, this turned it around for them. It had help them self regulate better but also made learning interesting for them! :)”

“It has helped students identify different emotions and feelings they may have and ways to independently work through them successfully.”

31% of educators referenced how **students who use MarcoPolo resources found them engaging, exciting, and fun to use.**

“It helps children learn through the use of technology, it makes it more fun and they learn better.”

They get very excited when I send videos to them to watch at home and they love watching the videos in class as well. There is such great content in them!

Ofrece experiencias de aprendizaje visuales y atractivas que capturan la atención de los niños pequeños. Los personajes y videos educativos convierten el aprendizaje en una experiencia divertida.

Marco Polo has improved my class learning as it makes learning fun and engaging.

Improved student literacy was also mentioned across 18% of educator responses. .

It's has been a big help to the children that needs that extra support in literacy (alphabets recognition, letter sounds, numbers and etc.)

It has assisted with their language, literacy and emotional development.



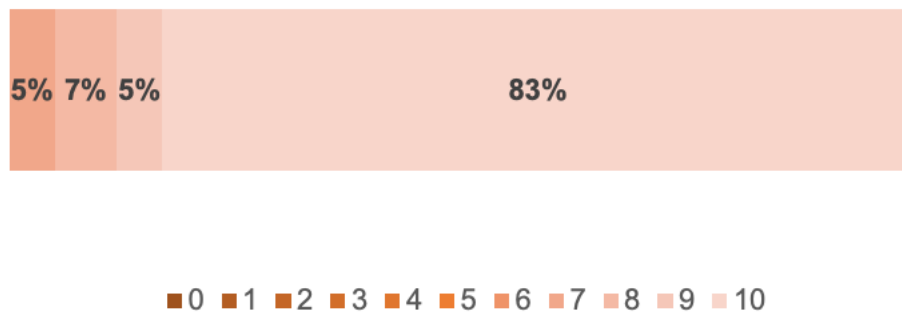
Broward County Educator Survey Findings

Of the 274 Educators who completed the feedback survey between December 20, 2024 and January 22, 2025, 61 identified themselves as working in Broward County, Florida. Not every respondent answered every question, and the total number of respondents for each question are presented alongside their corresponding visual in this report.

At the end of the survey, respondents were asked to rate how likely they were to recommend MarcoPolo on a scale of zero through ten to calculate an overall Net Promoter Score (Figure 24). 88% of respondents are considered “Promoters,” providing a rating of nine or ten.

The overall Net Promoter Score was +88.

Figure 24: Educators in Broward County are more likely to recommend MarcoPolo than educators are overall (n=59)



Educators were asked to provide contextual information about their location, school type and years of teaching experience to better understand the overall sample of respondents. The majority of responding educators in Broward County work in private schools (89%, Figure 25) and have eight or more years of teaching experience (66%, Figure 26). Overall, respondents in Broward County are somewhat less experienced than the overall respondents, and are much more likely to work in a private school.

Figure 25: The majority of Broward County respondents work in private schools (n=61)

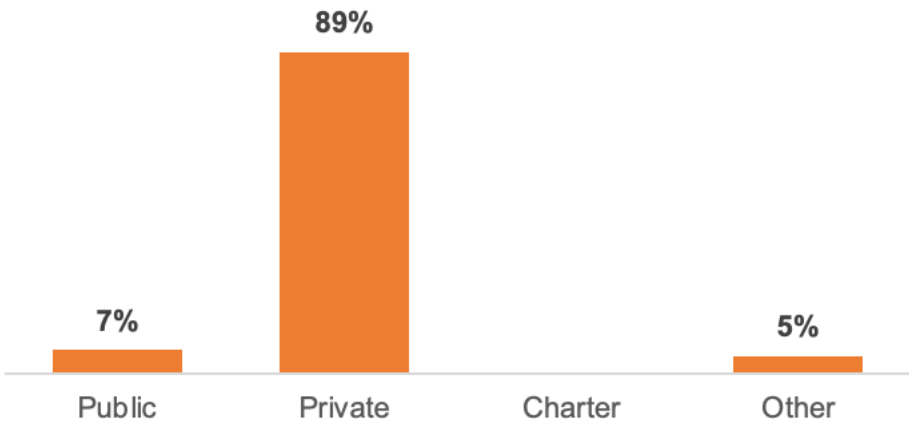
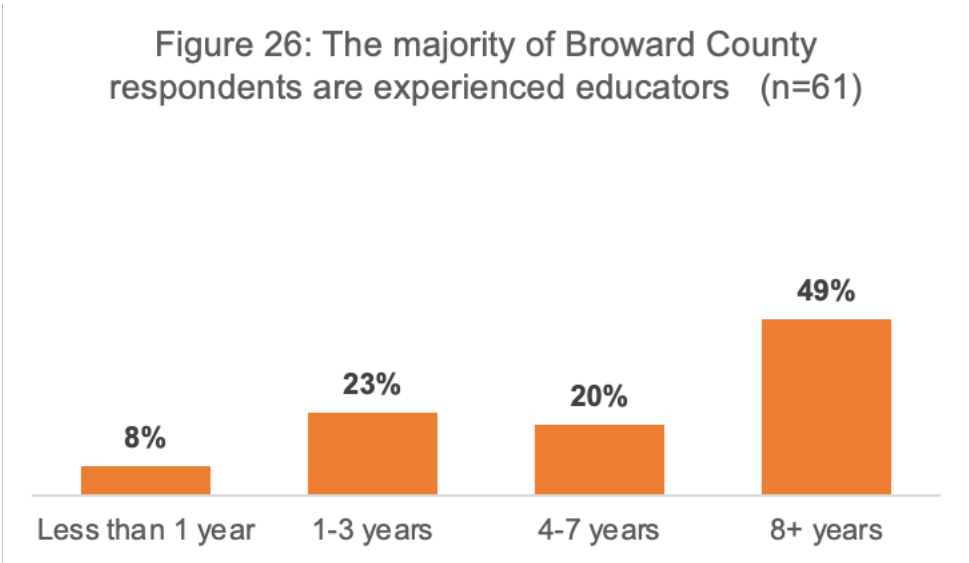
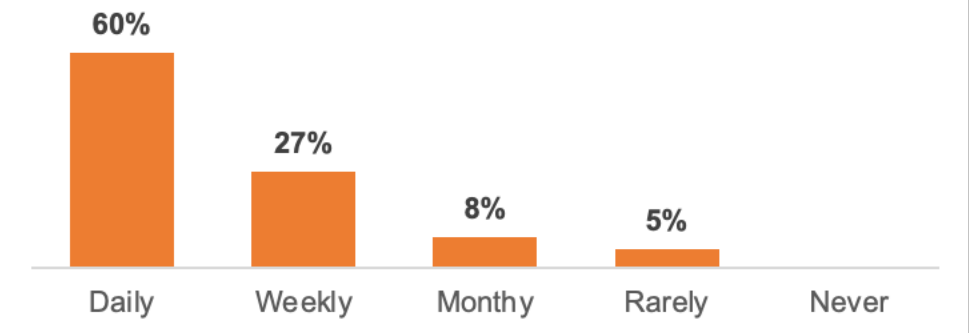


Figure 26: The majority of Broward County respondents are experienced educators (n=61)



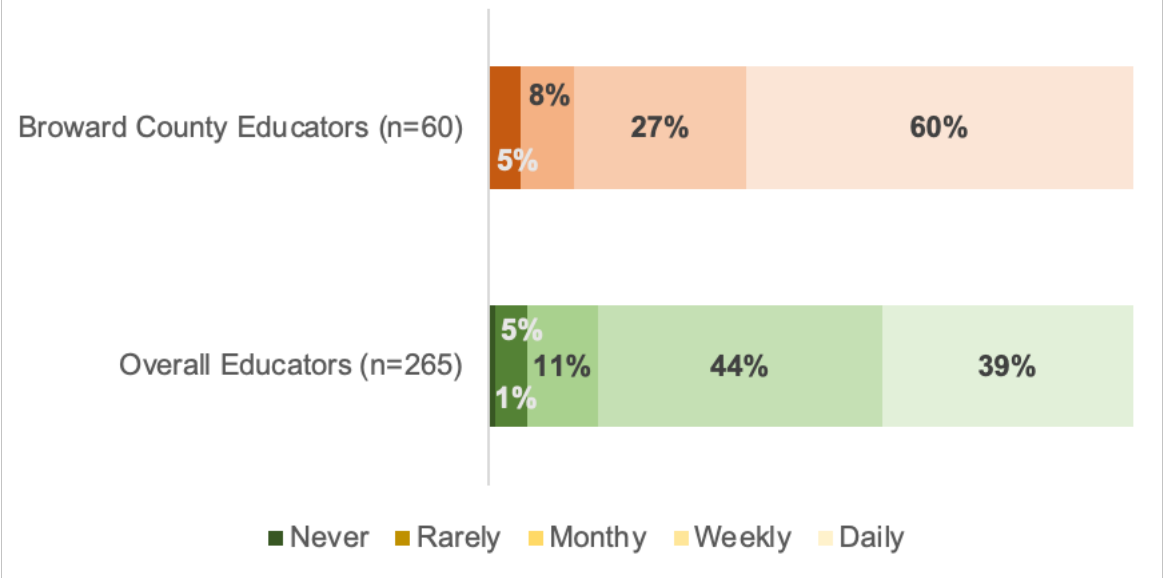
60% of respondents from Broward County reported using MarcoPolo resources daily (Figure 27) compared to only 39% of educators overall (Figure 17)

Figure 27: Broward County educators regularly use MarcoPolo Learning Resources (n=60)



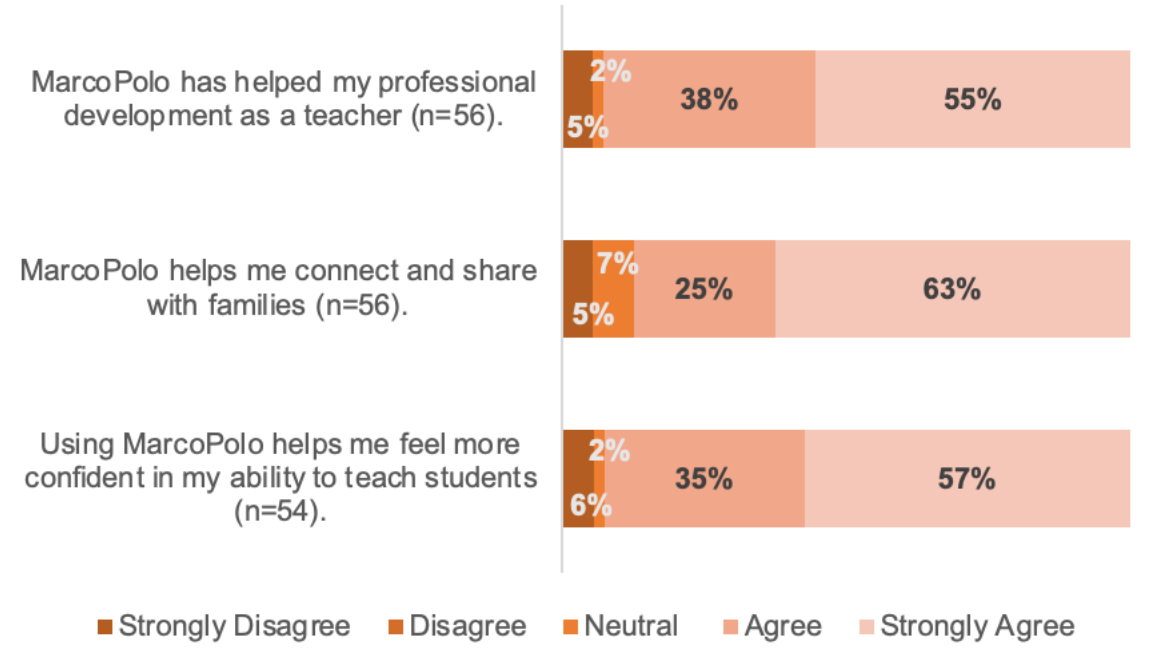
However if the respondents who use MarcoPolo resources daily and those who use them weekly are combined, the total values are very similar with 87% of Broward County respondents reporting that they use MarcoPolo resources daily or weekly compared to 83% of educators overall (Figure 28)

Figure 28: A larger percentage of Broward County educators use MarcoPolo resources daily

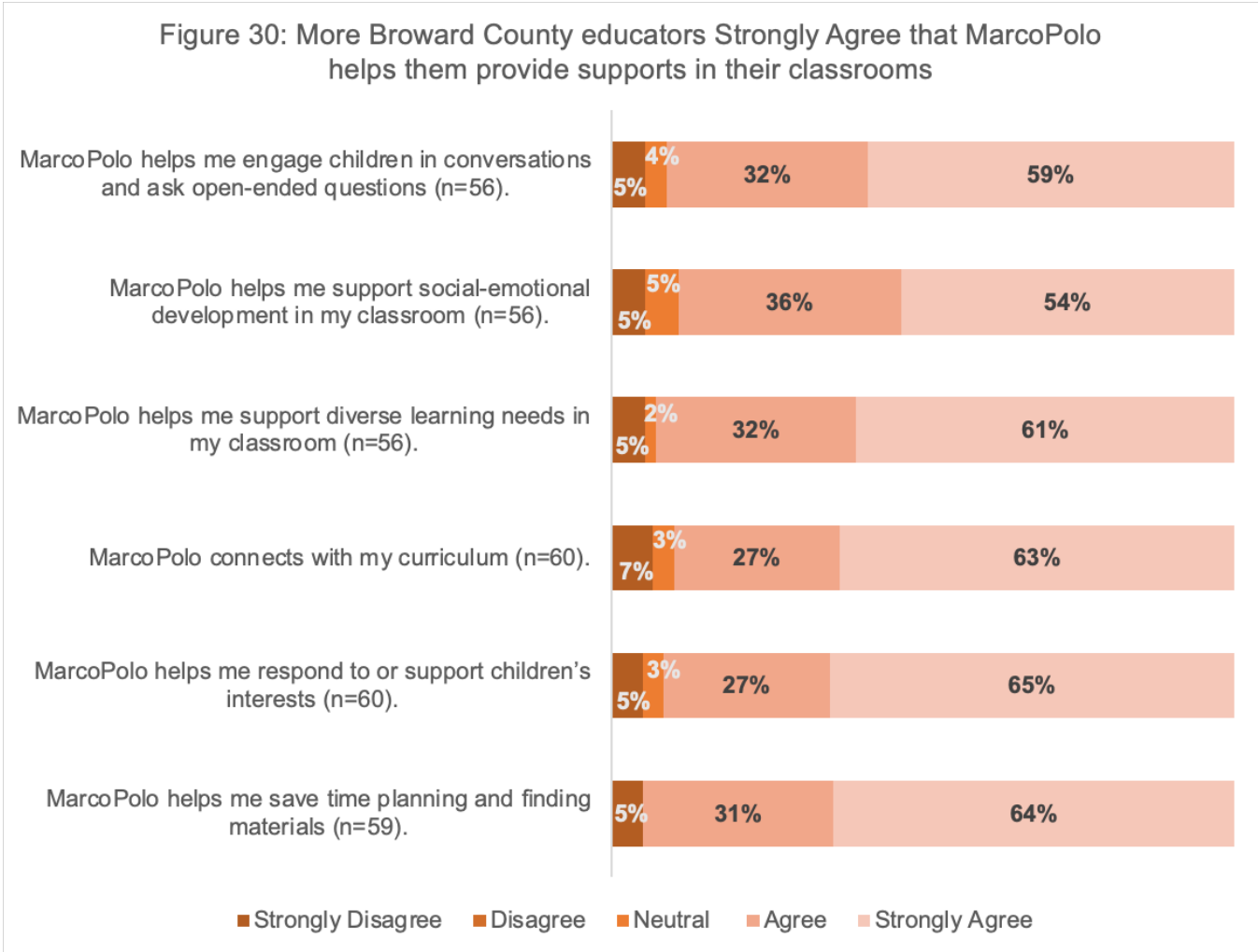


Educators from Broward County reported across several metrics that MarcoPolo has contributed to their ability and confidence in the classroom (Figure 29). A higher percentage of Broward County educators Strongly Agreed on the measures that follow in Figures 29, 30 & 31, when compared to the overall Educator sample seen above in Figures 18, 19 and 20.

Figure 29: Broward County educators agree that MarcoPolo helps build their skills & confidence

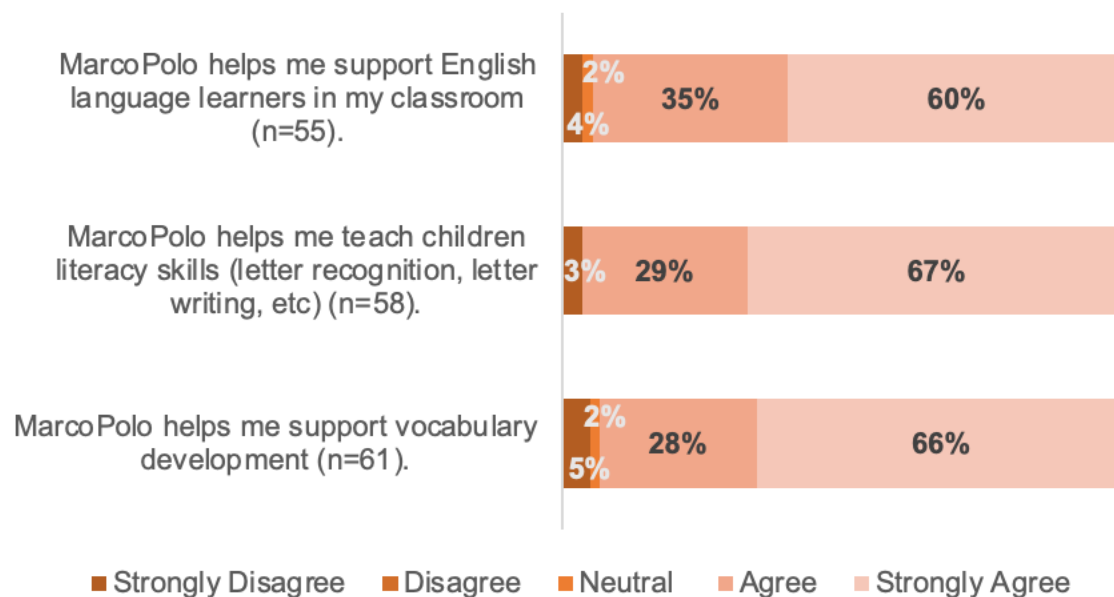


Educators were also asked to rate their agreement with a number of statements related to how MarcoPolo supports their work in the classroom (Figure 30). Over 75% of Broward County educators Agreed or Strongly Agreed with every included prompt.



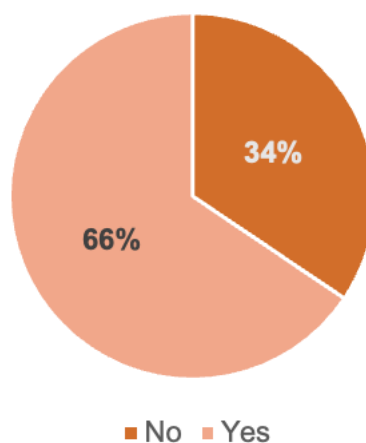
Some of the statements educators were asked to rate were related to teaching literacy skills. Over 60% of Broward County educators Strongly Agreed with each of these prompts, as shown below in Figure 31

Figure 31: Broward County educators agree that MarcoPolo supports teaching literacy skills

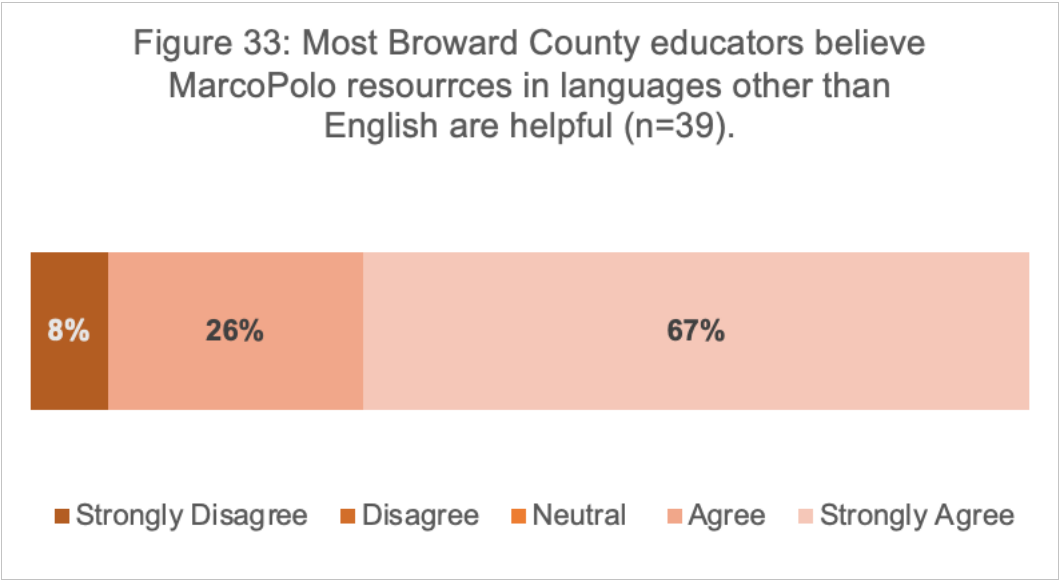


66% of respondents in Broward county reported using MarcoPolo resources in languages other than English (Figure 32). This is 19% higher than the percent of educators overall who use these resources, seen above in Figure 21.

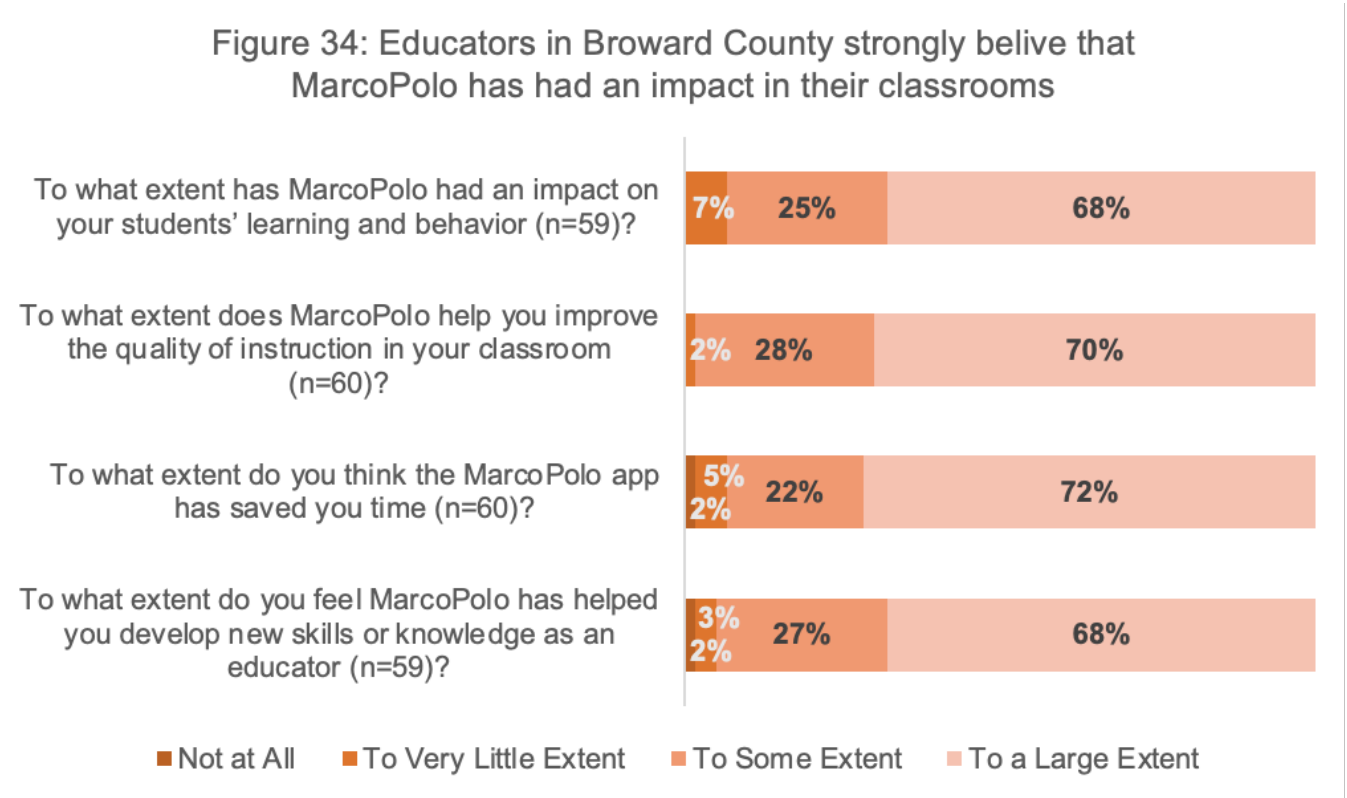
Figure 32: More than half of Broward County educators use MarcoPolo in languages other than English (n=61)?



Of the Broward County educators who reported using MarcoPolo resources in a language other than English, over 90% Agreed or Strongly Agreed that having access to this content is helpful for their students and classrooms (Figure 33).



Broward County educators were asked to rate the level of impact that MarcoPolo has had on various aspects of their work. Over 90% agreed that Marco Polo has impacted their teaching experiences and student learning To Some Extent or To a Large Extent (Figure 34).





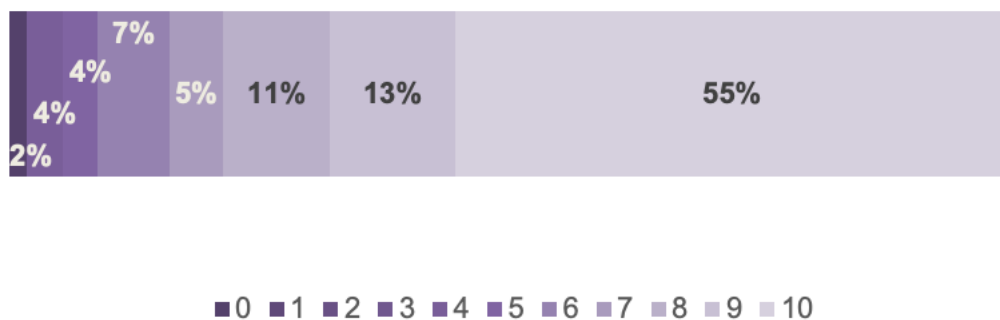
Miami-Dade & Monroe County Educator Survey Findings

Of the 274 Educators who completed the feedback survey between December 20, 2024 and January 22, 2025, 56 identified themselves as working in Miami-Dade or Monroe County, Florida. Not every respondent answered every question, and the total number of respondents for each question are presented alongside their corresponding visual in this report.

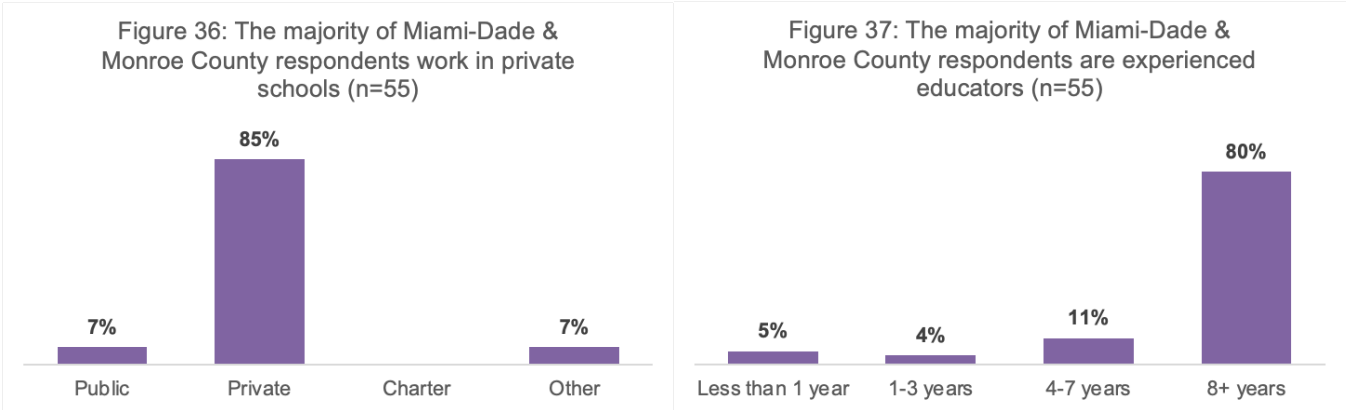
At the end of the survey, respondents were asked to rate how likely they were to recommend MarcoPolo on a scale of zero through ten to calculate an overall Net Promoter Score (Figure 24). 68% of respondents are considered “Promoters,” providing a rating of nine or ten.

The overall Net Promoter Score was +51.

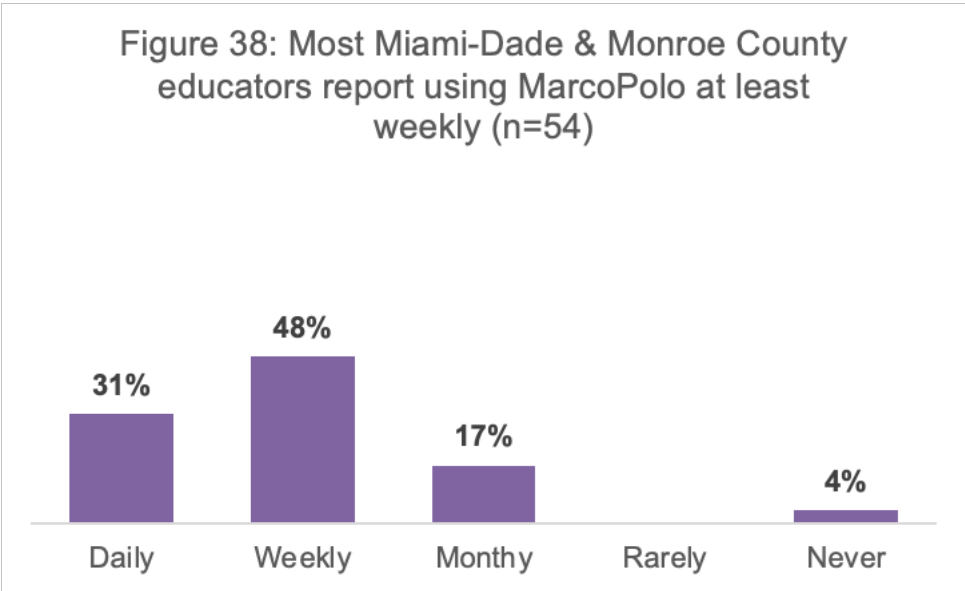
Figure 35: Educators in Miami-Dade & Monroe Counties are very likely to recommend MarcoPolo (n=56)



Educators were asked to provide contextual information about their location, school type and years of teaching experience to better understand the overall sample of respondents. Like educators from Broward County, the majority of responding educators in Miami-Dade or Monroe County work in private schools (85%, Figure 36) and have eight or more years of teaching experience (88%, Figure 37).

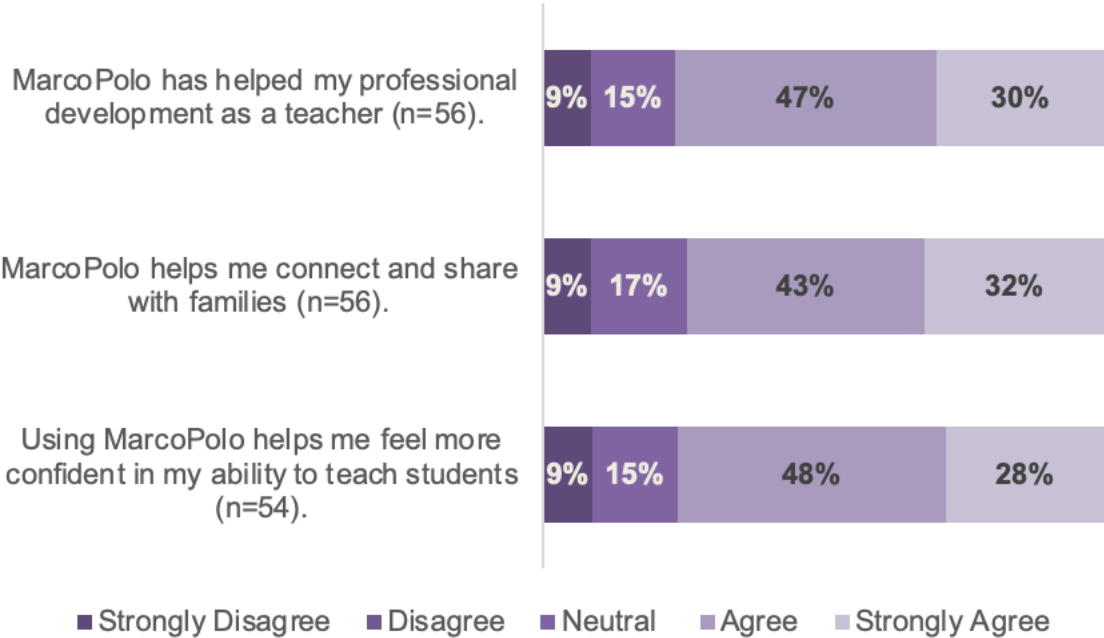


Only 31% of Miami-Dade or Monroe County educators reported using MarcoPolo resources daily (Figure 38), compared to 60% of respondents from Broward County (Figure 27) and 39% of educators overall (Figure 17)

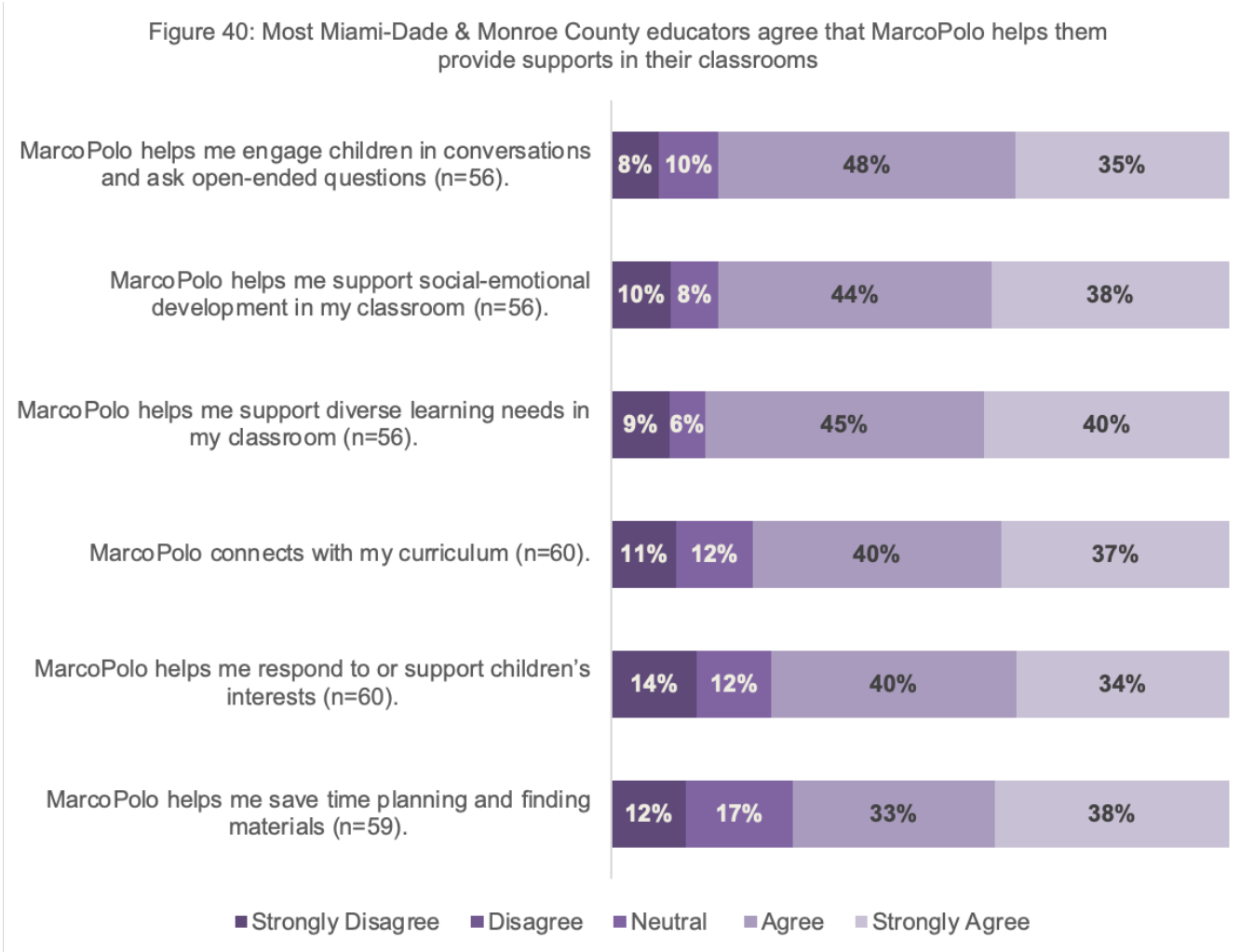


Educators from Miami-Dade or Monroe County reported across several metrics that MarcoPolo has contributed to their ability and confidence in the classroom (Figure 39). These educators were less likely to Strongly Agree with the provided statements than educators from Broward County (Figure 29), but their results are consistent with the overall educator sample (Figure 18).

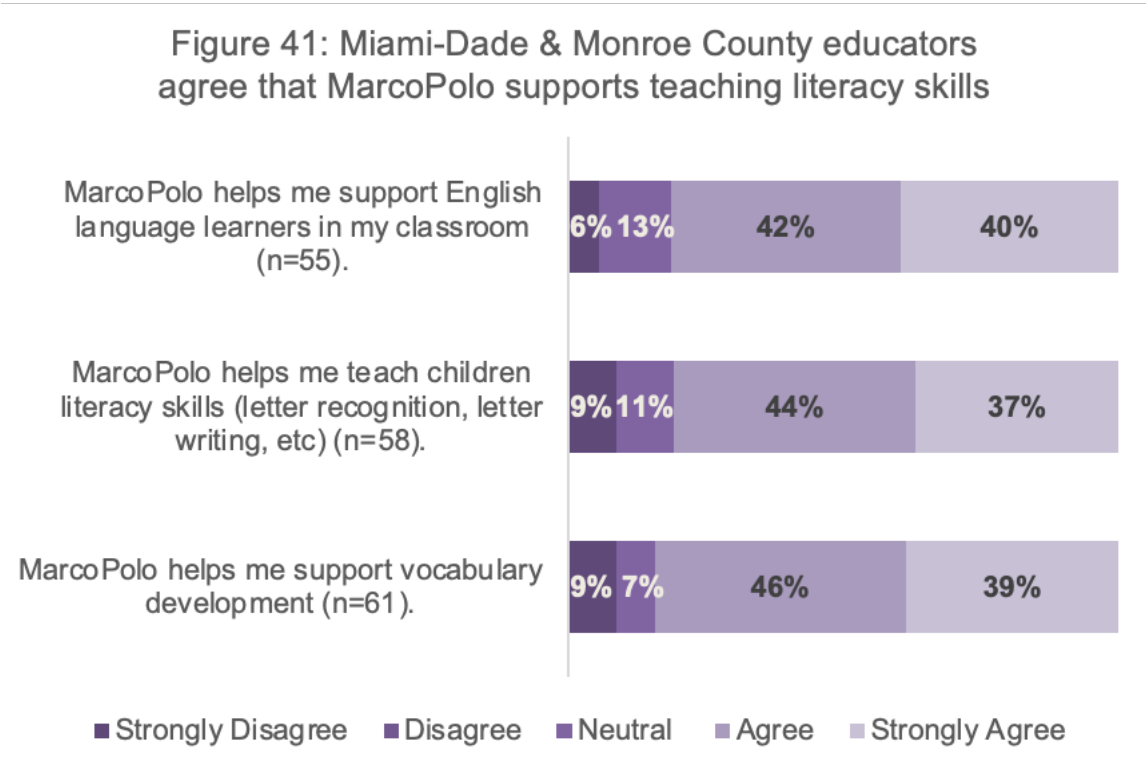
Figure 39: Miami-Dade & Monroe County educators agree that MarcoPolo helps build their skills & confidence



Educators were also asked to rate their agreement with a number of statements related to how MarcoPolo supports their work in the classroom (Figure 40). At least 71% of Miami-Dade & Monroe County educators Agreed or Strongly Agreed with every included prompt.



Some of the statements educators were asked to rate were related to teaching literacy skills. Over 81% of Miami-Dade & Monroe County educators Agreed or Strongly Agreed with each of these prompts, as shown below in Figure 41



68% of respondents in Miami-Dade & Monroe County educators reported using MarcoPolo resources in languages other than English (Figure 42). While this is only 2% more than the percent of Broward County educators, it is 21% higher than the percent of educators overall who use these resources (see Figure 43 for comparative results).

Figure 42: More than half of Miami-Dade & Monroe County educators use MarcoPolo in languages other than English (n=56)

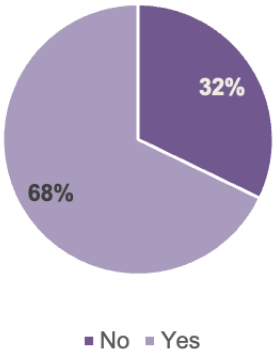
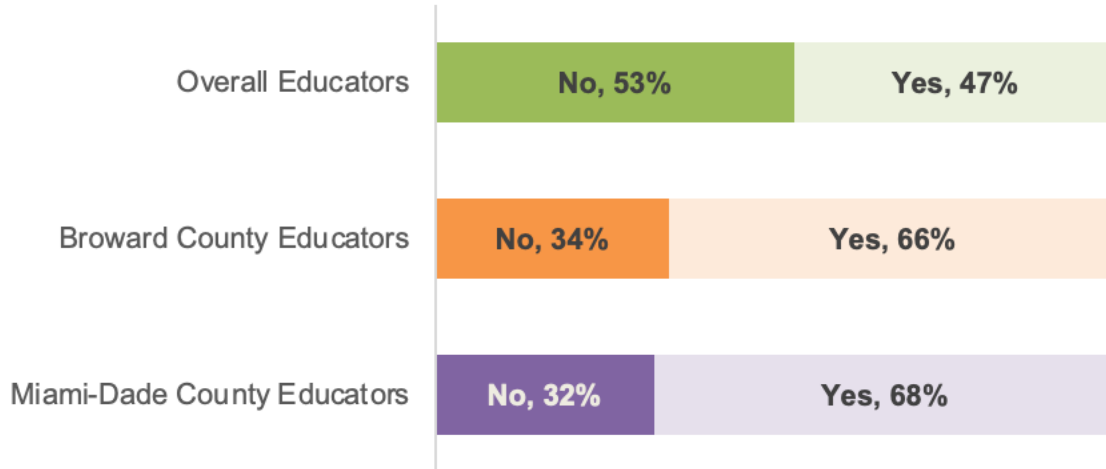
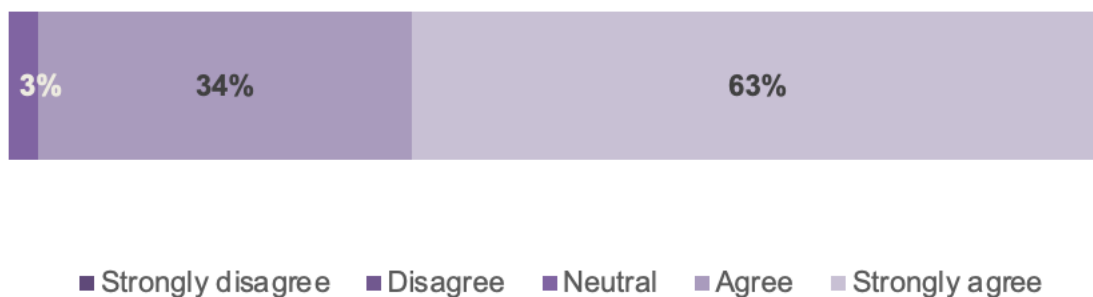


Figure 43: Educators in Broward, Miami-Dade & Monroe Counties are more likely to utilize MarcoPolo resources in Spanish than the overall sample of Educators



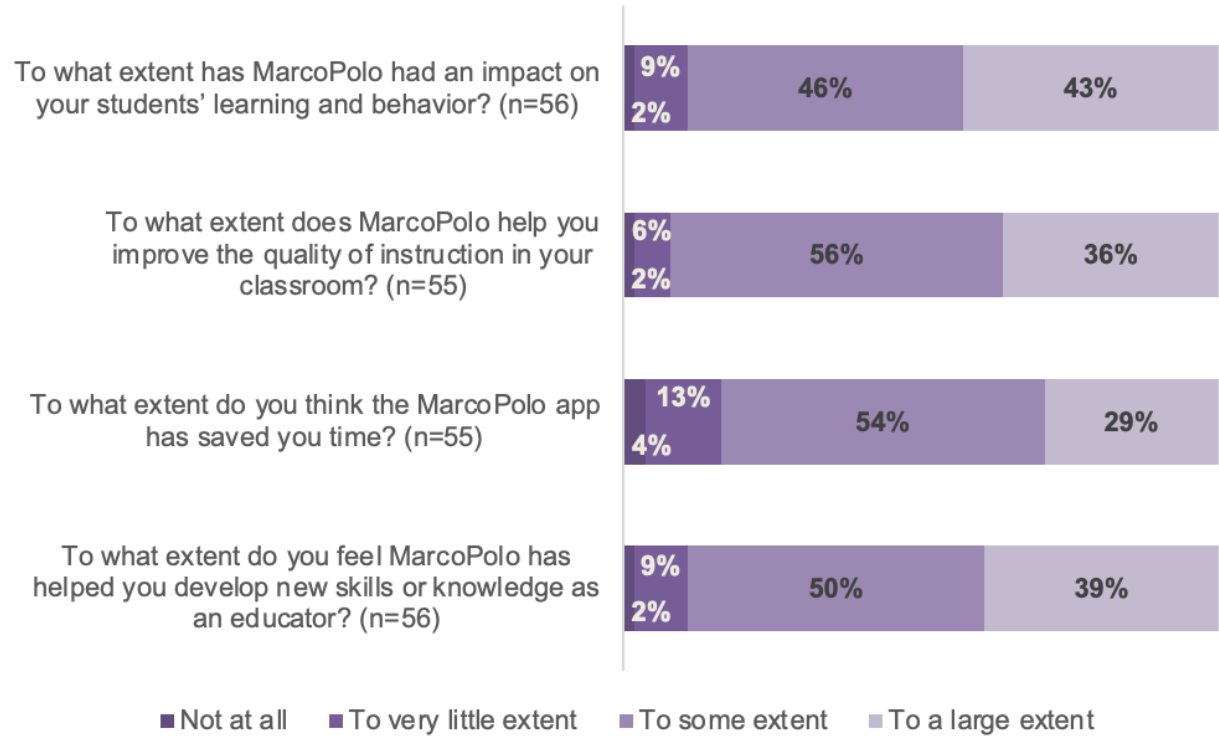
Much like the the Broward County educators (Figure 33), a large majority of Miami-Dade & Monroe County educators who reported using MarcoPolo resources in a language other than English Agreed or Strongly Agreed that having access to this content is helpful for their students and classrooms (Figure 44).

Figure 44: Almost all Miami-Dade & Monroe County educators who use MarcoPolo resources in languages other than English find them helpful (n=38).



Miami-Dade & Monroe County educators were asked to rate the level of impact that MarcoPolo has had on various aspects of their work. Over 83% agreed that Marco Polo has impacted their teaching experiences and student learning To Some Extent or To a Large Extent (Figure 45).

Figure 45: Educators in Miami-Dade & Monroe County believe that MarcoPolo has had an impact in their classrooms





Recommendations

At the end of the survey, caregivers and educators were asked to share final recommendations and reflections on the MarcoPolo resources and their experiences with the materials. Responses across both groups were similar, and three major themes emerged in common across both groups. Both groups provided positive reflections on the MarcoPolo app, but are hoping to see expanded or modified content and updates to UX design to improve the usability of the app. Within these larger themes, there was some variation in the specific recommendations made by the two groups, which are discussed further below.

From Caregivers

74 caregivers provided generative responses to the final survey question. An additional 68 respondents provided responses to indicate they had no additional feedback, typically a “no,” “N/A,” or “not at this time” style of response, and are not represented in the results reported below.

27% of caregivers want to see more content on MarcoPolo for their children. They also would like to see greater interactivity in the activities, and more content tailored for children two and under.

“I would love to have more activity for a child younger than 2”

“Need more new content. The kids like to use the app often”

“Update contents more regularly, make it easier to browse new content or contents shared by teacher.”

“We love what is available. More of similar quality would always be welcome!”

20% of the 74 caregiver responses cited challenges with the usability of the MarcoPolo app itself, particularly issues around the login page and challenges with navigation.

“Show the teacher assignments I can't find them on the app so I gave up.”

“.Ability to set the timing for notifications, for example at 7 pm each day, at that time we can start the Marco Polo lesson.”

“The start up can be a bit cumbersome and confusing (a where do we click). This is a definite barrier for our family.”

"Typing answer might not be the best practice."

"Does not easily log in or use wifi. Often will not load."

The largest group of responses were positive feedback about MarcoPolo (46% of responses). Educators believe the app is an excellent learning tool that is also enjoyable for students and they recommend it as a tool for others.

"The program is great. I love it for the children. They learned a lot from it."

"I will work to use it more because it does seem to be helpful."

"I recommend this app to many families as I think it's a great learning tool."

"Thank you for making everything easier for my kids to watch videos with activities to do"

Some caregivers (7% of respondents) also discussed an element of accessibility that did not come up in the results of the Educator Survey - they want continuity of access to the app and resources if they change schools, or their current school decides to discontinue using MarcoPolo tools in their classrooms. They are particularly concerned about what continued access to MarcoPolo would cost them financially.

"I'm disappointed my daycare won't be using MarcoPolo as a tool going forward and i hope the charges are something I can afford."

"Wish I could pay for this service privately. We will lose access in a few months because our new school doesn't use Marco Polo"

"We were just notified that our day care is no longer participating with Marco Polo and we are very disappointed. We have really enjoyed it. Is there a way for us to join with out the school?"

From Educators

152 educators provided generative responses to the question. An additional 70 respondents provided responses to indicate no additional feedback, and are not represented in the results reported below.

across the 152 open-ended responses.

34% of educator responses were requests for expanded or modified versions of existing MarcoPolo content. In particular, they want to see more videos, more subject areas,

more content in Spanish or additional languages, and simpler language and lessons for preschool-age children. Several educators also requested greater alignment with existing formal curriculums, like Frog Street Curriculum and TSG Creative Curriculum.

“More videos related to the Creative Curriculum studies would be helpful- specifically: clothes, signs, buildings”

“You can add more shapes to the math. More social study topics”

15% of educators also made recommendations related to MarcoPolo’s UX design and tools. The especially would like to see more customization features to accommodate students who require varied levels of support, and for a function that would allow them to observe their students’ activity.

“More Personalization Features: While MarcoPolo provides a wide range of resources, having more customizable learning paths or the ability to tailor content based on individual student needs would be beneficial.”

“Make it to where you can see students activity”

“Make the parent sign on easier for teachers to track and see which students are logged in at home and are using it”

The largest group of responses were positive feedback about MarcoPolo (51% of responses). Educators believe the app is an excellent learning tool that is also enjoyable for students and they recommend it as a tool for others.

“Marco polo is an excellent app for teachers and families”

“I recommend that all schools share this information”

“Excelente programa lo recomiendo a cualquiera”

“This is the first year I've worked with Marco Polo and I thought the way they approach the topics and that they are adapted to each stage of the children's lives was great.”



Conclusions

While the type and content of feedback given by caregivers and educators diverged at times, both groups were overall extremely positive in their views of the MarcoPolo app and resources in their current form, how they improve children's learning and behavior and how the tools support their own personal and professional development.

- Caregivers overwhelmingly believe that MarcoPolo supports their child's learning and development, both in academic areas and socio-emotional and behavioral ones. They find MarcoPolo also supports their own efforts to contribute to their child's learning.
- Educators shared that using MarcoPolo has had an impact on their classrooms - both in student learning and their own capacity to support those outcomes. They believe that MarcoPolo is easy to use and connects well to their existing curriculums. Educators particularly value how MarcoPolo helps them connect with their students' families ability to connect learning at home and at school.
- Results from educators in Broward County, Florida were generally aligned with the results of the full Educator Survey sample. However in many cases, more Broward County educators agreed more strongly with the statements on the survey related to student outcomes and professional impacts. They were also more likely to use the multilingual resources and find them valuable for their classrooms.