



**EVALUATION  
OF  
THE LIFE BRIDGE MENTORING PROGRAM**

***EXECUTIVE SUMMARY***

**Prepared for:  
Life Bridge, Inc.  
P.O. Box 187  
16 Depot Street  
Wolfeboro, NH 03894**

**Prepared by:  
Eleanor Jaffee, M.S.W., Evaluation Research Associate  
Barbara Wauchope, Ph.D., Director of Evaluation  
The Carsey Institute  
University of New Hampshire  
Durham, NH 03824  
December 16, 2011**

## Contents

EXECUTIVE SUMMARY .....	3
Key Findings .....	3
Program Recruitment.....	3
Program Outcomes .....	3
BACKGROUND AND METHODS .....	5
Limitations of the Data.....	6
FINDINGS .....	7
Description of Active Life Bridge Mentees .....	7
Other demographics.....	7
Program exposure.....	8
Academic Records: Comparison of Mentees and Control Group.....	9
Staff Assessments of Mentee Change .....	11
Parents’ Decisions about Their Children’s Participation .....	17
Parent Satisfaction with Life Bridge Mentoring .....	20
CONCLUSION.....	24
<b>Appendix A: Tables of Quantitative Survey Responses and Significant Test Results .....</b>	<b>26</b>
<b>Parent Survey .....</b>	<b>26</b>
<b>Staff Survey.....</b>	<b>31</b>

## **EXECUTIVE SUMMARY**

The Life Bridge mentoring program matches adult staff and trained volunteer mentors with at-risk/high need middle school and high school students for one-to-one mentoring activities in and out of school. Using data from the Life Bridge database, academic records provided by mentees' schools, and data from parent and school staff surveys, the Carsey Institute conducted an evaluation of the Life Bridge mentoring program in order to provide feedback on program outcomes and parents' satisfaction.

### **Key Findings**

#### **Program Recruitment**

- 50% of parents heard about the program through a Life Bridge mentor and 43% through other Life Bridge staff or through community members, including mentees.

Life Bridge is currently providing one-to-one mentoring services to 42 middle school and high school students with slightly over half (55%) female and 45% are male. These mentees were more likely to get involved in the program through direct outreach by the Life Bridge mentors to their parents than through referrals. The findings suggest that Life Bridge mentors themselves are the most effective recruiters, followed by community word of mouth, including children who are involved in the program or know someone who is. Primarily it was the social-emotional aspects of the program that appealed to parents - opportunities for their children to have the support of another adult, feel better about themselves, and make more or better friends, for example – rather than the more performance-oriented aspects such as improving grades and behavior.

- At first, 41% of parents were concerned about leaving their child alone with an adult they did not know. This decreased to 0% by the time of the survey.

Parents' greatest concern when they first learned about the program was leaving their child alone with an unknown adult. However, at the time of the survey this was no longer a concern at all, suggesting that the parents had developed positive relationships with the Life Bridge mentors and grown to trust them.

#### **Program Outcomes**

School teachers and counselors familiar with mentees were asked to respond to questions about mentees' progress in four areas and observed improvement in all four:

- Overall academic performance improved by 17%.
- Overall engagement in activities improved by 20%.
- Overall engagement with others improved by 14%.
- Overall health and behavior improved by 13%.

Positive engagement in extra-curricular activities, positive engagement with other students, and ability to manage to stress showed the greatest improvements.

## Parents' Satisfaction

- 97% of parents are 'mostly satisfied' or 'very satisfied' with the Life Bridge mentoring program overall; 96% are 'mostly satisfied' or 'very satisfied' with how Life Bridge mentors provide the friendship and support of another adult.

Parents are in general satisfied with Life Bridge mentoring for their children, with 97% responding 'mostly satisfied' or 'very satisfied' regarding the mentoring overall. Having the friendship and support of another adult for their children was a particularly important aspect of the program to parents when they first learned about it, and at the time of the survey 96% reported being 'mostly satisfied' or 'very satisfied' with that aspect.

The percentages of parents reporting that they are 'mostly satisfied' or 'very satisfied' with Life Bridge mentoring are much lower regarding mentor support for themselves than for their children, even for the highest rated activities: having the friendship and support of another adult (52%) and becoming a better parent (52%). In response to the high level of need for support expressed by parents to mentors, Life Bridge will soon be offering individual mentorship services directly to parents rather than simply extending the services provided to youth mentees to parents as well.

## Conclusion

According to staff at their schools, it appears that Life Bridge mentees are making gains in a number of academic and behavioral areas, although the data available from academic records could not confirm these improvements because they were limited to one point in time.

Additionally, parents are in general satisfied with the one-to-one mentoring services provided by Life Bridge. Based on parents' lower ratings of services for themselves, it appears that working directly with parents to improve mentees' home lives is a goal that is currently in progress but has not yet become an integral part of Life Bridge service delivery.

## BACKGROUND AND METHODS

Life Bridge provides a range of services and activities for New Hampshire youth. The Life Bridge mentoring program matches adult staff and trained volunteer mentors with at-risk/high need teenagers for one-to-one mentoring activities in and out of school. The program operates with the permission of mentees' parents and in coordination with several middle and high schools in New Hampshire. Mentors meet regularly with middle school and high school students for at least 90 minutes a week providing listening and support and interacting with them in activities such as sports, tutoring, progress reports, and goal-setting. Mentors track their mentees' performance and are pro-active with them in problem-solving and decision-making. They also connect with school guidance staff about student progress and behavior.

The program approach is to provide student mentees with a healthy role model and healthy interactions with adults while holding the students accountable for changes in academics and behaviors. Expected outcomes include reduced truancy, drop-outs, risky behaviors such as drug and alcohol use, and bullying, as well as improvements in academic performance and eventual graduation, and growth in personal social-emotional development. An unusual aspect of the model is the inclusion of mentoring and support for the parents of the student mentees when possible and desirable, thus strengthening family support available to the student mentee.

Life Bridge asked the Carsey Institute to conduct an evaluation of its mentoring program in order to provide some feedback to staff on the effectiveness of the program as it has never been formally evaluated before. **This evaluation focuses exclusively on mentees currently matched with a mentor and actively receiving one-to-one mentoring services.** Key evaluation questions focus on mentee outcomes and parent satisfaction:

- What are the results and outcomes of students participating in the Life Bridge mentoring program?
- How effective is the program in changing student academic behaviors and performance?
- How satisfied are the parents of mentees with the Life Bridge program?

To respond to these evaluation questions, data were drawn from four sources at three middle and high school program sites in New Hampshire: Kingswood, Littleton, and Tamworth.

1. **The Life Bridge program database.** The program database contains basic enrollment information and demographic characteristics for mentees, including program entry date, date of birth, gender, race/ethnicity, school, and grade. This information was accessed for the report to describe the population of mentees. According to the program database, there are currently 42 active matched mentees receiving Life Bridge services<sup>1</sup>.
2. **Staff survey.** A questionnaire was distributed to teachers and counselors by the Life Bridge program's primary contact people at schools in three areas: Kingswood, Littleton, and Tamworth. Teachers and counselors were asked to complete up to three questionnaires, one for each mentee with whom he or she is familiar. Fifty questionnaires

---

<sup>1</sup> As of October 20, 2011.

were completed and returned. No response rate can be calculated because the total population of staff who know Life Bridge mentees is not a known number.

3. **Parent survey.** A questionnaire was distributed to the parents of mentees and collected by Life Bridge staff in the summer of 2011. The questionnaire included items about parents' reasons for enrolling their children in the program, their concerns about the program, and their satisfaction with the program. Twenty-nine questionnaires were returned. Using the Life Bridge database total of 42 active matched mentees, the parent survey response rate was 69% which is considered very good for this type of program survey.
4. **Academic records provided by mentees' schools.** Information extracted from the academic records of both Life Bridge mentees and similar students who were not in the program as a control group were provided by Kingswood, Littleton, and Tamworth. This information included course grades, grade point averages, absences, and disciplinary actions.

### **Limitations of the Data**

The original evaluation design included the matching of ID codes across anonymized school records and staff questionnaires so that staff perceptions of students could be checked against more objective measures. Academic records were labeled with this coding. However, two of the three schools did not label staff questionnaires with the corresponding ID codes, and so matches could not be made for analysis. An additional effect of not labeling questionnaires with ID codes was that we were unable to determine when multiple staff completed questionnaires for the same student. Although we know 50 questionnaires were completed, we do not know how many students this total represents. Therefore, the data were analyzed in aggregate and are likely to include duplicate cases from the perspectives of multiple staff.

Another limitation involves how Life Bridge utilizes its database. Although some mentors may enter case notes, the database does not contain consistently entered data about the frequency and type of activities in which current active matched mentors and mentees engage. Therefore we were unable to report on these critical elements of service delivery.

An additional limitation of the evaluation is its reliance upon cross-sectional data rather than data collected across time. In other words, data were collected on students' performance and behavior at only one point in time rather than over two points in time. Parents and staff responded to items about past performance and behavior retrospectively, and data from retrospective self-report is not considered as reliable for investigating change over time as concurrently collected data. Future evaluations could use the same measures as this evaluation and compare those results to those reported here in order to make a stronger case for change in mentees academic performance, engagement, and behavior resulting from participation in Life Bridge mentoring.

## FINDINGS

### Description of Active Life Bridge Mentees

*Age, grade level, and school.* According to the Life Bridge database, as of October 2011, Life Bridge is serving 42 active matched mentees. These mentees range from age 12 to 18 with an average age of 15 (Table 1).

**Table 1: Mentee ages.**

Age (n=38)	Number of Mentees
12-14 years	16
14-16 years	11
16-18 years	11

Also according to the Life Bridge database, the majority of active matched mentees are of middle school grade levels (6<sup>th</sup> through 8<sup>th</sup>); fewer are of high school grade levels (9<sup>th</sup> through 12<sup>th</sup>), as seen in Table 2 below. Table 3 below shows the number of mentees enrolled at each school. Sixteen mentees attend schools in Littleton (Daisy Braunson Middle and Littleton High School), eight in Tamworth (Kenneth A. Brett School, junior and senior high), and seven in Kingswood (Kingswood Middle and High School). Eleven mentees' schools were entered as "other".

**Table 2: Mentee grade levels from Life Bridge database.**

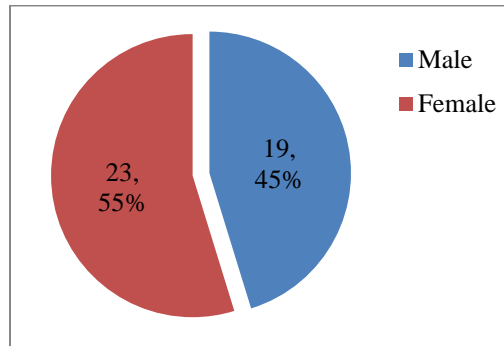
Grade levels (n=36)	Number of mentees
6 <sup>th</sup> through 8 <sup>th</sup> grade	26
9 <sup>th</sup> through 12 <sup>th</sup> grade	10

**Table 3: Mentee schools.**

School (n=42)	Number of mentees
Daisy Braunson Middle School	10
Littleton High School	6
Kenneth A. Brett School	8
Kingswood High School	5
Kingswood Middle School	2
Other	11

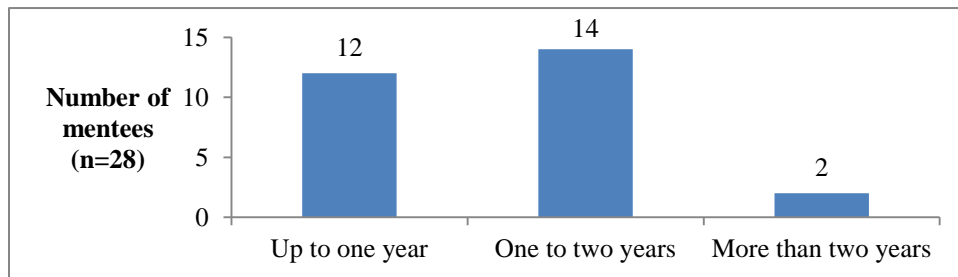
**Other demographics.** Twenty-three of the 42 mentees (55%) are female and 19 (45%) are male (Figure 1). Thirty-six mentees have ethnicities recorded in the database. Of these, all are Caucasian. Seven of the total 42 (17%) have siblings in the program. However, their siblings may or may not be in the active matched mentee subset.

**Figure 1: Mentee gender.**



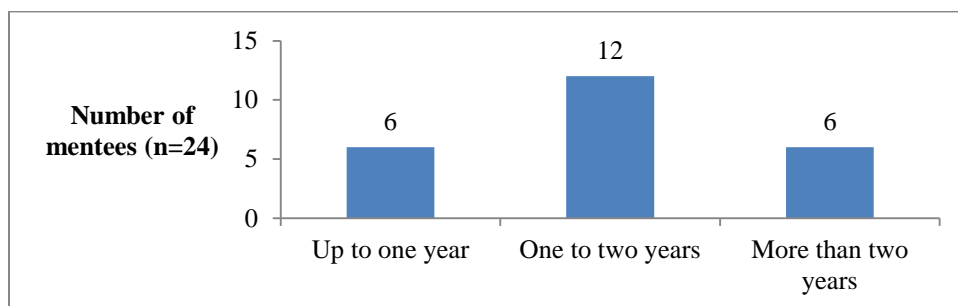
**Program exposure.** Program entry dates were available in the database for 28 of the 42 active matched mentees. The length of time active matched mentees have been enrolled in the program ranges from one to 32 months with an average of 16 months. The large majority (93%) of mentees have been in the program up to two years. However, they may not have been receiving one-to-one mentoring throughout the time since program entry, as this is only one type of activity provided by Life Bridge.

**Figure 2: Mentee length of time in the Life Bridge program.**



Parents were asked when their children first started working one-to-one with a Life Bridge mentor and 24 of the 29 recalled or approximated a start date month and year. Time since the reported start of mentoring ranged from five to 31 months with an average of 17 months, approximately a year and a half. Half (50%) of the mentees have been receiving one-to-one mentoring for one to two years (Figure 3). The remaining half was evenly split between up to one year (25%) and more than two years (25%).

**Figure 3: Mentee length of time since start of Life Bridge one-to-one mentoring from parent survey.**





### Academic Records: Comparison of Mentees and Control Group

Three schools submitted mentee academic records for this evaluation: Kingswood Regional High School (15), Littleton High School (17), and Tamworth K-12 (8). Additionally, records for 39 total non-mentee students were submitted by the three schools to serve as a control (non-treatment) group with which mentees could be compared to investigate the impact of one-on-mentoring on academic performance. Students in the control group were selected by school personnel as having at-risk characteristics similar to those of the Life Bridge mentees.

The academic records submitted for the evaluation show grade level numbers that conflict with those in the Life Bridge database (Table 4). The number of high school mentees is higher in the school records and the number of middle school mentees is lower in the school records than in the Life Bridge database. Although the school records may not include all mentees resulting in lower numbers than in the database, the explanation for this discrepancy is unclear. It is possible that the grade levels in the Life Bridge database reflect grade level at the time of program enrollment rather than current grade level.

**Table 4: Number of mentees by grade level and by source of data.**

<b>Grade levels (n=39)</b>	<b>Number of mentees in academic records</b>	<b>Number of mentees in Life Bridge database</b>
6 <sup>th</sup> through 8 <sup>th</sup> grade	17	26
9 <sup>th</sup> through 12 <sup>th</sup> grade	22	10

Each school measures academic performance on a slightly different scale. Scores were standardized to allow for comparison when possible. Data was not available for all measures from all three schools. The average subject grades for mentees and for the control group in the 6<sup>th</sup> to 8<sup>th</sup> grade group (Table 5) and in the 9<sup>th</sup> to 12<sup>th</sup> grade group (Table 6) can be seen below. Possible grades range 0 'F' to 4.5 'A+'.

**Table 5: Comparison of Life Bridge mentee and control group subject grades for the 6<sup>th</sup> to 8<sup>th</sup> grade levels.**

<b>Subject</b>	<b>Life Bridge Participants (n=13)</b>	<b>Control Group (n=13)</b>
<b>English</b>	2.5	3.0
<b>Math</b>	2.8	3.0
<b>Science</b>	2.7	2.9
<b>Social Studies</b>	2.5	2.8

**Table 6: Comparison of Life Bridge mentee and control group subject grades for the 9<sup>th</sup> to 12<sup>th</sup> grade levels.**

<b>Subject</b>	<b>Life Bridge Participants (n=7)</b>	<b>Control Group (n=8)</b>
<b>English</b>	2.2	2.1
<b>Math</b>	2.0	2.2
<b>Science</b>	2.2	2.0
<b>Social Studies</b>	2.0	1.8

Descriptively, it appears that Life Bridge mentees’ grades are lower than for the control group at the 6<sup>th</sup> to 8<sup>th</sup> grade level, but similar and even slightly higher at the 9<sup>th</sup> to 12<sup>th</sup> grade level. However, none of these differences were statistically significant. There was also no significant difference in average cumulative GPA between mentees and the control group (Table 7).

**Table 7: Comparison of Life Bridge mentee and control group cumulative GPA.**

	<b>Life Bridge participants (n=22)</b>	<b>Control group (n=22)</b>
<b>Standardized cumulative GPA</b>	2.3	2.6

As most mentees have been in the mentoring program less than two years (see Figure 3 on p. 9) it is not plausible that Life Bridge mentoring played a role in what looks like high school mentees “catching up” to their peers. And the more favorable comparison at the high school level is due to the lower grades of the control group rather than higher grades of mentees.

There were no significant differences in average days absent from school among 9<sup>th</sup> to 12<sup>th</sup> graders (mentees 8.8, control 9.0), and although among 6<sup>th</sup> to 8<sup>th</sup> graders mentees were absent for nearly twice as many days on average (8.4 days compared with 4.4 days for the control group) this difference was not statistically significant.

No data was available for disciplinary actions for 6<sup>th</sup> to 8<sup>th</sup> graders. For 9<sup>th</sup> to 12<sup>th</sup> graders, there were no significant differences for detentions (mentees 1.1 compared with 1.6 for control) or suspensions (mentees 0.7 compared with 0.1 for control).

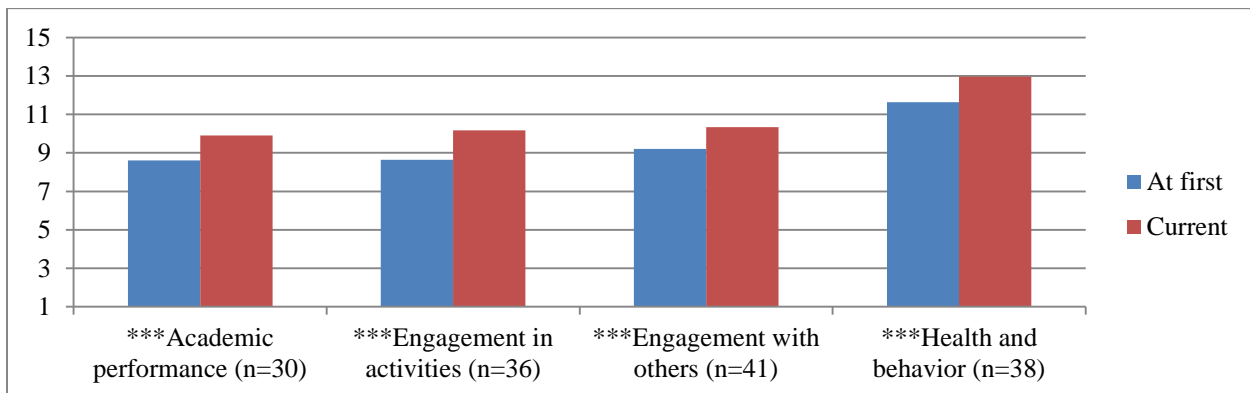
Because the academic records obtained for this evaluation were cross-sectional – representing only one point in time - we were unable to investigate changes in mentee grades and disciplinary actions that may have resulted over time from participation in Life Bridge mentoring in comparison to other students. However, the comparison here does demonstrate that the academic attainment of Life Bridge mentees is comparable to that of similar at-risk youth who are not participating in Life Bridge mentoring services. These findings may support the positive youth outcomes reported in the staff and parent surveys presented in the next section.

## Staff Assessments of Mentee Change

In order to get another perspective on mentee change, school teachers and counselors familiar with mentees were asked to respond to questions about individual mentees' progress in four areas: 1) academic performance, 2) engagement in activities, 3) engagement with others, and 4) health and behavior. The length of time since staff and counselors first got to know mentees ranged from one to 98 months with an average of 28 months.

For items within each of these four areas, staff were asked to rate mentee attainment on a scale of 1 'much below average', 2 'below average', 3 'average', 4 'above average', and 5 'much above average'. For descriptive purposes, 1 and 2 were combined into 'below or much below average' and 4 and 5 were combined into 'above or much above average'. Staff rated both current mentee attainment and retrospective mentee attainment at the time they first got to know him or her. Staff ratings of mentee attainment at these two points in time were compared to determine if there was significant change. In addition to changes on individual items, the totals for the four areas were compared. All four improved significantly, as seen in Figure 4 below

**Figure 4: Mentees' attainment in four overall areas at two points in time<sup>2</sup>.**



- Overall academic performance improved by 17%.
- Overall engagement in activities improved by 20%.
- Overall engagement with others improved by 14%.
- Overall health and behavior improved by 13%.

**Academic performance.** The area of academic performance included four items.

- Performance in traditional academic subjects (English, math, science, social studies, languages, etc.)
- Performance in visual and performing arts
- Performance in physical education/sports
- Performance in vocationally oriented programs (e.g., computer science, consumer science, business, industrial arts, etc.)

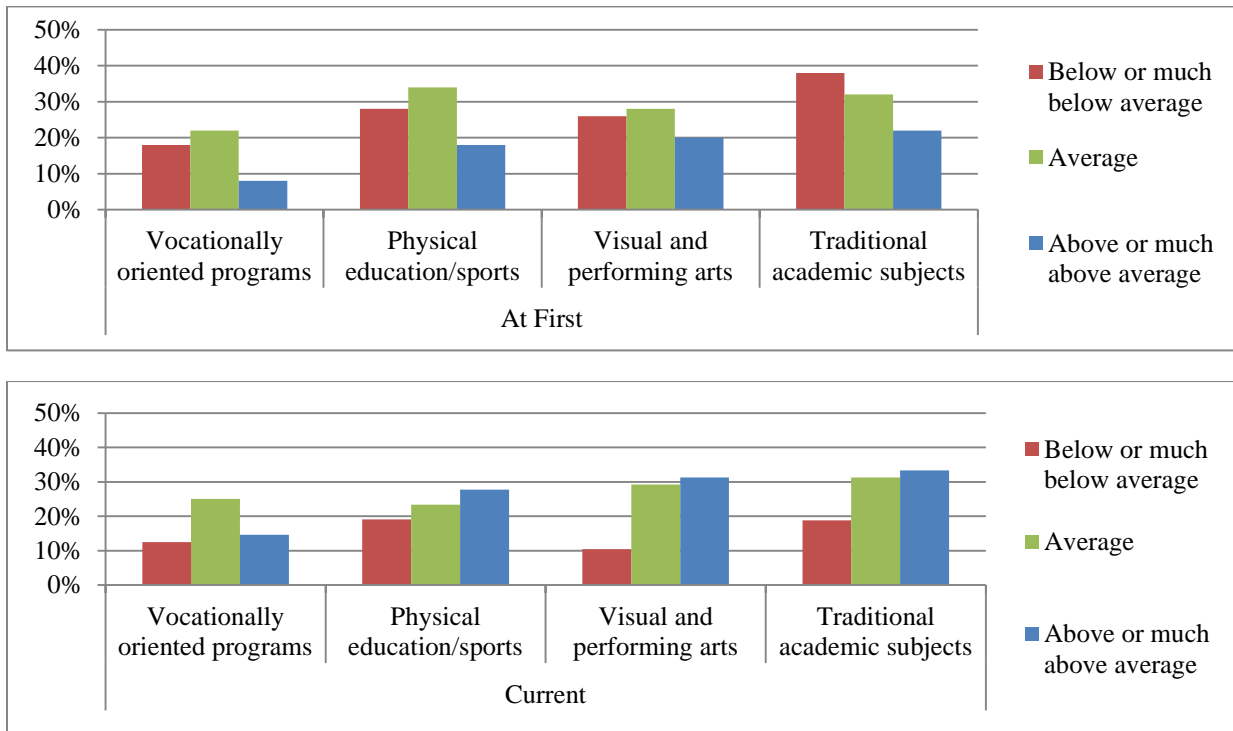
<sup>2</sup> Total percentages may not equal 100% due to the exclusion of responses of 'don't know/not applicable'.

All items showed statistically significant improvement<sup>3</sup> and achieved a small effect size<sup>4</sup> (see Appendix A). Figure 5 below shows the shift in percentage of students' attainment on the four items. Staff reported increases in performance in traditional academic subjects, visual and performing arts, and physical education and sports. Vocationally oriented program attainment remained mostly average. However, the percentage of below average attainment decreased and the percentage of above average attainment increased.

Using the average ratings of attainment for all mentees on the scale of 1 to 5:

- Performance in traditional academic subjects improved by 22%.
- Performance in visual and performing arts improved by 24%.
- Performance in physical education and sports improved by 14%.
- Performance in vocationally oriented programs improved by 18%.

**Figure 5: Mentee attainment in academic performance at two points in time<sup>5</sup>.**



**Engagement in activities.** The area of engagement in activities included three items.

- Level of positive engagement in classroom activities.
- Level of positive engagement in school activities.
- Level of positive engagement in extra-curricular activities.

<sup>3</sup> Statistical significance indicates  $p < .05$  throughout this report. Specific  $p$  values can be found in Appendix A.

<sup>4</sup> Effect size refers to the magnitude of the change. Any effect size – small, medium, or large – as opposed to no effect indicates measurable change. Calculated with Cohen's  $d$ .

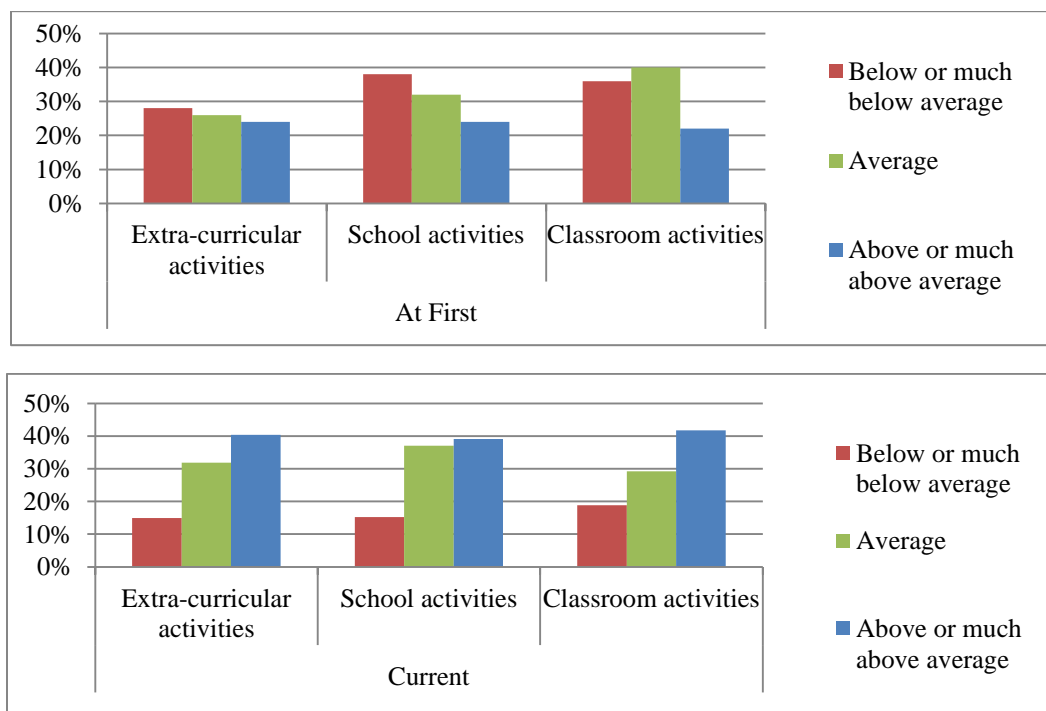
<sup>5</sup> Total percentages may not equal 100% due to the exclusion of responses of 'don't know/not applicable'.

All items showed statistically significant improvement<sup>6</sup>. Engagement in extra-curricular activities achieved a medium effect size, and engagement in classroom and school activities achieved a small effect size<sup>7</sup> (see Appendix A). Figure 6 below shows the shift toward above average engagement on all three items.

Using the average ratings of engagement in activities for all mentees on the scale of 1 to 5:

- Positive engagement in classroom activities improved by 20%.
- Positive engagement in school activities improved by 24%.
- Positive engagement in extra-curricular activities improved by 29%.

**Figure 6: Mentee engagement in activities at two points in time<sup>8</sup>.**



**Engagement with others.** The area of engagement with others included three items.

- Level of positive engagement with administration and staff.
- Level of positive engagement with faculty.
- Level of positive engagement with other students.

<sup>6</sup> Statistical significance indicates  $p < .05$  throughout this report. Specific  $p$  values can be found in Appendix A.

<sup>7</sup> Effect size refers to the magnitude of the change. Any effect size – small, medium, or large – as opposed to no effect indicates measurable change. Calculated with Cohen’s  $d$ .

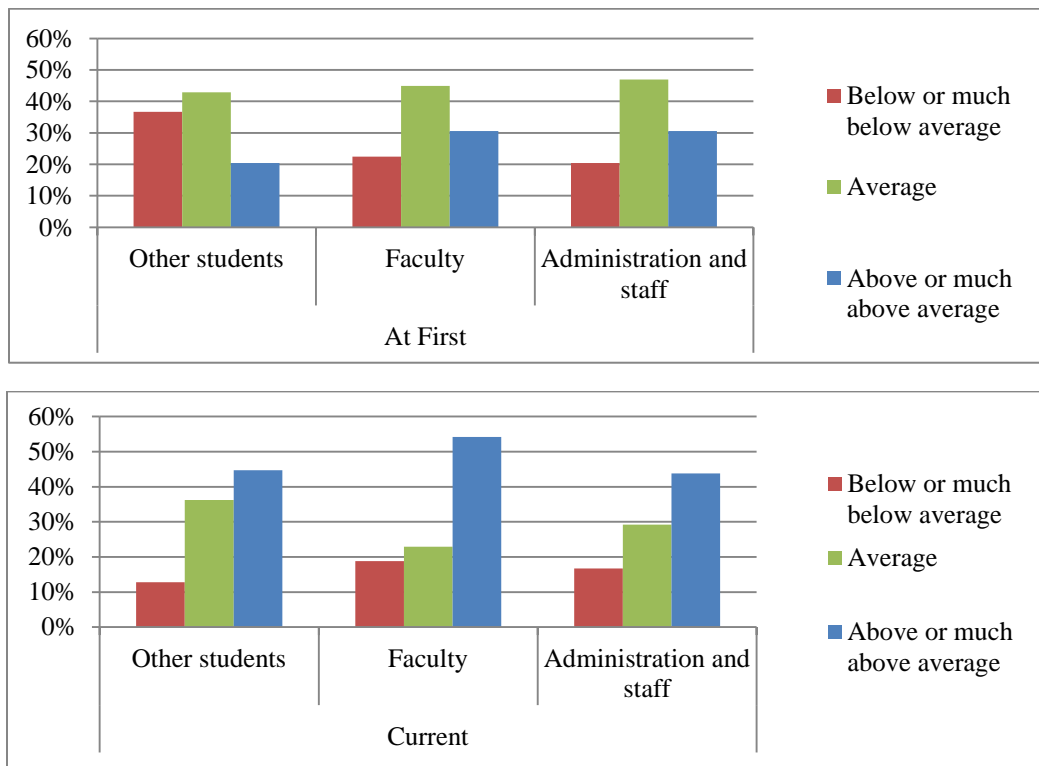
<sup>8</sup> Total percentages may not equal 100% due to the exclusion of responses of ‘don’t know/not applicable’.

All items showed statistically significant improvement<sup>9</sup>. Engagement with other students achieved a medium effect size, and engagement with administration and staff and with faculty achieved a small effect size<sup>10</sup> (see Appendix A). Figure 7 below shows the shift to more above average engagement on all three items.

Using the average ratings of engagement with others for all mentees on the scale of 1 to 5:

- Positive engagement with administration and staff improved by 18%.
- Positive engagement with faculty improved by 19%.
- Positive engagement with other students improved by 26%.

**Figure 7: Mentee engagement in with others at two points in time<sup>11</sup>.**



**Health and behavior.** The area of health and behavior included four items.

- Personal care.
- Physical health.
- Ability to manage stress.
- Appropriate and non-disruptive classroom behavior.

All items showed statistically significant improvement<sup>12</sup>. Ability to manage stress achieved a medium effect size. Personal care, physical health, appropriate and non-disruptive classroom

<sup>9</sup> Statistical significance indicates  $p < .05$  throughout this report. Specific  $p$  values can be found in Appendix A.

<sup>10</sup> Effect size refers to the magnitude of the change. Any effect size – small, medium, or large – as opposed to no effect indicates measurable change. Calculated with Cohen’s  $d$ .

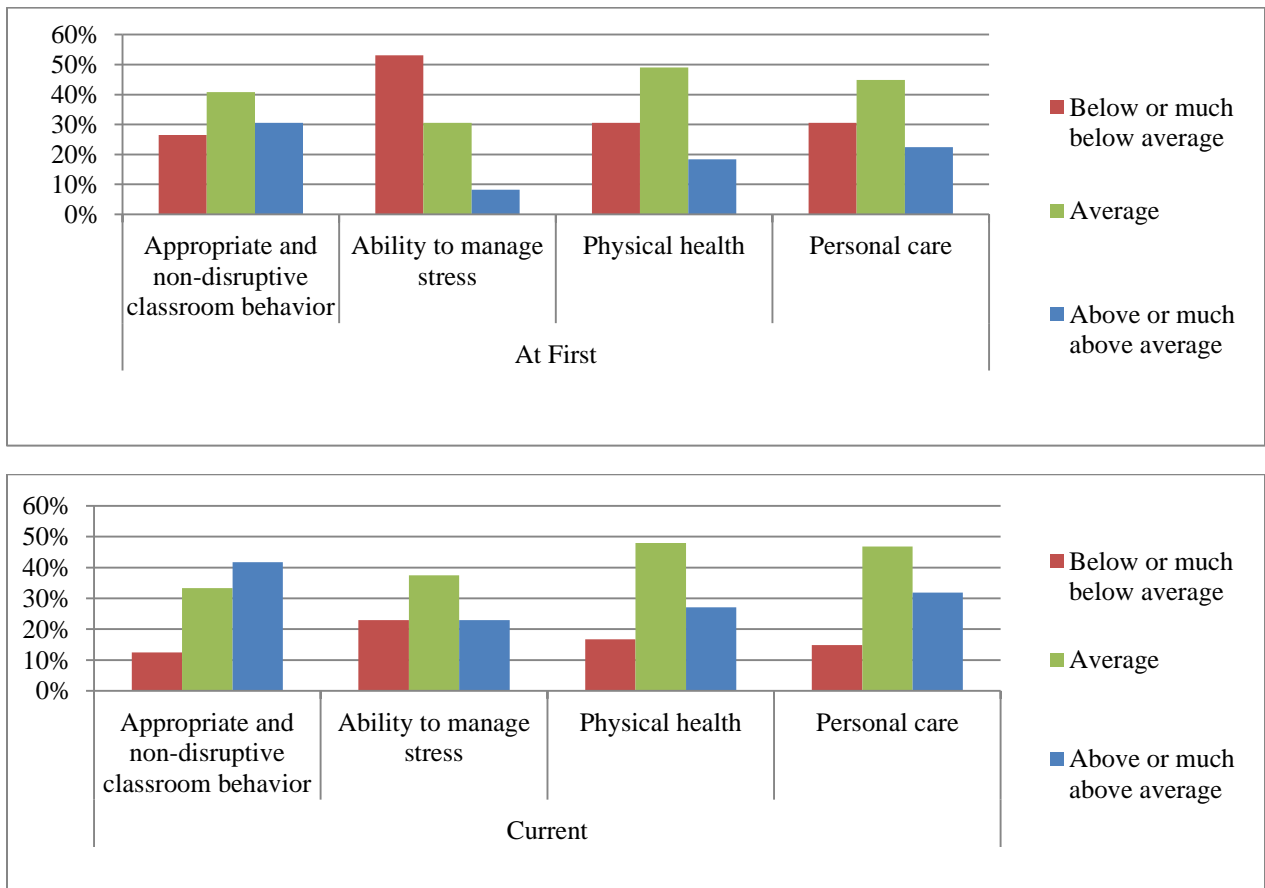
<sup>11</sup> Total percentages may not equal 100% due to the exclusion of responses of ‘don’t know/not applicable’.

behavior achieved a small effect size<sup>13</sup> (see Appendix A). Figure 8 below shows that personal care and physical health both have greater ratings of average at both points in time; however, the below average ratings decrease and the above average ratings increase. Appropriate and non-disruptive behavior shifted upward toward above average. Only ability to manage stress began with a higher percentage of students reported as below average, changing to average.

Using the average ratings of health and behavior for all mentees on the scale of 1 to 5:

- Personal care improved by 20%.
- Physical health improved by 14%.
- Ability to manage stress improved by 33%.
- Appropriate and non-disruptive classroom behavior improved by 13%.

**Figure 8: Mentee health and behavior at two points in time<sup>14</sup>.**



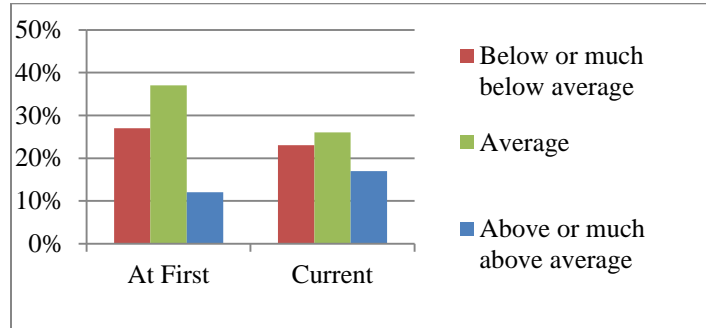
<sup>12</sup> Statistical significance indicates  $p < .05$  throughout this report. Specific  $p$  values can be found in Appendix A.

<sup>13</sup> Effect size refers to the magnitude of the change. Any effect size – small, medium, or large – as opposed to no effect indicates measurable change. Calculated with Cohen’s  $d$ .

<sup>14</sup> Total percentages may not equal 100% due to the exclusion of responses of ‘don’t know/not applicable’.

Finally, staff were asked to rate parental involvement on the same scale as for student attainment (Figure 9). This was the only item for which there was no statistically significant change. Descriptively, however, there was some improvement, with above average ratings increasing slightly and average and below average ratings decreasing slightly.

**Figure 9: Staff ratings of parental involvement at two points in time<sup>15</sup>.**



<sup>15</sup> Total percentages may not equal 100% due to the exclusion of responses of ‘don’t know/not applicable’.



## Parents’ Decisions about Their Children’s Participation

Life Bridge mentors offer mentees support in a number of areas including school performance, behavior and attitude, and out-of-school activities. Parents were asked to rate how important fourteen aspects of the program were to them when they first learned about it on a scale from 1 ‘not important to me’ to 3 ‘very important to me’. Table 8 shows the percentages of parents rating each aspect ‘very important’ for these fourteen program aspects. Interestingly, the social-emotional aspects of the program such as helping mentees feel better about themselves and having the friendship and support of another adult were of higher priority to parents than the performance-oriented aspects like improving school grades and behavior.

**Table 8: Percentage of parents rating aspects of one-to-one mentoring for their children as ‘very important’.**

	n	Very important	
Feel better about him/herself	29	27	93%
Have friendship and support of another adult	29	27	93%
Make better or more friends	29	22	76%
Set goals	28	21	75%
Improve school grades	28	21	75%
Improve his/her attitudes and behavior in school	29	21	72%
Improve his/her attitudes and behavior at home	29	19	66%
Go hiking and get outdoors more	29	18	62%
Make better choices about sex	28	17	61%
Make better choices about drinking, smoking, or drugs	27	15	56%
Learn a new school or job-related skill	29	12	41%
Learn a new hobby	29	12	41%
Learn to manage money better	28	11	39%
Play more games or sports	28	8	29%

Parents were asked who first talked to them about having their child work with a mentor: a Life Bridge mentor, a school guidance counselor, a school teacher or coach, or ‘other’. More than one of these could be selected. (See Table 9 below.) The most frequent response was a Life Bridge mentor, with 50% of parents surveyed reporting that a mentor was the first person to speak with them about their child becoming a mentee. The next most frequent response was ‘other’ at approximately 43%. These others were specified as Life Bridge staff/administrators (4), someone from church (3), their child (3), the area director, and a friend.

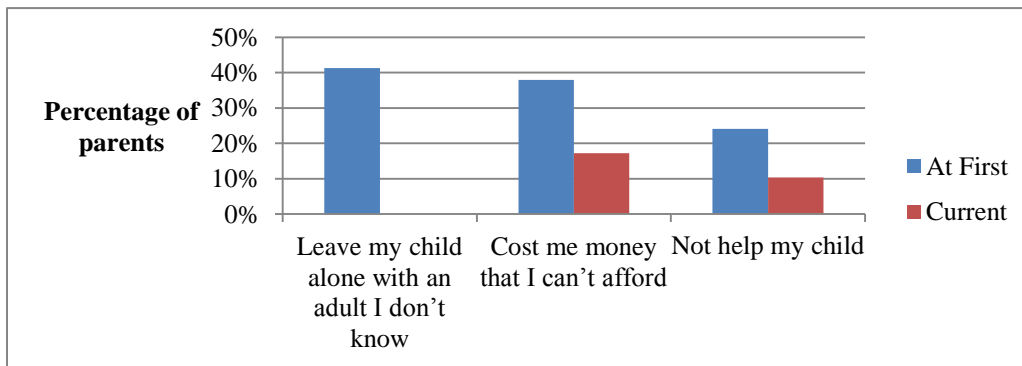
**Table 9: Who first talked to parents about having their children work with a mentor?**

A Life Bridge Mentor	16	50%
A school guidance counselor	3	11%
A school teacher or coach	1	4%
Other	12	43%
TOTAL	32	108% <sup>16</sup>

This indicates that Life Bridge mentors themselves are the most effective recruiters, followed by community word of mouth, including children who are involved in the program or know someone who is.

Parents reported having some concerns about their children’s participation in the program at first. Seven potential concerns about program involvement were listed for parents to rate on a scale of 1 ‘not concerned at all’, 2 ‘somewhat concerned’, and 3 ‘very concerned’. The responses ‘somewhat concerned’ and ‘very concerned’ were combined for descriptive purposes to ensure that items of any concern to parents were identified. With these combined percentages, approximately one-quarter or more of parents were concerned about three potential issues with the program: leaving their children alone with an adult they didn’t know (41%), costing them money they couldn’t afford (38%), and the program not helping their children (24%). However, parents reported that these concerns were reduced or eliminated by the time of the survey (Figure 10).

**Figure 10: Percentage of parents responding ‘somewhat concerned’ or ‘very concerned’.**

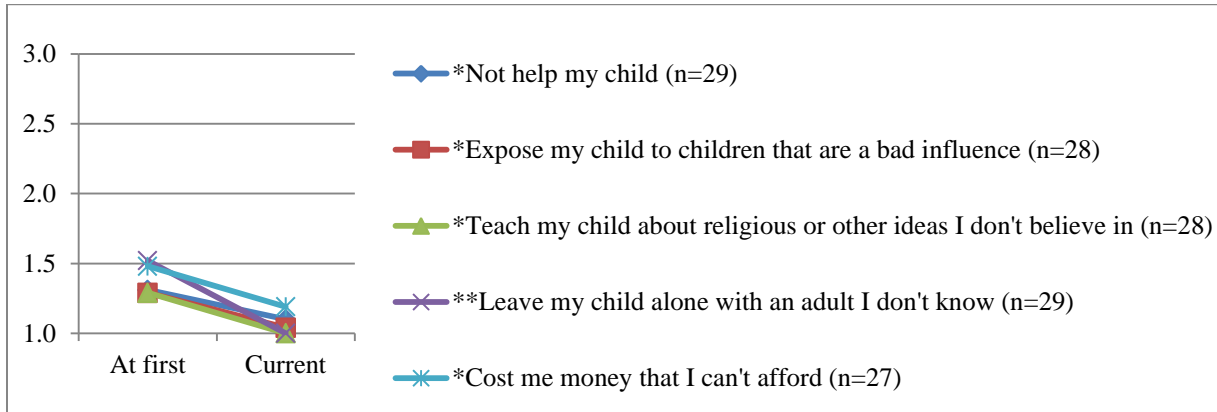


Using the average ratings on the scale of 1-3, five of the seven concerns showed a statistically significant decrease between parents’ reporting of their initial and current perceptions (Figure 11). These findings suggest that parents’ concerns about one-to-one mentoring substantially diminish as they get to know the program and the mentors better. In response to an open-ended question one parent reported, “My child has never said anything bad about the mentor and it’s a joy to know them,” and another “the mentor is a wonderful lady and [I] consider her and her family family.” One parent commented regarding cost concerns, “occasional costs for activities

<sup>16</sup> Total exceeds 100% due to multiple responses.

were uncomfortable. But the benefits the program offered my child far outweighed any slight concerns I've felt.”

**Figure 11: Significant decreases in parents' concerns over time.**



## Parent Satisfaction with Life Bridge Mentoring

For sixteen different activities in which mentors may have engaged mentees, parents rated their satisfaction on a scale of 1 ‘I am not satisfied’, 2 ‘I am a little satisfied’, 3 ‘I am mostly satisfied’, or 4 ‘I am very satisfied’. For descriptive purposes, 3 and 4 were combined into ‘mostly or very satisfied’. Parents also had the option of selecting 0 ‘mentor did not do this’. Table 10 below reports this percentage for all sixteen activities.

One of the key findings here is that the mentor’s role of providing the friendship and support of another adult is at the top of the list with 96% of parents responding ‘very satisfied’ or ‘mostly satisfied’. The mentor/mentee relationship is at the center of the Life Bridge program’s work with families; without it, it is unlikely satisfaction with the rest of the program activities would be very high. This finding confirms the program’s emphasis on the foundational mentor/mentee relationship, at least from the parents’ perspective.

**Table 10: Percentage of parents reporting that they are ‘mostly satisfied’ or ‘very satisfied’ with mentoring activities.**

Mentoring activity	n	Very or mostly satisfied	
Have friendship and support of another adult	28	27	96%
Set goals	28	24	86%
Feel better about him/herself	28	24	86%
Go hiking and get outdoors more	29	24	83%
Improve his/her attitudes in school	28	23	82%
Make better or more friends	27	22	82%
Improve his/her behavior in school	28	22	79%
Improve attitudes at home	28	21	75%
Improve behaviors at home	28	21	75%
Learn a new hobby	27	20	74%
Improve school grades	28	20	71%
Play more games or sports	28	20	71%
Learn a new school or job-related skill	28	18	64%
Make better choices about drinking, smoking, or drugs	25	16	64%
Make better choices about sex	25	16	64%
Learn to manage money better	28	16	57%

For eight of the activities 100% of the parents reported being at least a little satisfied with the mentoring activities that were provided. No more than 7% (2) of parents reported being ‘not satisfied’ with any provided mentoring activities. The five activities with which 7% (2) of parents were *not satisfied* were:

- Improving his/her attitudes in school.
- Improving his/her behavior in school.
- Making more or better friends.
- Improving attitudes at home.
- Improving behavior at home.

Furthermore, over 20% of parents reported that the mentors *did not provide* their children with four of the 16 mentoring activities:

- Learning a new school- or job-related skill (29%).
- Making better choices about sex (28%).
- Making better choices about drinking, smoking, or drugs (24%).
- Learning to manage money better (21%).

It is possible, however, that mentors are in fact addressing these issues but are doing so in a confidential way and so parents are not aware of it.

Parents were also asked a series of eleven questions about their satisfaction with their own interactions with their children's mentors. The percentages of parents reporting that they are mostly or very satisfied with mentoring activities are much lower regarding activities for themselves than for their children. Of the six activities with the highest percentages of parents reporting that they are mostly or very satisfied, only two exceed half: having the friendship and support of another adult (52%) and becoming a better parent (52%). The remaining four are setting goals (46%), feeling better about myself (44%), learning better ways to talk to my child (43%), and finding people who could help me with my problems (41%).

For the other five of eleven activities listed, more than half of parents said that mentors did not work on these activities with them. These activities were:

- Solving my problems with the school (61%).
- Solving my problems with my family (60%).
- Making better or more friends (59%).
- Learning better ways to talk teachers and school staff (57%).
- Solving my problems with my child (56%).

Three of these five begin with the words 'solve my problems'. It is possible that parents did not assume or would not want to suggest that Life Bridge mentors were expected to solve their problems for them, even if they would have appreciated assistance in these areas.

In response to open-ended questions, parents weighed in on other aspects of mentoring. Most centered on time, coordination, and communication. For example, one parent was concerned that the mentor was not spending enough time with his/her child:

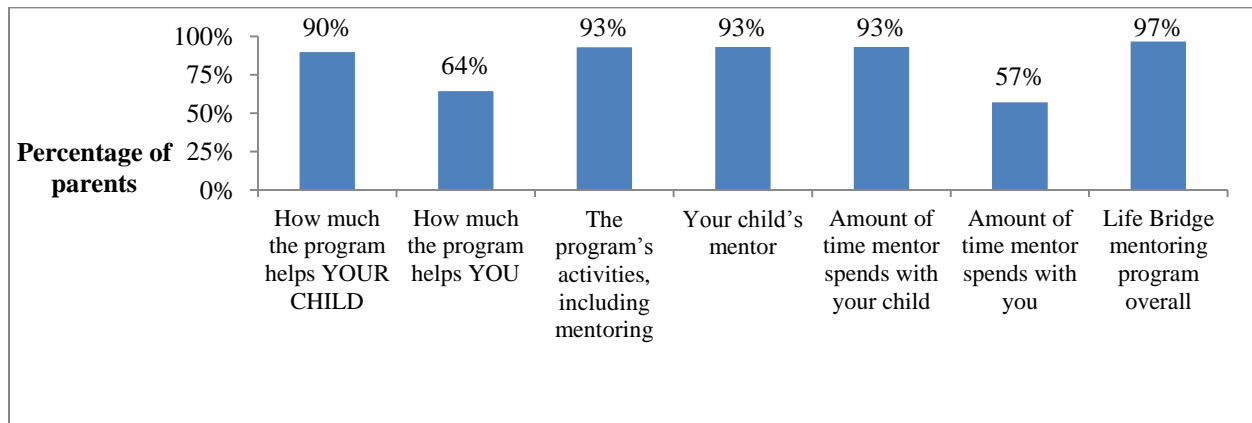
"I believe the program would potentially be more effective if the mentor(s) were available more often. Even if it's on the child's part or reason why they do not meet as often, I think there should be a set number of times per week they need to commit to from the beginning, from both parties."

Similarly, another parent commented that "it seems like my son's schedule as well as mine do not coincide with his mentor's schedule as much as it used to." A third expressed concern about a lack of communication, suggesting "maybe just a little bit more communication between the mentor and me about how things are going any maybe some goal setting communications and maybe some get-togethers of all the kids and mentors as a group maybe on every 3 months or so." Coordination with the school was also brought up in one comment. "I think the school needs

to be informed and kept up to date on the children so their teachers may also be able to work with them while knowing their current status.”

In general, however, the large majority of parents reported being ‘mostly satisfied’ or ‘very satisfied’ with the Life Bridge mentoring program (Figure 12). The percentage of parents reporting that they are mostly or very satisfied with the Life Bridge mentoring program overall is a remarkable 97%, as seen below.

**Figure 12: Percentage of parents reporting that they are mostly or very satisfied in general with these aspects of the program.**



More than half of parents surveyed were ‘mostly satisfied’ or ‘very satisfied’ with all aspects of the program and more than 90% were ‘mostly satisfied’ or ‘very satisfied’ with five particular aspects of the program:

- Life Bridge mentoring program overall (97%).
- Amount of time mentor spends with their child (93%).
- Their child’s mentor (93%).
- The program’s activities, including mentoring (93%).
- How much the program helps their child (90%).

In the comments below, parents describe what they like most about Life Bridge mentoring. This is only a selection of many positive comments.

“My daughter enjoys spending time with her mentor. Its help her to try new things. She seems to have become more confident in herself by the positive feedback from her mentor.”

“Overall it is just a...great program. It has given my child a very positive role model and someone she can talk to and trust and great guidance. She really enjoys spending time with her mentor and gives her a chance to experience a lot of great things she otherwise wouldn't be able to. It also helps her gain more great self-esteem/confidence...which was lacking.”

“I like that caring adults are there for the children, especially if they have a rough day. My child felt the need to have an adult other than a parent to vent to when she had a tough day. I appreciate the need Life Bridge filled to help her from going down a destructive path.”

“My son's mentor is committed, patient, flexible & kind. He has motivated my son to participate in life through fishing, hiking & just hanging out - things my son refused to do with me. He has opened doors to new opportunities - my son will attend camp this summer! Also love the group activities!”

“I can feel good about the outings and activities they have together - I trust the adults and I don't worry. My daughter's mentor means a lot to her, She's someone to talk to (a neutral party) about friend, home life, etc. Teenagers need someone to talk with who won't judge. Her mentor is a very good role model.”

“It provides hope to help me help my son through issues at his age and helps me to help him in the right direction –with their help. A lot of the men have gone through (when growing up) what I go through with my son. This way they can see the situations – with experience to help.”

“The program has helped my son grow stronger emotionally through this program. At the beginning, I gave him a choice of counseling or this program. His choice of Life Bridge was the best. He's getting more emotional support than he would have gotten through traditional counseling.”

“Mentors set a good example by the lives they lead outside of mentoring. My son's mentor is committed to his job, Family and church. His positive attitude & morals are adopted by my son - helping to shape his identity. My son's mentor is awesome! My goal is to give back to LB I can't thank you enough for all you do!”

## CONCLUSION

According to their parents and staff at their schools, Life Bridge mentees are making gains in a number of academic and behavioral areas, although the data available from academic records could not confirm these improvements. In all four areas included in the staff survey, academic performance, engagement in activities, engagement with others, and health and behavior, there were substantial improvements among mentees. The biggest improvement – 33% - was found in mentees’ ability to handle stress. This is an important finding as youth experiencing high levels of stress typically struggle with other concurrent problems such as substance abuse and disengagement from their communities.

Another positive finding is that parents are in general satisfied with the one-to-one mentoring services provided by Life Bridge and with the outcomes they have observed so far, and 97% are satisfied with the program overall. Parents specifically noted the importance of male role models for their sons in the parent survey, commenting “I like that my son has a male role model who teaches him to be respectful and to listen,” “male companionship for my son has helped him immensely,” and “my child has an adult male to bond with since his father passed away.”

It appears that working with parents to improve mentees’ home lives is a goal that is currently in progress but has not yet become an integral part of Life Bridge service delivery. Having a positive role model may in some ways buffer the effects of the troubled home. However, mentors have an opportunity through their work with Life Bridge to support parents in encouraging their children’s academic and personal success and it appears that perhaps the possibilities for this aspect of Life Bridge services are just beginning to emerge. If working with parents is intended to become a unique strength of the Life Bridge mentoring program compared with other mentoring programs that focus only on students, more time and resources may need to be devoted to parent-centered activities and volunteer training for these activities. Currently, Life Bridge is planning to institute direct mentorship services for parents, rather than simply extending youth mentorship to parents. This new strategy is in response to feedback from mentors that the level of need among parents is high and the mentors have insufficient time during the provision of services to youth to meet parents’ needs as well.

Looking back to program entry, it is important to note that parents biggest concerns about enrollment were leaving their children alone with adults they did not know and that the program would cost them money they could not afford. The majority of the parents heard about the program through word of mouth including half from Life Bridge mentors, and many of these parents’ concerns diminished once they experienced the program firsthand. However, it is likely that parents who never end up contacting Life Bridge share these concerns to the extent that they do not choose to allow their children to participate. This suggests that the “messaging” for Life Bridge could be improved. Who are the mentors? What are their backgrounds? How are they selected by Life Bridge? How are they matched with mentees? Is there a fee for participation? Life Bridge mentors may want to consider pre-emptively responding to these questions when they interact with the community if they are not already doing so. That said, parents were no longer concerned at all about leaving their children alone with Life Bridge mentors by the time of the survey, and that is a testament to their trust in Life Bridge and its volunteers.



As Life Bridge continues to provide youth mentoring and to evaluate the effectiveness of its efforts, centralized record-keeping will be an invaluable tool. A more functional database system and consistent data entry by all staff and volunteers should be implemented as soon as possible. For example, if student grades were collected at enrollment and tracked over time, improvement in academic performance could be demonstrated. Particularly in programs for which the most important work is done in the field it is important to coordinate record-keeping so that administrators and funders have access to reports based on reliable data about program activities and their effect on the target population. At the time of reporting, plans are underway at Life Bridge to implement a new database system designed specifically for mentoring programs that would incorporate this type of longitudinal tracking. Putting systems in place to coordinate sharing of records with the schools and implementing staff procedures for data entry now will support ongoing monitoring and evaluation to inform administrative decision-making, secure future funding, and promote the program to the public.

## Appendix A: Tables of Quantitative Survey Responses and Significant Test Results

### Parent Survey

**Q1: Who first talked to you about having your child work with a Mentor? (Check all that apply.)**

A Life Bridge Mentor	16	50.0%
A school guidance counselor	3	10.7%
A school teacher or coach	1	3.6%
Other	12	42.9%
<b>TOTAL</b>	<b>32</b>	<b>114.3%</b>

Other: Life Bridge staff/administrator (4), church (3), from child (3), area director, a friend.

**Q2: When you first learned about the Life Bridge Mentoring Program, how important were the following aspects of the program?**

<i>Life Bridge offered my child a chance to:</i>	n	Very important		Somewhat important		Not important		Don't know/NA	
Set goals	28	21	75.0%	7	25.0%	0	0.0%	0	0.0%
Improve school grades	28	21	75.0%	5	17.9%	0	0.0%	2	7.1%
Learn a new school or job-related skill	29	12	41.4%	11	37.9%	3	10.3%	3	10.3%
Learn to manage money better	28	11	39.3%	10	35.7%	5	17.9%	2	7.1%
Learn a new hobby	29	12	41.4%	14	48.3%	2	6.9%	1	3.4%
Play more games or sports	28	8	28.6%	14	50.0%	2	7.1%	4	14.3%
Go hiking and get outdoors more	29	18	62.1%	10	34.5%	1	3.4%	0	0.0%
Improve his/her attitudes and behavior in school	29	21	72.4%	6	20.7%	0	0.0%	2	6.9%
Feel better about him/herself	29	27	93.1%	2	6.9%	0	0.0%	0	0.0%
Make better or more friends	29	22	75.9%	7	24.1%	0	0.0%	0	0.0%
Have friendship and support of another adult	29	27	93.1%	2	6.9%	0	0.0%	0	0.0%
Improve his/her attitudes and behavior at home	29	19	65.5%	8	27.6%	2	6.9%	0	0.0%
Make better choices about drinking, smoking, or drugs	27	15	55.6%	4	14.8%	0	0.0%	8	29.6%
Make better choices about sex	28	17	60.7%	2	7.1%	0	0.0%	9	32.1%

**Q3: When you FIRST learned about the Life Bridge Mentoring Program, how concerned were you about the following aspects of the program?**

<i>The program would:</i>	n	Very concerned		Somewhat concerned		Not concerned at all		Don't know/NA	
Cause my child to be singled out or made fun of	28	2	7.1%	2	7.1%	23	82.1%	1	3.6%
Take too much of my time	29	0	0.0%	2	6.9%	26	89.7%	1	3.4%
Not help my child	29	2	6.9%	5	17.2%	22	75.9%	0	0.0%
Expose my child to children that are a bad influence	29	2	6.9%	4	13.8%	22	75.9%	1	3.4%
Teach my child about religious or other ideas that I don't believe in	29	2	6.9%	4	13.8%	22	75.9%	1	3.4%
Leave my child alone with an adult I don't know	29	3	10.3%	9	31.0%	17	58.6%	0	0.0%
Cost me money that I can't afford	29	2	6.9%	9	31.0%	16	55.2%	2	6.9%

**Q4: About when did your child first start working one-to-one with a Life Bridge Mentor?**

- Ranged from March 2009 to May 2011, with a median of August 2010<sup>17</sup>
- Months in the program ranged from 5 to 31 with a mean of 17

**Q5: SINCE your child has been working one-to-one with a Life Bridge Mentor, how concerned are you NOW about the following aspects of the program?**

<i>The program will:</i>	n	Very concerned		Somewhat concerned		Not concerned at all		Don't know/NA	
Cause my child to be singled out or made fun of	29	0	0.0%	0	0.0%	28	96.6%	1	3.4%
Take too much of my time	29	0	0.0%	1	3.4%	27	93.1%	1	3.4%
Not help my child	29	0	0.0%	3	10.3%	26	89.7%	0	0.0%
Expose my child to children that are a bad influence	29	0	0.0%	1	3.4%	27	93.1%	1	3.4%
Teach my child about religious or other ideas that I don't believe in	29	0	0.0%	0	0.0%	28	96.6%	1	3.4%
Leave my child alone with an adult I don't know	29	0	0.0%	0	0.0%	29	100.0%	0	0.0%
Cost me money that I can't afford	29	0	0.0%	5	17.2%	22	75.9%	2	6.9%

<sup>17</sup> When only a year was provided by the participant, the month was entered as September (start of the academic year).

**Q3-Q5: When you first learned about Life Bridge Mentoring Program, how concerned were you about the following aspects of the program? How concerned are you now?**

	n	At first		Current		z statistic†	p value	Effect size‡
		Mean	SD	Mean	SD			
*Not help my child	29	1.31	0.60	1.10	0.31	-2.121	.034	0.440 (small)
*Expose my child to children that are a bad influence	28	1.29	0.60	1.04	0.19	-2.070	.038	0.561 (medium)
*Teach my child about religious or other ideas I don't believe in	28	1.29	0.60	1.00	0.00	-2.271	.023	.684 (medium)
**Leave my child alone with an adult I don't know	29	1.52	0.69	1.00	0.00	-3.217	.001	1.066 (large)
*Cost me money that I can't afford	27	1.48	0.64	1.19	0.40	-2.530	.011	0.543 (medium)

**Q7: SINCE your child has been working one-to-one with a Life Bridge Mentor, how satisfied are you with the way the Life Bridge Mentor has worked with YOUR CHILD?**

<i>The Life Bridge Mentor has worked with my child to:</i>	<b>n</b>	<b>Very satisfied</b>		<b>Mostly satisfied</b>		<b>A little satisfied</b>		<b>Not satisfied</b>		<b>Mentor did not do this</b>	
Set goals	28	12	42.9%	12	42.9%	2	7.1%	0	0.0%	2	7.1%
Improve school grades	28	9	32.1%	11	39.3%	3	10.7%	0	0.0%	5	17.9%
Learn a new school or job-related skill	28	5	17.9%	13	46.4%	1	3.6%	1	3.6%	8	28.6%
Learn to manage money better	28	6	21.4%	10	35.7%	6	21.4%	0	0.0%	6	21.4%
Learn a new hobby	27	13	48.1%	7	25.9%	4	14.8%	0	0.0%	3	11.1%
Play more games or sports	28	9	32.1%	11	39.3%	4	14.3%	1	3.6%	3	10.7%
Go hiking and get outdoors more	29	16	55.2%	8	27.6%	4	13.8%	0	0.0%	1	3.4%
Improve his/her attitudes in school	28	16	57.1%	7	25.0%	2	7.1%	2	7.1%	1	3.6%
Improve his/her behavior in school	28	13	46.4%	9	32.1%	2	7.1%	1	3.6%	3	10.7%
Feel better about him/herself	28	19	67.9%	5	17.9%	2	7.1%	2	7.1%	0	0.0%
Make better or more friends	27	11	40.7%	11	40.7%	3	11.1%	2	7.4%	0	0.0%
Have friendship and support of another adult	28	23	82.1%	4	14.3%	1	3.6%	0	0.0%	0	0.0%
Improve attitudes at home	28	12	42.9%	9	32.1%	5	17.9%	2	7.1%	0	0.0%
Improve behaviors at home	28	11	39.3%	10	35.7%	5	17.9%	2	7.1%	0	0.0%
Make better choices about drinking, smoking, or drugs	25	13	52.0%	3	12.0%	3	12.0%	0	0.0%	6	24.0%
Make better choices about sex	25	11	44.0%	5	20.0%	2	8.0%	0	0.0%	7	28.0%

**Q8: SINCE your child has been working one-to-one with a Life Bridge Mentor, how satisfied are you with the way the Life Bridge Mentor has worked with YOU?**

<i>The Life Bridge Mentor has worked with me to:</i>	<b>n</b>	<b>Very satisfied</b>		<b>Mostly satisfied</b>		<b>A little satisfied</b>		<b>Not satisfied</b>		<b>Mentor did not do this</b>	
Set goals	28	6	21.4%	7	25.0%	4	14.3%	0	0.0%	11	39.3%
Learn better ways to talk to teachers/school staff	28	4	14.3%	3	10.7%	5	17.9%	0	0.0%	16	57.1%
Learn better ways to talk to my child	28	6	21.4%	6	21.4%	5	17.9%	0	0.0%	11	39.3%
Solve my problems with the school	28	4	14.3%	2	7.1%	5	17.9%	0	0.0%	17	60.7%
Solve my problems with my child	27	5	18.5%	5	18.5%	1	3.7%	1	3.7%	15	55.6%
Solve my problems with my family	25	4	16.0%	2	8.0%	3	12.0%	1	4.0%	15	60.0%
Find people who could help me with my problems	27	5	18.5%	6	22.2%	3	11.1%	1	3.7%	12	44.4%
Feel better about myself	27	6	22.2%	6	22.2%	4	14.8%	0	0.0%	11	40.7%
Make better or more friends	27	4	14.8%	3	11.1%	3	11.1%	1	3.7%	16	59.3%
Have friendship and support of another adult	27	10	37.0%	4	14.8%	4	14.8%	0	0.0%	9	33.3%
Become a better parent	27	6	22.2%	8	29.6%	4	14.8%	0	0.0%	9	33.3%

**Q9: OVERALL, how satisfied are you with the following aspects of the Life Bridge Mentoring Program?**

<i>Aspect of the program</i>	<b>n</b>	<b>Very satisfied</b>		<b>Mostly satisfied</b>		<b>A little satisfied</b>		<b>Not satisfied</b>		<b>Don't know/NA</b>	
How much the program helps YOUR CHILD	29	22	75.9%	4	13.8%	3	10.3%	0	0.0%	0	0.0%
How much the program helps YOU	28	12	42.9%	6	21.4%	2	7.1%	0	0.0%	8	28.6%
The program's activities, including mentoring	28	20	71.4%	6	21.4%	1	3.6%	1	3.6%	0	0.0%
Your child's Mentor	29	25	86.2%	2	6.9%	2	6.9%	0	0.0%	0	0.0%
Amount of time Mentor spends with your child	29	21	72.4%	7	24.1%	0	0.0%	1	3.4%	0	0.0%
Amount of time mentor spends with you	28	13	46.4%	3	10.7%	3	10.7%	0	0.0%	9	32.1%
Life Bridge Mentoring Program overall	29	25	86.2%	3	10.3%	1	3.4%	0	0.0%	0	0.0%

## Staff Survey

**Q3: Have you participated in any Life Bridge Mentoring Program activities or worked with the Life Bridge Mentoring Program staff?**

Yes	15	30.6%
No	34	69.4%

**Q4: Before participating in this survey, did you know that this student is participating in the Life Bridge Mentoring program?**

Yes	27	55.1%
No	22	44.9%

**Q5: Approximately when did you first find out that this student was participating in the Life Bridge Mentoring program?**

- Ranged from September 2009 to November 2011 with a median of October 2010<sup>18</sup>.

**Q6: Approximately when did you first get to know this student?**

- Ranged from September 2009 to November 2011, with a median of October 2010<sup>19</sup>
- Months since staff first got to know students ranged from 1 to 98 with a mean of 28.

---

<sup>18</sup> When only a year was provided by the participant, the month was entered as September (start of the academic year).

<sup>19</sup> When only a year was provided by the participant, the month was entered as September (start of the academic year).

**Q7: Based on your observations of this student, how would you have rated him/her in comparison to his/her peers in the following areas at the time when you first got to know this student?**

<i>Area</i>	<b>n</b>	<b>Above or much above average</b>		<b>Average</b>		<b>Below or much below average</b>		<b>Don't know/NA</b>	
Performance in traditional academic subjects (English, math, science, social studies, languages, etc.)	50	11	22.0%	16	32.0%	19	38.0%	4	8.0%
Performance in visual and performing arts	50	10	20.0%	14	28.0%	13	26.0%	13	26.0%
Performance in physical education/sports	50	9	18.0%	17	34.0%	14	28.0%	10	20.0%
Performance in vocationally oriented programs (e.g., computer science, consumer science, business, industrial arts)	50	4	8.0%	11	22.0%	9	18.0%	26	52.0%
Level of positive engagement in classroom activities	50	11	22.0%	20	40.0%	18	36.0%	1	2.0%
Level of positive engagement in school activities	50	12	24.0%	16	32.0%	19	38.0%	3	6.0%
Level of positive engagement in extra-curricular activities	50	12	24.0%	13	26.0%	19	38.0%	6	12.0%
Level of positive engagement with administration and staff	49	15	30.6%	23	46.9%	10	20.4%	1	2.0%
Level of positive engagement with faculty	49	15	30.6%	22	44.9%	11	22.4%	1	2.0%
Level of positive engagement with other students	49	10	20.4%	21	42.9%	18	36.7%	0	0.0%
Personal care	49	11	22.4%	22	44.9%	15	30.6%	1	2.0%
Physical health	49	9	18.4%	24	49.0%	15	30.6%	1	2.0%
Ability to manage stress	49	4	8.2%	15	30.6%	26	53.1%	4	8.2%
Appropriate and non-disruptive classroom behavior	49	15	30.6%	20	40.8%	13	26.5%	1	2.0%
Parental involvement and support	49	6	12.2%	18	36.7%	14	28.6%	11	22.4%



**Q8: Based on your observations of this student, how would you have rated him/her in comparison to his/her peers in the following areas currently?**

<i>Area</i>	<b>n</b>	<b>Above or much above average</b>		<b>Average</b>		<b>Below or much below average</b>		<b>Don't know/NA</b>	
Performance in traditional academic subjects (English, math, science, social studies, languages, etc.)	48	16	33.3%	15	31.3%	9	18.8%	8	16.7%
Performance in visual and performing arts	48	15	31.3%	14	29.2%	5	10.4%	14	29.2%
Performance in physical education/sports	47	13	27.7%	11	23.4%	9	19.1%	14	29.8%
Performance in vocationally oriented programs (e.g., computer science, consumer science, business, industrial arts)	48	7	14.6%	12	25.0%	6	12.5%	23	47.9%
Level of positive engagement in classroom activities	48	20	41.7%	14	29.2%	9	18.8%	5	10.4%
Level of positive engagement in school activities	46	18	39.1%	17	37.0%	7	15.2%	4	8.7%
Level of positive engagement in extra-curricular activities	47	19	40.4%	15	31.9%	7	14.9%	6	12.8%
Level of positive engagement with administration and staff	48	21	43.8%	14	29.2%	8	16.7%	5	10.4%
Level of positive engagement with faculty	48	26	54.2%	11	22.9%	9	18.8%	2	4.2%
Level of positive engagement with other students	47	21	44.7%	17	36.2%	6	12.8%	3	6.4%
Personal care	47	15	31.9%	22	46.8%	7	14.9%	3	6.4%
Physical health	48	13	27.1%	23	47.9%	8	16.7%	4	8.3%
Ability to manage stress	48	11	22.9%	18	37.5%	11	22.9%	8	16.7%
Appropriate and non-disruptive classroom behavior	48	20	41.7%	16	33.3%	6	12.5%	6	12.5%
Parental involvement and support	48	8	16.7%	17	35.4%	11	22.9%	12	25.0%

**Q7-G8: Based on your observations of this student, how would you have rated him/her in comparison to his/her peers in the following areas?**

	n	At first		Current		t Statistic	p Value	Effect Size
		Mean	SD	Mean	SD			
**Performance in traditional academic subjects	40	2.80	1.159	3.20	1.067	-3.122	.003	0.359 (small)
***Performance in visual and performing arts	34	3.00	1.206	3.47	1.051	-3.884	.000	0.416 (small)
**Performance in physical education/sports	33	2.88	0.893	3.15	0.972	-3.464	.002	.289 (small)
*Performance in vocationally oriented programs	22	2.73	0.883	3.05	0.785	-2.628	.016	.383 (small)
**Level of positive engagement in classroom activities	42	2.88	0.942	3.26	1.061	-2.993	.005	0.379 (small)
**Level of positive engagement in school activities	41	2.88	1.005	3.34	1.015	-3.667	.001	0.455 (small)
***Level of positive engagement in extra-curricular activities	39	2.87	1.056	3.41	0.966	-4.259	.000	0.534 (medium)
**Level of positive engagement with administration and staff	43	3.09	0.947	3.47	0.984	-3.225	.002	0.394 (small)
**Level of positive engagement with faculty	45	3.13	0.944	3.53	1.014	-3.574	.001	0.408 (small)
***Level of positive engagement with other students	44	2.89	0.993	3.39	0.868	-4.535	.000	0.536 (medium)
***Personal care	44	2.91	1.074	3.30	0.954	-3.914	.000	0.384 (small)
**Physical health	44	2.93	0.873	3.20	0.851	-3.325	.002	0.313 (small)
***Ability to manage stress	40	2.45	0.783	2.93	0.888	-4.198	.000	0.573 (medium)
**Appropriate and non-disruptive classroom behavior	42	3.24	1.055	3.52	1.042	-3.344	.002	0.267 (small)
Parental involvement and support	33	2.76	0.830	2.82	0.917	-0.702	.488	.069 (no effect)