

Mentoring in Florida

School Year 2003-2004

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PREFACE

Data for this report have been drawn from a variety of sources. Original source data listing the students themselves were provided by the state mentor program offices for Big Brothers Big Sisters and by Take Stock in Children. Results data regarding students while in school have been obtained from the Florida Department of Education. Two offices in particular provided the information: the K-20 Education Data Warehouse and the Bureau of Education Information and Accountability Services.

Our thanks to all the above for their ongoing efforts to make available this information for analysis.

CHAPTER I – INTRODUCTION

FOURTH YEAR OVERVIEW

After three years of research on selected in-school mentor programs, this fourth report presents an ongoing picture of the impacts mentoring has made for the Big Brothers Big Sisters (BBBS), the Take Stock in Children (TSIC) program and the Teen Trendsetters Reading Mentors (TTRM) program.

All previous Final Reports, Executive Summaries and supplemental brochures can be found on the Internet at: <http://grise.comm.fsu.edu/research.htm>

This research document includes an updated overview (Chapter I); a presentation of the methodology used for this fourth year study (Chapter II); the surveyed analyses of Best Practices conducted during the 2003-04 school year for each of the two mentor programs studied in depth (Chapter III); separate analyses of the BBBS and TSIC programs using achievement tests and behavioral results (Chapters IV and V); a continued longitudinal view of changes in these mentored populations in relation to previous years' results (Chapter VI), and a summary and conclusions of information presented in this report (Chapter VII).

The test data methodology and analysis has been conducted by Dr. Thomas Fisher, retired Administrator for Florida's Office of Assessment and School Performance.

This document includes:
An updated overview;
Methodological presentation;
Survey analyses;
Separate analyses of the BBBS and TSIC programs with achievement tests and behavioral results;
longitudinal view of mentored population changes; and a summary and conclusions of information

HISTORY OF EARLIER REPORTS

The first reports from the turn of the century began with a sample of a few districts and gradually moved to a full statewide perspective for BBBS and TSIC. The first two evaluation studies reported on three mentoring programs: HOSTS, BBBS, and TSIC, during the 2000-2001 and 2001-2002 school years. In the third year, HOSTS was dropped from the research and the new TTRM program was added. Research discovered that during the 2002-2003 and 2003-2004 school years, no statewide records had been gathered for third graders who participated in TTRM, so no

results information for these children has been available. Further explanation is presented within the description of the statewide electronic mentor program tagging system in Chapter II.

Information regarding the operation of the mentor programs comes from two primary sources: survey information gathered from program individuals, and statewide databases of test and behavioral results.

Survey information includes:

- how goals were set,
- functions of school-based site coordinators,
- recruitment, screening, orientation and training of mentors,
- issues mentors addressed in the programs,
- mentor/student matching,
- student identification and selection, and
- an array of related issues

Awaiting the availability of student data causes completion of each report to be delayed approximately a year-and-a-half beyond the end of the school year under consideration. For example, the first preliminary final report regarding school year 2000-2001 was released on January 24, 2003.

The second year study sought information statewide for the same three mentor programs, with additional site visits conducted for TSIC and BBBS in three geographic regions of the state. HOSTS programs at that time were either no longer funded through state funds or not operational. Therefore, site visits to HOSTS programs were not possible.

Table 1: Second Year Sample Program Locations

COUNTIES VISITED	REGION	PROGRAMS OBSERVED
Alachua	2	Big Brothers Big Sisters
Alachua	2	Take Stock in Children
Escambia	1	Big Brothers Big Sisters
Madison	1	Take Stock in Children
Polk	3	Big Brothers Big Sisters
Polk	3	Take Stock in Children

For both of the first two years, data for behavioral factors were extracted from the Educational Information Accountability Services (EIAS), PK-12 Student Information Database. In the second year study, test result information was made available through the Student Assessment Office databases within the

Department of Education, as the Florida Comprehensive Assessment Test (FCAT) program became operational.

MAJOR FINDINGS FOR BIG BROTHERS BIG SISTERS AND TAKE STOCK IN CHILDREN

Over the first two years, promotion rates for mentored students generally were found to be higher than non-mentored students. The third year results indicated these trends continued for TSIC but a slight decline in the BBBS promotion rate was observed. Mentored students in the first sample year were consistently less involved in disciplinary action than non-mentored students. In the second year with statewide data, both TSIC and BBBS students tended to be slightly more involved in disciplinary action than the statewide non-mentored children. In the third year, both BBBS and TSIC students were less involved in disciplinary action than they had been previously.

Mentored students' behavioral issues in school had appeared as substantial difficulties for the children in the first few years of research observation. That is now changing.

Academic gains are also observable on a consistent basis. Using a longitudinal view component, consistency can be demonstrated on academic and behavioral measures.

The elementary children in the HOSTS program had better attendance rates than the overall population. Both BBBS and TSIC students' attendance was not as good as non-mentored students in the first two years research. In the third year, BBBS continued to have attendance rates below non-mentored students but showed an 8% increase from the previous year. TSIC students continued to have higher attendance rates than non-mentored students.

State assessment data became available for mentored students in the second year and their results showed great promise which continue to be borne out in the third year. It cannot be stated enough that the reason many of the mentored students in BBBS and HOSTS were selected was because they had low baseline academic achievement. Data showed much larger gains for the mentored students compared to their non-mentored counterparts, which is promising for mentor programs.

BBBS mentees in 2002-03 had larger Gain Scores than the general population in reading for grades 8 and 9; and in math, they had greater gains than the general population in grades 4, 7,8, 9, and 10. With regard to longitudinal NRT results (changes made between 2002-03 and 2003-04) BBBS students had more than 5% growth in reading and math between grades 3-4, 5-6, 6-7, and 7-8. The general population of students has relatively stable scores year after year with little fluctuation, while the mentor

population shows consistent and greater growth.

TSIC students had higher Reading Mean Scale Scores for grades 5-10 than their grade cohorts and higher Math Mean Scale Scores for grades 6-10. Achievement Level 3 scores for TSIC in 2002-03 include a much greater proportion of students in grades 6-10 for Reading and 5-10 for Math than the general population: 52% of TSIC were Level 3 or higher on FCAT Reading, compared to 50.3% for all non-mentored students. Also, 66% of TSIC mentees scored Level 3 or higher on FCAT Math as compared to 53.7% for all non-mentored students.

It will only be through a longitudinal view that consistency can be demonstrated on these academic measures. We will also be able to see long-term trends for this mentored population.

During the current year's research efforts, an electronic "tagging" system was implemented statewide to identify mentored children (See Chapter II for more details). Plans to match the current set of mentored students with similar groups of non-mentored children using information from the Department of Education's Education Data Warehouse (EDW) are underway.

Using the electronic tagging, we hope to evolve a better and more timely methodology for matching mentored and non-mentored students. The tagging will also facilitate information regarding the length of time students have been involved in a mentoring program throughout the school year. Previously, no information regarding length of mentoring time had been available.

As with most initial data collection efforts, adjustments in the procedures are underway and improved information will become available for the next report.

The summer and autumn of 2004 was an extraordinary time for Floridians. Four substantial hurricanes crossed the state, wrecking havoc with life as usual for many citizens. This certainly included schools and mentor operations. The impact of these climatic events on the research project was also widespread. State education offices redirected their focus toward helping local districts get their new school year programs underway, and delayed nearly all other activities – including provision of data required for this report. To this end, some aspects intended for this third report such as a contrast between mentored students and a "control group" of similar, non-mentored students, were not accomplished.

These research reports aid in better understanding what works – why different types of mentoring are more effective, and how to strengthen and improve mentoring efforts.

While the concept of “mentoring” has existed at least since the days of Homer, modern-day programs have strived to enhance their operations through examining best practices and student results. Florida’s research efforts have been recognized by the *National Dropout Prevention Center* toward understanding the value of mentoring. Work currently conducted in Florida is in harmony with the research agenda of the *National Mentoring Partnership*. As highlighted in a 2004 publication, they suggest that a rigorous scientific investigation will aid in better understanding what works – why different types of mentoring are more effective, and how to strengthen and improve mentoring efforts. Florida’s initial mentor program examinations show how research efforts can provide a clearer insight into the ways mentor programs “yield valuable dividends for many future generations of young Americans.”¹

This fourth-year report presents such information in an effort to better view longitudinally the effects of program administration, student behavior and academic accomplishments. Each of the three Florida programs under study provides very different solutions to diverse student populations.

¹ Mentor Research Agenda pamphlet (2004) National Mentoring Partnership, Alexandria, VA.
www.mentoring.org

CHAPTER II – METHODOLOGY – FOURTH YEAR DESIGN

OVERALL METHODOLOGY DESCRIPTION

Fourth year (2003-2004 School Year) data collection efforts for the BBBS and TSIC programs applied three different components:

1. Best Practices mail-out surveys
2. Best Practices on-line surveys
3. Education Data Warehouse (EDW) **behavioral** and **academic** assessment data

The atypical characteristic of students in need of mentoring requires that a qualitative approach for data exploration be used to supplement quantitative measures. These children may span the range of academic and economic variables, but they are not normally distributed by any stretch. The participants placed for mentoring stand apart on a number of subtle parameters from their classroom counterparts. Others in the classroom may also have been identified with similar needs, but through local variations in resource availability, not been able to receive services. Within the school systems throughout the state, there is nothing automatic about being selected for having a mentor. Identification for a program does not assume placement.

The purpose of this report is to present a statewide analysis of mentor program impacts that track state funding for these programs down to the student level. While analyses of student behaviors and performance in a microcosm such as a classroom, or within a school are possible, questions could still be raised regarding the independent variable results obtained. Do the administrative operations for a particular school skew the implementation and operation of mentoring at School X compared to School Y? Of course. Does the availability of only female mentors for one community impact which children can be selected for receiving mentor services? In all likelihood, yes. Florida school districts and schools have a wide, but not limitless, range of resources available. Some are in very wealthy communities and others are in very remote or impoverished areas. Some are rich with a willing, interested and readily available group of mentors, others do not. Some schools are close to

partnering businesses, and others stand far apart from any cluster of adults who could assist children on a voluntary basis.

This report attempts to embrace all these variables into one statewide picture of performance and behavior contrasted with program operations as viewed by all the participant groups (administrators, mentors, students and parents). While a rigorous scientific model that can isolate matched students into mentored versus non-mentored treatment groups may be appealing, the real-world nature of educational programs challenges the ability to deliberately deny available resources for equivalent students.

Quantitative data for academic and behavioral measures were obtained from the Department of Education's student databases. Surveys to four participant groups were administered to gain a better understanding of the strengths and weaknesses within these programs. Such data provides a more holistic awareness of who is involved, what processes are incorporated and what the results of the mentoring intervention accomplished.

For the first time, both paper and online electronic surveys were provided for administrators and mentors. Only paper surveys were made available for student and parent groups. Topics explored within the best practice surveys included:

- administrative considerations
- program operations
- parental satisfaction
- student performance and behavior
- mentor role, functions and sustainability

Continuing observation of BBBS and TSIC was conducted through the analysis of various data sources. The discussion below presents information on methods used to observe student achievement, and also looks at the Best Practices of program operations.

Information collected over the past four reports (School Years 2000-01, 2001-02, 2002-03 and 2003-04) will be portrayed and analyzed.

BEHAVIORAL AND ACADEMIC ASSESSMENT

The Education Data Warehouse (EDW) database holds all information for each public school student, year after year. It can have the capability to generate matched samples of non-mentored

students. But, because of the complexity of the student populations, developing a valid matched statewide sample became a daunting task at best, and a risky task at worst. There are many variables to consider between non-mentored children and mentored youth. These include: types of mentor program, age ranges, student behaviors, academic performance, resource availability, school district and school variables, and unique family criteria. As more and more variables required accounting, the size of each data cell shrank to the point of many small or empty cells. EDW had the technical capability to build these models, but with low sampling sizes within the cells when large sizes would be required, the research team determined that a first pass with only one variable – free or reduced lunch eligibility – would be used. The resulting comparisons were clearly without validity. Thus, designing a series of three regression models that precisely account for the variance between mentored and non-mentored children in each program was an elaborately confounded situation.

For each school district, and in some cases, from school-to-school the methods of selecting children for mentor programs vary. Inclusion in mentor programs can many times require a match between child and mentor genders, time and location availability for mentor meetings, parental variables, student willingness to participate and many other factors that change from school to school.

The anticipated electronically matched sample of non-mentored students did not work. A purposefully matched sample will be designed for next year.

A possible alternative to consider for matched samples is to develop a stratified sampling of selected schools rather than using statewide population data. In this way, the local idiosyncrasies of student selection can be better balanced. Each year other external realities will always continue impacting research efforts, such as hurricanes, student mobility and program funding availability. But at least with a stratified sample, more local cooperation and control over matched sample acquisition can be achieved.

For the above-noted reasons, the current comparison report for 2003-04 will continue to be made between mentored students and the total statewide student body for that grade. EDW data are used to show academic and behavioral progress of the mentored students in the BBBS and TSIC programs. There has been no compilation of Teen Trendsetter 3rd Graders to date, and thus there are no academic or behavioral results available. EDW data gathered for BBBS and TSIC programs include the following measures:

- ❑ **Demographics** including ethnicity, gender, free and reduced lunch participation, grade level
- ❑ **Behavioral Measures** including attendance, absenteeism, promotion, disciplinary actions (suspension and expulsion)
- ❑ **Academic Achievement** including FCAT gain scores and norm referenced test results.

BEST PRACTICES ELECTRONIC AND MAIL-OUT SURVEYS

Statewide mail-out Best Practice Surveys, were distributed in two different manners for the BBBS and TSIC programs. As a mentor program that has operated nationally for over a century, BBBS provides Florida children with a variety of local mentor program services. For example, there is a community-based service wherein mentors work with children year-round, off-site, as opposed to a school-based program where mentors only work with students during the school year at school facilities. This research is only examining the latter, school-based mentor services. Local BBBS administrators know best their participant communities and are better able to determine who should receive the surveys for completion, than the state-level program staff. Thus the research office distributed surveys via the local BBBS administrators. The local BBBS administrators then distributed and collected the surveys among the various participant groups of program coordinators, parents, students and mentors.

For the first time, online editions of the mentor program administrators and coordinators Best Practice Survey and the Mentor Survey were available.

TSIC is a Florida-based program that offers a single mode of mentoring services. In this case our project office and the TSIC state administration felt it more expeditious to provide the state TSIC office in Jacksonville with the surveys for their distribution/collection. Local TSIC administrators then passed out surveys to a representative sample of school administrators, students, mentors and parents. These individuals were requested to not to be the best or worst case scenarios, but rather provide a wide representation of persons who would be vocal regarding the effects of the program locally.

Electronic versions of the surveys became available for the first time this year. For both BBBS and TSIC, program administrators/coordinators and mentors were able to access the surveys online. Making surveys available through the Internet was done to enhance the proportion of surveys returned in these two groups.

The survey instruments are available in Appendix A, along with the request letter to the program administrator. In most cases, “mentor program administrators” are not employees of the local school boards, but rather serve as executives for a private foundation with a specific mission of mentoring.

Mail surveys were distributed at the beginning of April, 2005 after all FCAT administration was completed and prior to the end of the school year. An electronic version of the mail-out survey was available on a website for the same time period. Only administrator and mentor surveys were available online. Surveys results became accessible during the summer. Table 1 displays the number of surveys returned.

Table 1: Best Practices Surveys Returned by Type of Respondent

MENTOR PROGRAM	ADMINISTRATORS		MENTEES	MENTORS		PARENT/GUARDIANS
	Mail-In	Electronic		Mail-In	Electronic	
BBBS	47	13	80	65	32	53
TSIC	74	17	133	84	45	112
Subtotal	121	30		149	77	
TOTAL	151		213	226		165

BBBS operates in-school programs within 29 of Florida’s 67 school districts. TSIC operates in all 67 school districts. For both mentor programs, sometimes programs function within regional consortia to increase service delivery efficiency.

Questions to mentors, students and parents were compared with administrators to contrast different perspectives held. The questionnaire results also discern reasons for student performance and behavior that may not be apparent solely from the quantitative results. The surveys have been structured consistently over the past few years of research and proven valid and reliable. Blank copies of the surveys are contained in the appendix. Survey findings are further discussed in Chapter III.

DATABASE ANALYSES METHODOLOGY

The 2003-04 hurricane season in Florida has gone down in history as one of the worst. Impacts from the hurricanes were felt in nearly every school district, with many being closed for weeks on end. All this understandably placed data collection for this program into a low priority mode. Housing for students, faculty and staff, as well as nutrition and health care were paramount

issues for every community. Research activities operating concurrently were unable to receive the full attention necessary, given the realities within schools.

The research project had anticipated using a newly developed electronic tagging system by DOE to identify all children receiving mentoring services statewide. For a variety of reasons, the data were incomplete in that first year, so the system was not used. Weather conditions, new requirements of district staff and lack of local resources caused the data to be incomplete for many districts. Therefore, BBBS and TSIC administrative offices provided the statewide listing of students for the 2003-2004 School Year early in 2004. Critical information included the: school district, school number, official state student ID number or Social Security Number, date of birth, and student name. One data element not yet available, but critical, is the length of time children are served within the program. When the electronic tagging becomes operational, this information will become available.

The data collected from the program offices were then turned over to the K-20 Education Data Warehouse (EDW) to obtain the following information:

- Behavioral indicators,
- Student achievement and test results

The matching rate for EDW data with student name lists provided is less than perfect because of a variety of factors. The mentor data tagging effort is a work in progress which can improve with time and may ultimately yield the best results.

STUDENT DATABASE INFORMATION

Electronic matches of mentored student records with the DOE Education Data Warehouse databases exceeded 80% for both mentor programs.

Table 2 on the following page , presents the initial number of student names, K-12th grade, initially provided to the project by BBBS and TSIC mentoring programs. Shaded columns show the final set of matched data when all the student names containing errors or duplications had been addressed within the EDW database elements. Overall, the database provided results for 5,694 students statewide across all grades, with an 85.5% match overall. The numbers shown in Table 2 are the final numbers used to provide student demographics, test results and preliminary behavioral measures shown in this report.

Table 2: EDW Database Match Ratio

MENTOR PROGRAM	INITIAL SUBMITTED DATA SETS	EDW MATCHES	FINAL PERCENT OF EDW MATCHES
BBBS	2,589	2,135	82.5%
TSIC	4,068	3,559	87.5%
Totals	6,657	5,694	85.5%

Table 3: Mentored Students Participation in Free/Reduced Lunch Programs from the EDW Database¹

MENTOR PROGRAM	NUMBER OF STUDENTS	FREE	REDUCED	PERCENT PARTICIPATING
BBBS	2,124	1,423	219	77.3%
TSIC	3,520	1,764	563	66.1%
Totals	5,641	3,187	782	70.3%
Statewide	2,598,772	1,158,800		44.6%

Table 3 shows the proportion of mentored students who are eligible for free and reduced lunch as between three-fourths and two thirds of the students in BBBS and TSIC, respectively. The free and reduced lunch rate of 70.3% for mentored children is greater than the general student population of 44.6%, and also increased from the prior year by 2.3%. Free and reduced lunch is one of many facets often considered as an indicator of children who might be at greater risk for problems in school, whether academic, behavioral or both. Additional factors considered when selecting students for mentor services include:

- academic achievement
- disruptive behavior
- need for adult role modeling
- first high school graduate in family
- withdrawn personality
- behind in grade level
- etc.

Some, not all of these factors, are considered for student inclusion based upon the mission of the program. Thus the selection process is an extremely sensitive and complex matter. Identifying matched, equivalent students has thus far been a problematic task due to the number of elements to be identified (which may or may not be contained within a database). Further complicating the

¹ Students shown in this table are the number of located students for whom test data results were also available.

match is available resources within the mentor programs in terms of whether viable mentors are available by locale, time, gender, college financial scholarships, and so on.

Table 4: Mentored Students by Grade from the EDW Data Base

MENTOR PROGRAM	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12 TH
BBBS	221	314	481	322	318	131	103	51	34	41	21	25
TSIC	--	--	--	21	52	64	247	531	686	741	576	601
Totals	221	314	481	343	370	195	350	582	720	782	597	626

Table 4 above shows how enrollment in BBBS programs is heavily weighted in the elementary and beginning middle school, while TSIC programs begin in middle school and expand through high school. Gradual shifts in the students served by these two programs can be observed. TSIC programs have always focused on the higher grade levels. Compared to the 2002-2003 school year participation, there are half as many students in grades 6 and lower for 2003-04 than last year, with an increase in the secondary level concentration. For the BBBS program, student enrollment is still strongest at the elementary levels, although there has been an increase in the proportion of children served in the upper grades as well. Figure 1 on page 30 graphically depicts the contrasting population groups for these two programs. We did not include Pre-Kindergarten and Kindergarten students who are not yet in academic programs for the BBBS grade-by-grade counts in Table 4. Also, there was one TSIC student for whom the grade level was erroneous so the total is slightly off.

Gender differences are more evenly divided in the BBBS program, while in the TSIC program, slightly more than a third (36%) are male and 64% are female. In the general public school population there is an equal proportion of males and females.

Table 5: Overview of Mentored Students by Gender

MENTOR PROGRAM	NUMBER OF STUDENTS	MALES	FEMALES
BBBS	2,124	1,088	1,036
TSIC	3,520	1,252	2,268
Totals	5,644	2,340	3,304

Table 6: Ethnic Characteristics of Mentored Students

MENTOR PROGRAM	NUMBER OF STUDENTS	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMER	MULTI-ETHNIC
BBBS	2,124	796/ 38%	858/ 40%	396/ 19%	10/ .5%	11/ .5%	53/ 3%
TSIC	3,520	1,440/ 41%	1,227/ 39%	702/ 20%	80/ 2%	<10 ¹	64/ 2%
Totals	5,644	2,235/ 40%	2,085/ 37%	1,098/ 20%	90/ 2%	18/ .3%	117/ 2%
State Totals	2,598,772	1,292,828/ 50%	620,564/ 24%	564,055/ 22%	52,968/ 2%	7,665/ .3%	60,692/ 2%

Demographics for these two mentor groups show that both are quite similar in terms of ethnic make-up (Table 6). However, there is a slightly higher representation of Asians within TSIC and a significantly higher proportion of Blacks within both programs. Otherwise, TSIC has a smaller representation of minorities than the state. Both programs have had consistent proportions by race each year. BBBS has experienced a slight increase in participation by Hispanic students with a decrease in Whites and Blacks.

Table 7: Mentored Students by District

DISTRICT	BBBS	TSIC
Alachua	--	83
Baker	--	--
Bay	--	42
Bradford	25	17
Brevard	121	128
Broward	225	<10 ¹
Calhoun	--	--
Charlotte	61	32
Citrus	--	18
Clay	--	21
Collier	63	76
Columbia	--	--
Miami-Dade	401	288
DeSoto	--	27
Dixie	--	--
Duval	35	313
Escambia	117	<10
FAMU Lab School	--	--
FAU Lab School	<10	--
Flagler	--	52
FSU Lab School	<10	<10
Franklin	--	--
Gadsden	<10	33

DISTRICT	BBBS	TSIC
Gilchrist	--	--
Glades	34	--
Gulf	--	--
Hamilton	--	--
Hardee	--	28
Hendry	<10	<10
Hernando	15	15
Highlands	19	42
Hillsborough	135	462
Holmes	--	--
Indian River	<10	50
Jackson	--	--
Jefferson	--	--
Lafayette	--	--
Lake	--	145
Lee	125	102
Leon	57	49
Levy	--	--
Liberty	--	--
Madison	--	60
Manatee	--	77
Marion	<10	118
Martin	<10	31
Monroe	--	179
Nassau	--	56
Okaloosa	--	51
Okeechobee	--	14
Orange	53	11
Osceola	--	<10
Palm Beach	81	222
Pasco	98	67
Pinellas	50	48
Polk	88	<10
Putnam	--	26
St. Johns	14	49
St. Lucie	120	41
Santa Rosa	29	21
Sarasota	127	103
Seminole	<10	81
Sumter	--	65
Suwannee	--	28
Taylor	<10	<10
Union	--	<10

DISTRICT	BBBS	TSIC
Volusia	15	80
Wakulla	--	11
Walton	--	34
Washington	--	--
Unknown	--	<10
Totals	2,124	3,520

¹ Please note that Florida Department of Education policy prohibits use of descriptive information when fewer than ten students are members of a singular data cell. In this report, places where students are present but in small numbers, the information is presented as <10.

As noted earlier not all counties had either or both programs functioning in the 2003-2004 school year. BBBS operated in 42 counties and three lab schools, while TSIC served children in 55 school districts and three lab schools. Some counties participate in multi-county consortia. For the legislatively funded in-school mentor programs there are nearly twice as many children served by TSIC than BBBS.

OBSERVATIONS OF STUDENT RESULTS

The major features explored within this report are two-fold: behavioral results and test results. Results include:

Table 8: Major Features of Student Results

BEHAVIORAL RESULTS	TEST RESULTS	
	FCAT	NRT
<ul style="list-style-type: none"> <input type="checkbox"/> Attendance <input type="checkbox"/> Discipline – suspension, corporal punishment and expulsion <input type="checkbox"/> Promotion/Non-Promotion 	<ul style="list-style-type: none"> <input type="checkbox"/> Mean Scale Scores for Mathematics and Reading <input type="checkbox"/> Achievement Levels <input type="checkbox"/> Gain Scores <input type="checkbox"/> FCAT Graduation Test Rate 	<ul style="list-style-type: none"> <input type="checkbox"/> Mean Scores for Mathematics <input type="checkbox"/> Mean Scores for Reading

The two mentor programs’ student results for the above topics will be contrasted with the overall statewide student population results for the same 2002-2003 School Year. Such results are a large expansion beyond information that has been available in the first two annual reports and thus provides an even greater view of the impact mentoring has had on Florida’s children.

An important measure of in-school student achievement is presented by academic gain score growth. As students take the FCAT each spring, they receive a Scale Score (SS) which indicates their performance on subtest parts. A quick look at Reading and Mathematics achievement are provided by the SS. However, by using Gain Scores, the Department of Education can calculate each student’s annual academic improvement.

This report presents FCAT Scale Scores in the mentoring program discussion (Chapters IV, V and VI) in tabular format and mean Gain Score comparisons between mentored students and all students in the same grades for Reading and Math FCAT subtests.

CHAPTER III – BEST PRACTICES

INTRODUCTION TO BEST PRACTICES.....

Our research has consistently built an analysis of Best Practices based upon two factors:

1. Information derived from the literature;
2. Surveys were created to present perspectives on how services are best provided to students. Surveys are developed and distributed to all mentor participant groups. They were available for administrators and mentors in an online mode, as well as on paper.

The Education Data Warehouse (EDW) provides student databases that address both academic achievement and behavioral issues in a quantitative form. Best Practices data present a qualitative view of the program operations. Both sets of information are juxtaposed to provide a better understanding of the strengths and weaknesses within the mentor programs. Such data provides a more holistic awareness of who is involved, what processes are incorporated and what the results of the mentoring intervention accomplished. Included are:

- administrative considerations
- program operations
- parental satisfaction
- student performance and behavior
- mentor role, functions and sustainability

SURVEYS FOR BBBS AND TSIC

During the Spring of 2005, surveys were distributed to BBBS and TSIC mentoring programs.

Data in Table 9A present information for the BBBS program. Responses made by: 60 administrators, 97 mentors, 80 students and 53 parents. Information displayed in Table 9B provides viewpoints from the TSIC respondents. The responses for the TSIC surveys came from: 91 administrators; 129 mentors; 133 students and 112 parents. While we had anticipated electronic survey availability would have greatly increased the response rate for administrators and mentors that did not seem to be the case. An adequate number of surveys were provided for each group. Each group of survey respondents is independent from the others. The responding mentors may not be mentors of the same student respondents. The parents who responded are not necessarily parents or guardians of the children who responded.

Data are provided either in percent responding or, when multiple responses, the most frequent choices are provided. Percentages provided yield a perspective for readers to consider regarding program operations and results. In several cases, percents do not add to 100% either due to some respondents not answering an item or to multiple selections being available within a question or due to rounding.

Following Tables 10A and 10B, a brief discussion of the major highlights from the mail-out surveys is offered. In either BBBS or TSIC, mentors may serve more than one student simultaneously, or sequentially.

Table 9A: Best Practices Surveys – Big Brothers Big Sisters

ISSUES	ADMINISTRATOR	MENTOR	STUDENT	PARENT/ GUARDIAN
Time In Program	<ul style="list-style-type: none"> • 38% > 5 years • 14% 4 years • 4% 3 years • 16% 2 years • 9% ≤ 1 year 	<ul style="list-style-type: none"> • 2% >5 years • 18% 2-5 years • 25% 1-2 years • 56% <1 year 	<ul style="list-style-type: none"> • 18% 2-5 years • 38% 1-2 years • 43% <1 year 	<ul style="list-style-type: none"> • 2% >5 years • 19% 2-5 years • 28% 1-2 years • 51% < 1 year
# of Mentors in Current Year	N/A	N/A	<ul style="list-style-type: none"> • 90% One • 10% Two 	N/A
# of Students Mentored Overall	N/A	<ul style="list-style-type: none"> • 53% One • 37% Two • 5% Three • 2% Four • 0% Five • 3% > Five 	N/A	N/A

ISSUES	ADMINISTRATOR	MENTOR	STUDENT	PARENT/ GUARDIAN
Mentor Recruitment Plan	<ul style="list-style-type: none"> • 78% Yes • 9% No • 12% Don't know 	<ul style="list-style-type: none"> • 63% Yes • 4% No • 33% Don't know 	N/A	N/A
Mentor Application Process	<ul style="list-style-type: none"> • 93% Yes • 2% No • 5% Don't know 	<ul style="list-style-type: none"> • 95% Yes • 2% No • 4% Don't know 	N/A	N/A
Screening	<ul style="list-style-type: none"> • 78% Yes Background check • 65% Yes Fingerprinting • 4% Drug testing • 78% Interviews • 0% No Screening • 20% Don't know 	<ul style="list-style-type: none"> • 78% Yes Background check • 50% Yes Fingerprinting • 3% Drug testing • 94% Interviews • 4% No Screening • 9% Don't know 	N/A	N/A
Mentor Training	<ul style="list-style-type: none"> • 82% Pre-mentoring • 58% In-service • 2% Not Offered • 76% Satisfied • 9% Not satisfied 	<ul style="list-style-type: none"> • 78% Pre-mentoring • 41% In-service • 6% Not Offered • 80% Satisfied • 6% Not satisfied 	N/A	N/A
Mentor Orientation to School	<ul style="list-style-type: none"> • 69% Yes 	<ul style="list-style-type: none"> • 60% 	N/A	N/A
Written Policies and Procedures	<ul style="list-style-type: none"> • 81% Yes 	<ul style="list-style-type: none"> • 99% Yes 	N/A	N/A
Recommend Mentoring to Others	<ul style="list-style-type: none"> • 98% Yes • 2% No 	<ul style="list-style-type: none"> • 97% Yes • 2% No • 1% Don't know 	<ul style="list-style-type: none"> • 83% Yes • 5% No • 12% Don't know 	<ul style="list-style-type: none"> • 100% Yes
Number of Mentors Available in Community	<ul style="list-style-type: none"> • 21% Adequate • 74% Inadequate • 5% Don't know 	N/A	N/A	N/A
Mentor/Student Matching Issues Satisfaction	<ul style="list-style-type: none"> • 85% Well-matched • 82% Common interests • 74% Gender • 81% Personality style • 72% Student availability • 59% Geographic location • 34% Ethnicity • 44% Parental preference 	<ul style="list-style-type: none"> • 85% Well-matched • 82% Common interests • 74% Gender • 81% Personality style • 72% Student availability • 59% Geographic location • 34% Ethnicity • 44% Parental preference 	<ul style="list-style-type: none"> • 91% Yes 	<ul style="list-style-type: none"> • 94% Yes
Program Advertising	<ul style="list-style-type: none"> • 84% Guidance counselors • 84% Teacher • 78% School info for selected students • 19% School to all students 	N/A	N/A	N/A

ISSUES	ADMINISTRATOR	MENTOR	STUDENT	PARENT/ GUARDIAN
Program Advertising (cont)	<ul style="list-style-type: none"> • 77% Word of mouth • 41% Media • 19% Other 			
Initial Awareness of Program	N/A	N/A	<ul style="list-style-type: none"> • 13% Guidance counselors • 18% Teacher • 30% School info • 10% Word of mouth • 5% Media • 6% Other – Other siblings in program 	<ul style="list-style-type: none"> • 20% Guidance counselors • 8% Teacher • 24% School info • 18% Word of mouth • 2% Media • 26% Other – Extended Day
Student Selection/ Identification	<ul style="list-style-type: none"> • 11% Free/reduced lunch • 94% Teacher referral • 56% School/district referral • 87% Guidance Counselor referral • 29% ESOL • 61% Low test scores • 86% Parental request • 9% Other 	N/A	<ul style="list-style-type: none"> • 28% Teacher referral • 10% Guidance Counselor referral • 3% ESOL • 21% Parental request • 10% Other • 28% Don't know 	<ul style="list-style-type: none"> • 32% Teacher referral • 18% Guidance Counselor referral • 18% Parental request • 26% Other – Child wanted to participate • 6% Don't know
Goals of Mentoring Program	<ul style="list-style-type: none"> • 91% Socialization & Behavioral issues • 90% Improving academics • 89% Self-esteem building 	<ul style="list-style-type: none"> • 94% Self esteem building • 86% Improving academics • 82% Socialization behavioral issues 	<ul style="list-style-type: none"> • 44% Better grades • 18% Self-esteem 	<ul style="list-style-type: none"> • 44% Self-esteem • 32% Better grades
Perceived Focus of Mentor Program Help	<ul style="list-style-type: none"> • 87% Develop relationship with mentor • 83% > grades • 62% > learning opportunities • 65% > self-esteem • 54% Mentor as sounding board • 19% Scholarships 	<ul style="list-style-type: none"> • 81% Develop relationship with mentor • 73% > grades • 57% > learning opportunities • 69% > self-esteem • 47% Mentor as sounding board • 27% Scholarships 	<ul style="list-style-type: none"> • 33% Develop relationship with mentor • 61% > grades • 40% > learning opportunities • 23% > self-esteem • 34% Mentor as sounding board • 8% Scholarships 	<ul style="list-style-type: none"> • 42 Develop relationship with mentor • 64% > grades • 60% > learning opportunities • 51% > self-esteem • 49% Mentor as sounding board • 9% Scholarships
Length & Frequency of Sessions Conducted per Week	<ul style="list-style-type: none"> • 2% < 30 min • 24% 30-60 min • 63% 1-2 hours • 2% > 2 hours • 5% Do not meet weekly 	<ul style="list-style-type: none"> • 30% < 30 min • 27% 30-60 min • 39% 1-2 hours • 4% > 2 hours • 0% Do not meet weekly 	<ul style="list-style-type: none"> • 4% < 30 min • 39% 30-60 min • 48% 1-2 hours • 5% > 2 hours • 1% Do not meet weekly 	<ul style="list-style-type: none"> • 0% < 30 min • 31% 30-60 min • 51% 1-2 hours • 6% > 2 hours • 4% Do not meet weekly
Academic Intervention Resources Available	<ul style="list-style-type: none"> • 69% Worksheets etc. from teachers • 50% Individual tutor • 36% Special 	N/A	N/A	N/A

ISSUES	ADMINISTRATOR	MENTOR	STUDENT	PARENT/ GUARDIAN
	<ul style="list-style-type: none"> teacher assistance 28% Other – Paraprofessionals 8% None 			
Measurement of Student Behavioral Changes	<ul style="list-style-type: none"> 87% Teacher observation 81% Attendance 78% Disciplinary reports 70% Grade promote/retain 59% Suspension/expulsion 26% Other-Mentor observation / parent reports 	N/A	N/A	N/A
Top Three Observed Changes in Students	<ul style="list-style-type: none"> 62% > Self esteem 23% Improved grades 13% Decreased behavioral issues 	<ul style="list-style-type: none"> 50% > Self esteem 29% Improved grades 7% Decreased behavioral issues 	<ul style="list-style-type: none"> 42% Improved grades 23% Improves self esteem 9% Decreased behavioral issues 	<ul style="list-style-type: none"> 35% Improves self esteem 31% Improved grades 8% Making smart choices
School-wide Mentor Program Impact Satisfaction	<ul style="list-style-type: none"> 97% Yes 2% No 	<ul style="list-style-type: none"> 97% Yes 2% No 	<ul style="list-style-type: none"> 98% Yes 1% No 	<ul style="list-style-type: none"> 100% Yes
Satisfied with Mentor	N/A	N/A	<ul style="list-style-type: none"> 98% Yes 1% No 1% Don't know 	<ul style="list-style-type: none"> 100% Yes
Satisfied with Mentoring My Student	N/A	<ul style="list-style-type: none"> 91% Yes 6% No 3% Don't Know 	N/A	N/A
Successful Methods for Mentor Continuation	<ul style="list-style-type: none"> 97% Student/mentor relationship 86% Emotional gratification 54% Long term program commitment 18% Resume building 27% Mentor earning class credit 6% Tangible rewards 	<ul style="list-style-type: none"> 91% Student/mentor relationship 50% Emotional gratification 54% Long term program commitment 8% Resume building 24% Mentor earning class credit 26% Tangible rewards 	N/A	N/A
Student Removal from Program Without Academic Improvement	<ul style="list-style-type: none"> 0% Always 2% Often 9% Sometimes 40% Rarely 45% Never 5% Don't know 	N/A	N/A	N/A
Teachers Role in Mentoring Program	<ul style="list-style-type: none"> 55% Provide academic materials 46% Provide student grades 	<ul style="list-style-type: none"> 57% Provide academic materials 24% Provide student grades 	N/A	N/A

ISSUES	ADMINISTRATOR	MENTOR	STUDENT	PARENT/ GUARDIAN
Teachers Role in Mentoring Program (cont)	<ul style="list-style-type: none"> • 69% Student referrals • 58% Current student info • 4% No role • 15% Other – As necessary • 8% Don't know 	<ul style="list-style-type: none"> • 21% Student referrals • 43% Current student info • 29% No role • 19% Don't know 		

Table 9B: Best Practices Surveys – Take Stock in Children

ISSUES	ADMINISTRATOR	MENTOR	STUDENT	PARENT/ GUARDIAN
Time In Program	<ul style="list-style-type: none"> • 66% > 5 years • 4% 4 years • 8% 3 years • 2% 2 years • 1% ≤ 1 year 	<ul style="list-style-type: none"> • 16% >5 years • 35% 2-5 years • 28% 1-2 years • 21% <1 years 	<ul style="list-style-type: none"> • 8% >5 years • 51% 2-5 years • 26% 1-2 years • 14% < 1 year 	<ul style="list-style-type: none"> • 8% >5 years • 51% 2-5 years • 26% 1-2 years • 14% < 1 year
# of Mentors in Current Year	N/A	N/A	<ul style="list-style-type: none"> • 5% None • 81% One • 12% Two • 3% Three • 1% Four 	N/A
# of Students Mentored Overall	N/A	<ul style="list-style-type: none"> • 56% One • 36% Two • 6% Three • 1% Four • 0% Five • 2% > Five 	N/A	N/A
Mentor Recruitment Plan	<ul style="list-style-type: none"> • 80% Yes • 13% No • 7% Don't know 	<ul style="list-style-type: none"> • 74% Yes • 3% No • 23% Don't know 	N/A	N/A
Mentor Application Process	<ul style="list-style-type: none"> • 94% Yes • 0% No • 6% Don't know 	<ul style="list-style-type: none"> • 94% Yes • 2% No • 4% Don't know 	N/A	N/A
Screening	<ul style="list-style-type: none"> • 78% Yes Background check • 58% Yes Fingerprinting • 7% Drug testing • 54% Interviews • 3% No Screening • 16% Don't know 	<ul style="list-style-type: none"> • 85% Yes Background check • 55% Yes Fingerprinting • 3% Drug testing • 68% Interviews • 0% No Screening • 9% Don't know 	N/A	N/A
Mentor Training	<ul style="list-style-type: none"> • 90% Pre-mentoring • 44% In-service • 0% Not Offered • 88% Satisfied • 4% Not satisfied 	<ul style="list-style-type: none"> • 95% Pre-mentoring • 45% In-service • 1% Not Offered • 93% Satisfied • 3% Not satisfied 	N/A	N/A
Mentor Orientation to School	<ul style="list-style-type: none"> • 63% 	<ul style="list-style-type: none"> • 60% Yes 	N/A	N/A
Written Policies and Procedures	<ul style="list-style-type: none"> • 91% Yes 	<ul style="list-style-type: none"> • 91% Yes 	N/A	N/A

ISSUES	ADMINISTRATOR	MENTOR	STUDENT	PARENT/ GUARDIAN
Recommend Mentoring to Others	<ul style="list-style-type: none"> • 100% Yes 	<ul style="list-style-type: none"> • 98% Yes • 2% No 	<ul style="list-style-type: none"> • 83% Yes • 5% No • 12% Don't know 	<ul style="list-style-type: none"> • 95% Yes • 6% Don't know
Adequate Number of Mentors Available in Community	<ul style="list-style-type: none"> • 43% Adequate • 53% Inadequate • 3% Don't know 	N/A	N/A	N/A
Mentor/Student Matching Issues Satisfaction	<ul style="list-style-type: none"> • 94% Well-matched • 75% Common interests • 67% Gender • 53% Personality style • 31% Student availability • 74% Geographic location • 14% Ethnicity • 24% Parental preference • 	<ul style="list-style-type: none"> • 97% Well-matched • 55% Common interests • 56% Gender • 42% Personality style • 28% Student availability • 63% Geographic location • 25% Ethnicity • 2% Parental preference 	<ul style="list-style-type: none"> • 83% Yes 	<ul style="list-style-type: none"> • 83% Yes
Program Advertising	<ul style="list-style-type: none"> • 62% Guidance counselors • 38% Teacher • 56% School info for selected students • 35% School to all students • 51% Word of mouth • 31% Media • 21% Other 	N/A	N/A	N/A
Initial Awareness of Program	N/A	N/A	<ul style="list-style-type: none"> • 10% Guidance counselors • 4% Teacher • 36% School info • 4% Word of mouth • 4% Media • 40% Other 	<ul style="list-style-type: none"> • 10% Guidance counselors • 4% Teacher • 36% School info • 4% Word of mouth • 4% Media • 40% Other
Student Selection/ Identification	<ul style="list-style-type: none"> • 70% Free/reduced lunch • 46% Teacher referral • 35% School/district referral • 57% Guidance Counselor referral • 7% ESOL • 3% Low test scores • 47% Parental request • 21% Other 	N/A	<ul style="list-style-type: none"> • 4% Teacher referral • 13% Guidance Counselor referral • 1% ESOL • 5% Parental request • 67% Other – Financial need, scholarship • 11% Don't know 	<ul style="list-style-type: none"> • 4% Teacher referral • 13% Guidance Counselor referral • 1% ESOL • 5% Parental request • 67% Other • 11% Don't know

ISSUES	ADMINISTRATOR	MENTOR	STUDENT	PARENT/ GUARDIAN
Goals of Mentoring Program – Top Choices	<ul style="list-style-type: none"> • 87% Long range school/career plans • 71% Academic skills • 60% Self-esteem building 	<ul style="list-style-type: none"> • 89% Long range school/career plans • 78% Self-esteem building • 65% Academic skills 	<ul style="list-style-type: none"> • 64% Long range school/career plans • 12% Self-esteem 	<ul style="list-style-type: none"> • 64% Long range school/career plans • 12% Self-esteem
Perceived Focus of Mentor Program Help	<ul style="list-style-type: none"> • 85% Develop relationship with mentor • 70% > grades • 66% > learning opportunities • 43% > self-esteem • 76% Mentor as sounding board • 78% Scholarships 	<ul style="list-style-type: none"> • 76% Develop relationship with mentor • 71% > grades • 75% > learning opportunities • 60% > self-esteem • 72% Mentor as sounding board • 78% Scholarships 	<ul style="list-style-type: none"> • 22% Develop relationship with mentor • 31% > grades • 30% > learning opportunities • 13% > self-esteem • 24% Mentor as sounding board • 68% Scholarships 	<ul style="list-style-type: none"> • 27% Develop relationship with mentor • 36% > grades • 39% > learning opportunities • 27% > self-esteem • 43% Mentor as sounding board • 63% Scholarships
Length & Frequency of Sessions Conducted	<ul style="list-style-type: none"> • 6% < 30 min • 77% 30-60 min • 10% 1-2 hours • 1% > 2 hours • 3% Do not meet weekly 	<ul style="list-style-type: none"> • 34% < 30 min • 55% 30-60 min • 9% 1-2 hours • 0% > 2 hours • 2% Do not meet weekly 	<ul style="list-style-type: none"> • 4% < 30 min • 58% 30-60 min • 17% 1-2 hours • 2% > 2 hours • 8% Do not meet weekly 	<ul style="list-style-type: none"> • 4% < 30 min • 57% 30-60 min • 20% 1-2 hours • 2% > 2 hours • 13% Do not meet weekly
Academic Intervention Resources Available	<ul style="list-style-type: none"> • 40% Worksheets etc. from teachers • 67% Individual tutor • 38% Special teacher assistance • 30% Other – study groups & computer labs • 3% None 	N/A	N/A	N/A
Measurement of Student Behavioral Changes	<ul style="list-style-type: none"> • 67% Teacher observation • 86% Attendance • 87% Disciplinary reports • 77% Grade promote/retain • 66% Suspension/expulsion • 21% Other-Mentor observation / school psychologist 	N/A	N/A	N/A
Top Three Observed Changes in Students	<ul style="list-style-type: none"> • 51% Develop long-range school/career goals • 27% Self-esteem • 15% Improved grades 	<ul style="list-style-type: none"> • 38% Develop long-range school/career goals • 28% Self-esteem • 10% Improved grades 	<ul style="list-style-type: none"> • 41% Develop long-range school/career goals • 19% Self-esteem • 15% Improved grades 	<ul style="list-style-type: none"> • 48% Develop long-range school/career goals • 17% Self-esteem • 11% No change

ISSUES	ADMINISTRATOR	MENTOR	STUDENT	PARENT/ GUARDIAN
School-wide Mentor Program Impact Satisfaction	<ul style="list-style-type: none"> • 98% Yes • 1% No 	<ul style="list-style-type: none"> • 99% Yes • 1% No 	<ul style="list-style-type: none"> • 96% Yes • 2% No • 2% Don't know 	<ul style="list-style-type: none"> • 92% Yes • 2% No • 6% Don't know
Satisfied with Mentor	N/A	<ul style="list-style-type: none"> • 94% Yes 	<ul style="list-style-type: none"> • 94% Yes • 2% No • 5% Don't know 	<ul style="list-style-type: none"> • 86% Yes • 5% No • 10% Don't know
Satisfied with Mentoring My Student	N/A	<ul style="list-style-type: none"> • 93% Yes • 6% No • 1% Don't know 	N/A	N/A
Successful Methods for Mentor Continuation	<ul style="list-style-type: none"> • 94% Student/mentor relationship • 79% Emotional gratification • 67% Long term program commitment • 8% Resume building • 1% Mentor earning class credit • 5% Tangible rewards 	<ul style="list-style-type: none"> • 89% Student/mentor relationship • 49% Emotional gratification • 65% Long term program commitment • 1% Resume building • 24% Mentor earning class credit • 28% Tangible rewards 	N/A	N/A
Student Removal from Program Without Academic Improvement	<ul style="list-style-type: none"> • 22% Always • 20% Often • 32% Sometimes • 7% Rarely • 6% Never • 14% Don't know 	N/A	N/A	N/A
Teachers Role in Mentoring Program	<ul style="list-style-type: none"> • 23% Provide academic materials • 41% Provide student grades • 25% Student referrals • 54% Current student info • 30% No role • 8% Other – As necessary • 9% Don't know 	<ul style="list-style-type: none"> • 16% Provide academic materials • 25% Provide student grades • 17% Student referrals • 37% Current student info • 43% No role • 30% Don't know 	N/A	N/A

GENERAL OBSERVATIONS

Based upon prior surveys, questionnaires had been designed to determine if these Florida mentor programs embraced nationally known Best Practice standards for mentoring. Over the past four

years, it has become evident that they do. Rather than again repeat details of the same successes, the above tables provide an encapsulation of the Best Practice information. What's new this year is an exploration into the role classroom teachers play in the mentoring programs and observable changes in students, as viewed by the four survey groups.

In the past, it has been vague as to whether teachers were integrally involved in services mentors performed with students, peripherally involved or not affiliated in any way. From these surveys we learned the following about teachers for students in the BBBS programs:

Classroom teachers can have important functions with in-school mentoring. They:

- o Refer students
- o Update on progress
- o Share materials

- Administrators see that teachers:
 - o Are a front line for providing referrals to the mentor program
 - o Provide current student progress information
 - o Share supporting academic materials such as study guides, mimeo practice test sheets, and other supplemental materials
- Mentors note that teachers assist through:
 - o Provide academic materials
 - o Share student progress information
 - o In some cases are not involved whatsoever with the program

For the TSIC program, which is mostly within secondary schools, there are somewhat different views of the teachers' roles in mentoring:

- Administrators find that the top three choices for the roles of teachers are:
 - o Provide student information to mentors
 - o Provide student progress grades
 - o Play no role at all (30%) with regard to the mentor program itself
- Mentors find teachers:
 - o Play no role in the mentor program (43%)
 - o Share current student information
 - o Don't know the teachers' roles (30%)

Another significant issue that was explored was to obtain clearer delineation on the changes that take place in the students themselves upon receiving mentoring. All four groups had input to this issue from their unique perspectives.

The adult groups – administrators, mentors and parents -- all found first and foremost that BBBS students had changes in their

self esteem, followed by improved grades and decreased behavioral issues. Students, however found that their biggest changes were in improved grades, then self-esteem and lastly more control over their behavior.

For the TSIC program, the groups all found that developing long-range school and career goals was the primary outcome of the mentoring services, followed by self-esteem and improved grades. Parents were an exception to this, in that while they agreed that long-range planning was first, self-esteem was second, and then really did not have other observations of changes the mentor program made.

CHAPTER IV – RESULTS FOR BBBS

BIG BROTHERS BIG SISTERS PROGRAM

BBBS remains one of the oldest and most widely recognized mentor programs in the United States. The program sets forth an ambitious Vision and Mission Statement for their program:

The Big Brothers Big Sisters Vision is successful mentoring relationships for all children who need and want them, contributing to better schools, brighter futures, and stronger communities for all.

The Big Brothers Big Sisters Mission is to help children reach their potential through professionally supported, one-to-one relationships with measurable impact.

These goals are defined and established for the full Big Brothers Big Sisters “core” program, which included children meeting with their “bigs” several hours each week, on and off campus, and sometimes overnight. The programs in this study are strictly in-school encounters wherein the mentoring takes place for a 30-60 minute session per week on campus. There are no other meetings between mentor and mentee for in-school program since the mentors have limited background approval and training. Variations of the in-school program have functioned with state support for less than a decade in Florida. The state supported components of the BBBS mentor program addresses only the in-school component. Ample research has elsewhere been reported by Public/Private Ventures on the impact of the full core BBBS program, which is more than a century old, see <http://www.bbbsa.org/>.

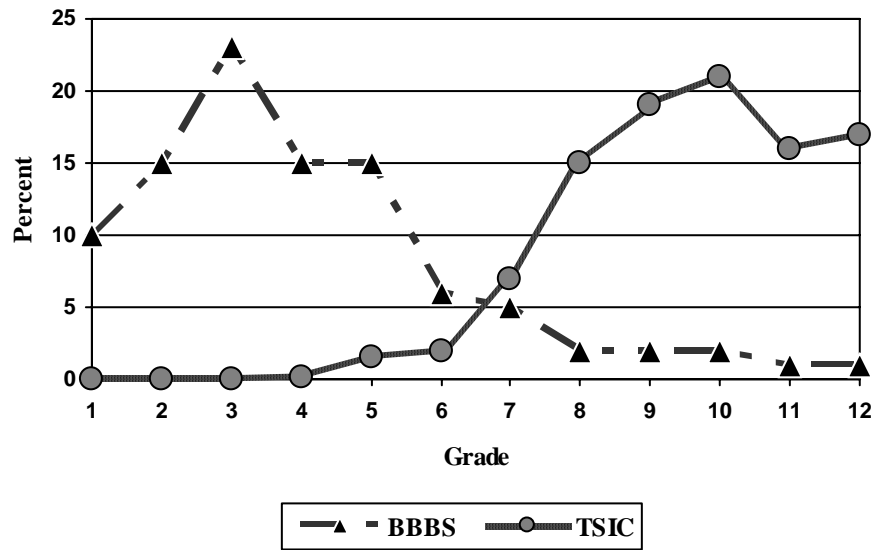
BBBS student participants in the in-school program have met with many obstacles in school and out. Their regularly encountered episodes provide fertile ground for mentoring assistance. These adults help improve the students’ reading skills. Mentors provide perspectives for students to refocus their abilities and develop healthier ways to cope with events they face routinely, and become productive individuals in the future.

Chapter IV presents discussion on the Big Brothers Big Sisters program, while Chapter V covers the Take Stock in Children Program. Since each have separate missions and divergent service populations, they are addressed separately.

While most of the students in Florida’s BBBS in-school program are in elementary school, substantial growth in the upper grades can be observed when compared to the 2002-2003 School Year. Fully 82% were in elementary, 14% were in middle school and .05% were in high school. In the current study, 80% are elementary children, 14% in middle school and 6% in high school, yielding an much greater proportion of students in secondary school during the 2003-2004 school year.

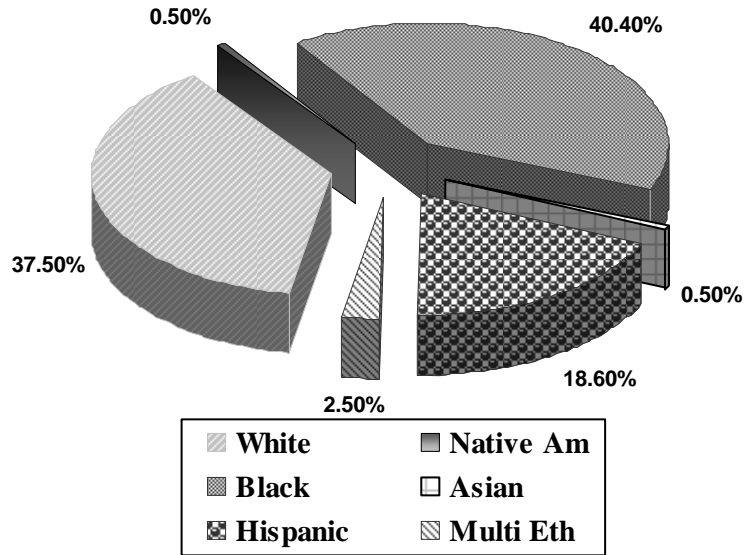
When looking at two diverse mentor programs such as Take Stock in Children and Big Brothers Big Sisters, it is important to remain aware of the many differences between the two, and thus minimize the tendency to compare results. Figure 1 shows the grade-by-grade participation of mentored students for the two programs, and clearly demonstrates how BBBS focuses on young children, while TSIC primarily serves secondary students.

Figure 1: Mentor Program Student Enrollment by Grade



As we have seen from demographics provided in Chapter II, slightly more than half of the students served are boys, over three-fourths continue to be eligible for free and reduced lunch programs, and there is a higher than average ratio of Black students (40%) compared to 24% statewide as shown in Figure 2, following.

Figure 2: BBBS 2003-2004 Enrollment by Ethnicity



Today, the eight most populated in-school legislatively-funded BBBS Florida programs are located in:

- ❑ Miami-Dade (19%)
- ❑ Broward (11%)
- ❑ Brevard (6%)
- ❑ Escambia (6%)
- ❑ Hillsborough (6%)
- ❑ Lee (6%)
- ❑ St. Lucie (6%)
- ❑ Sarasota (6%)

The remaining counties with BBBS programs represent (34%) of the in-school program. Approximately two-thirds of the BBBS students are in these few districts, several of which are in the southeastern part of Florida.

RESULTS FROM EDW DATABASE – PRELIMINARY BEHAVIORAL RESULTS

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PROMOTION BY GRADE

BBBS students have been selected to participate within the in-school mentoring program because they are in need on multiple

It should be no surprise that their measures shown in this section are not on the same level as all students in the same grades. One of the purposes of the mentor programs is to enhance both the achievement and the behaviorally skills... In no instance did the BBBS students have similar promotion rates compared to all students.

dimensions. Both behavioral situations and academic achievement generally stand out as encountering difficulties. It should be no surprise that their measures shown in this section are not on the same level as all students in the same grades. One of the purposes of the mentor programs is to enhance both the achievement and the behaviorally skills. At this point, we do not have data regarding the length of time any of the children have been served by the mentoring program. Data from the 5th report was hoped to provide information regarding the duration of mentoring for each child. Unfortunately, the tagged information from this first year effort to use the Florida DOE PK-12 Student Database Survey 5 Report was incomplete and so no information on the duration of service by mentors is yet available. Some students listed as BBBS children may have been assisted for only a few weeks, while others have been in the program for a year or more.

In no instance did the BBBS students have similar promotion rates compared to all students. Particularly disheartening was the 9th grade result, often the first year of high school, where slightly more than half the students were promoted. The 5th grade BBBS students attained almost the same promotion rate as all other 5th graders.

Promoted totals shown in the table below include the categories of students promoted with “good cause exemptions” as well as students promoted “administratively”.

Table 10: Percentages BBBS vs. State Promotions/Non-Promotions²

GRADE/ (BBBS COUNT)	BBBS PROMOTED	STATE PROMOTED	BBBS NON- PROMOTED	STATE NON- PROMOTED
PreK (2)	N/A	N/A	N/A	N/A
Kindergarten (60)	N/A	N/A	N/A	N/A
1 (221)	83%	92%	17%	8%
2 (314)	90%	95%	10%	5%
3 (481)	80%	89%	20%	11%
4 (322)	95%	98%	5%	3%
5 (318)	97%	98%	3%	2%
6 (131)	91%	95%	9%	5%
7 (103)	91%	95%	9%	5%
8 (51)	92%	96%	8%	4%
9 (34)	62%	78%	38%	23%
10 (41)	88%	87%	12%	13%
11 (21)	86%	89%	14%	11%
12 (25)	92%	94%	8%	6%
Total (2,124)	89%	92%	11%	8%

² Calculations do not include those students who are not enrolled in the end of the year counts.

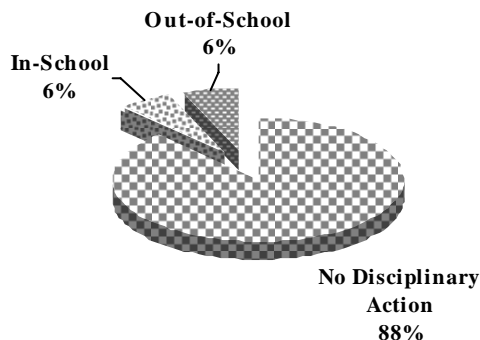
DISCIPLINARY ACTIONS

While academic performance improvements may have lagged, the BBBS mentored children had significantly fewer disciplinary reports filed than all students in school. Not only are the disciplinary actions fewer, there has been a consistent trend over the past three years for the BBBS students to have lower and lower rates of disciplinary action, refer to Chapter VI for further information. Sixty-two percent of the in-school suspensions and 67% of the out-of-school suspensions took place in 1st grade for BBBS students.

Table 11: Big Brothers Big Sisters Disciplinary Action

DISCIPLINARY ACTION	STATEWIDE	BBBS
Any Disciplinary Action	19%	12%
In-School Suspensions	10%	6%
Out-Of-School Suspensions	9%	6%
Corporal Punishment	0.4%	0
Expulsion	0.04%	0

Figure 3: BBBS 2003-2004 Disciplinary Actions



ATTENDANCE

While consistent attendance for at-risk children has been a big problem, improved attendance rates are evident. The statewide average for school attendance is 170 days of a 180 school year, or 94.2% of the students attend at least 170 days. Children in the BBBS program were in attendance for 168.2 days of the 2003-2004 school year, or **93.4%** of the time. This is a substantial increase from the 84% attendance rate in the 2001-2002 School Year. This point will be further discussed in Chapter VI.

FCAT RESULTS

While FCAT scores are low, Gain Scores show promise in terms of accelerated growth by the mentored students.

Three FCAT measures presented for each grade: Mean Scale Score, Achievement Level, and Gain Score. The Mean Scale Scores directly relate to one of the five levels of FCAT achievement, with the Department of Education desiring Level Three or higher. This further relates to the No Child Left Behind legislation views of annual yearly progress (AYP) of school performance. The third measure is Gain Scores, wherein each child's current test score is contrasted with their prior years' achievement (hence no 3rd grade Gain Scores exist). It is the Gain Scores that best reveal how well BBBS students are progressing in school.

Table 12 presents the percent of BBBS students scoring at Level 3 or higher in Reading, and indicates that these students are achieving below the statewide population. However, when Gain Scores are considered, one observes that the mentored students are

making progress, and in 4th, 7th and 10th grades have Gain Scores that exceed the statewide averages.

In the FCAT mathematics subtest, as shown by Table 13, the BBBS students demonstrate greater gains for 4th and 7th grades compared to the state averages. In the other grades, the BBBS students are not trailing statewide averages by very much.

Student Gain Scores are reflective of individual growth and achievement from their prior year's testing on FCAT. Gain Score calculations are based upon each child's standardized Developmental Scale Score (DSS) as derived from the annual Mean Scale Score.

Table 12: Big Brothers Big Sisters 2003-2004 Reading FCAT – Mentored vs. All Students by Grade

Grade	# of Students ⁵		Mean Scale Score		% of Students Achievement Level Three and Above		Gain Score	
	Mentored	All	Mentored	All	Mentored	All	Mentored	All
3	466	206,435	264	303	39	64	N/A	N/A
4	312	176,148	294	318	51	64	236	218
5	310	196,434	256	294	36	52	40	60
6	130	199,083	258	297	27	46	89	98
7	91	201,346	269	298	29	50	109	89
8	49	197,778	257	295	29	56	81	105
9	33	214,994	271	295	6	55	-9	5
10	35	166,955	280	300	20	63	94	74

Table 13: Big Brothers Big Sisters 2003-2004 Math FCAT – Mentored vs. All Students by Grade

Grade	# of Students		Mean Scale Score		% of Students Achievement Level Three and Above		Gain Score	
	Mentored	All	Mentored	All	Mentored	All	Mentored	All
3	467	206,534	271	310	38	64	N/A	N/A
4	311	176,316	280	312	41	64	135	132
5	206	196,233	288	322	26	52	154	167
6	130	198,905	260	301	18	46	26	34
7	91	201,188	270	299	24	50	119	115
8	48	197,646	273	311	31	56	103	106
9	32	214,168	273	296	32	55	46	50
10	36	166,227	301	323	37	63	55	60

⁵ The numbers of BBBS students portrayed as taking FCAT includes those who took either or both subtests. For grades 9 and 10, where fewer than 40 students statewide were involved, readers should avoid reaching any conclusions of significance.

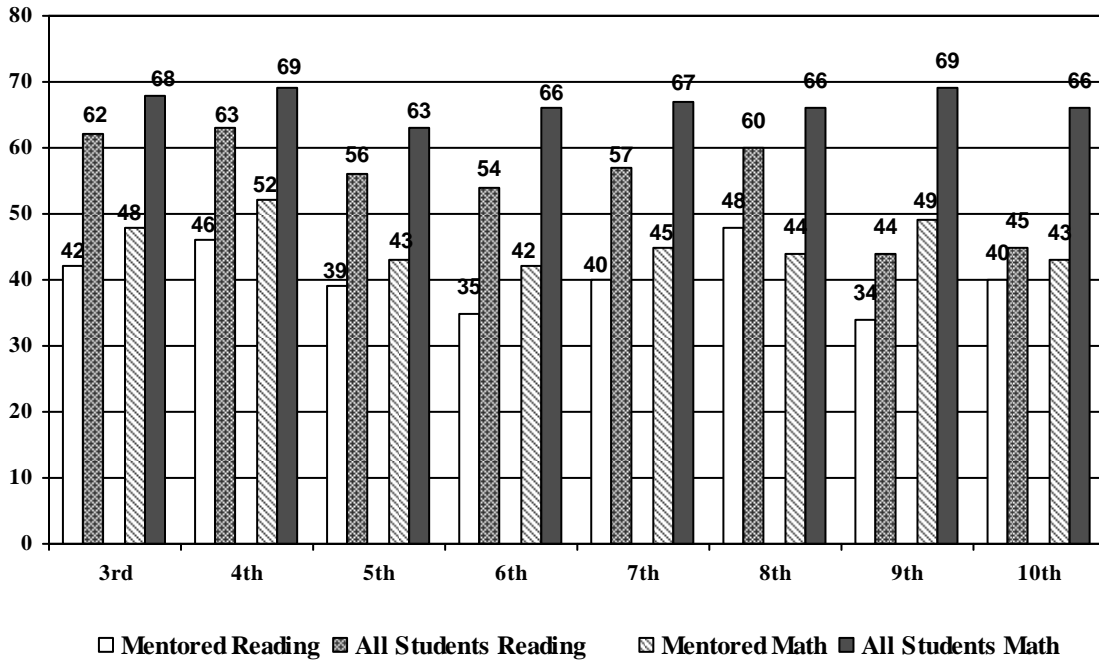
Not only do Florida students take the “high stakes” FCAT examinations for each grade between three and ten, another battery of tests compares their achievement to nationally normed averages. Table 14 presents the BBBS mentored students’ results on the Norm Reference Tests (NRT).

If it were possible to have Gain Scores available for the NRT, comparisons of the same students as they progressed through grades would be possible. But there are no Gain Scores for the NRT per se. Instead, reviewing NRT percentile scores in Reading and Math, showed mentored students to have lower Mean Scale Scores than the national average, for the same reasons as described for the FCAT above. There is an attempt to construct a longitudinal comparison for the mentored students in Chapter VI. It uses data from the prior years’ research (2001-2002, and 2002-2003 as well as current data) of NRT results for mentored students. This discussion illuminates how well the mentor programs are working for these BBBS students.

Table 14: Big Brothers Big Sisters 2003-2004 NRT Percentiles – Mentored vs. All Students by Grade

Grade	Reading # of Students		Reading Mean Scores		Math # of Students		Math Mean Scores	
	Mentored	All	Mentored	All	Mentored	All	Mentored	All
3	481	205,797	42	62	481	205,804	48	68
4	322	175,579	46	63	322	175,629	52	69
5	318	195,541	39	56	318	195,535	43	63
6	131	197,279	35	54	131	197,130	42	66
7	103	199,038	40	57	103	198,949	45	67
8	51	195,605	48	60	51	195,564	44	66
9	34	204,032	34	44	34	203,775	49	69
10	41	160,636	40	45	41	160,458	43	66

Figure 4: BBBS vs. All NRT Reading/Math Mean Percentiles by Grade



The Mean Scale Scores for both Reading and Mathematics provide just the raw value of academic test performance. Recalling that there currently is not adequate information available regarding *how long* the mentored students have received additional assistance, the dichotomy of results shown between behavior and academic achievement deserves attention. BBBS programs have traditionally served the whole person, and focused upon life issues that stand in the way of performance, which in these school programs includes academic performance.

There were two factors impacting data collection regarding information on ‘length of time in mentor program’. It was the first year this data element had been requested. Had Florida not encountered repeated hurricanes which at least closed many schools, faculty might have been able to turn in more complete information.

The NRT provides a view of how Florida’s students perform in relation to the nation. The mean score percentiles indicate how reading and math abilities for Florida’s students are in comparison to the rest of the county, with a score of 50 being the average achievement.

Further discussion which provides a longitudinal perspective of these achievement indicators is provided in Chapter VI.

CHAPTER V – RESULTS FOR TSIC

TAKE STOCK IN CHILDREN PROGRAM

Unlike Big Brothers Big Sisters which is a national organization, Take Stock in Children is a Florida-based organization that began in the 1990's. TSIC works with secondary children whose families have not been exposed to a college education. These mentored students in most cases will be the first in their family to go on to college, and in some cases, to even graduate from high school. The children are from low income families, all of whom meet Federal poverty guidelines and are therefore eligible for free and reduced lunch programs.

TSIC has developed a four tier structure for student selection to be considered for selection. Overall, all students must have at least a 2.0 GPA, since this is one of the criteria for the Florida Prepaid Scholarship Program. Student attendance and behavior records are also reviewed. The four categories into which students are placed are as follows:

- ⊙ Type 1 – Students not likely to drop out and are likely to continue with post-secondary education;
- ⊙ Type 2 – Students are not likely to drop out of high school but are not likely to continue with post-secondary education;
- ⊙ Type 3 – Students are likely to drop out of high school and not likely to participate in post-secondary education, and
- ⊙ Type 4 – Students are extremely at risk and require intensive support services.

Each year, TSIC selects 90% of their new mentee candidates from grades 6-9, in specified proportions to the above-noted success-potential categories: Type 1= 10%; Type 2= 70%; Type 3= 20% and Type 4= none. This demonstrates an organizational commitment to focus principally on students who have the ability to be successful in college or other post-secondary programs, but have yet to become assured that they can make it. TSIC also serves a proportion who are likely to make it anyway, and a significant number who are indeed borderline academically/behaviorally but who the program feels they can assist in becoming successful adults. TSIC makes no apologies for not serving the extremely at-risk student and leaves that activity to other organizations' missions.

Another substantial difference which has been mentioned earlier, is the ages/grades of students served by TSIC compared to BBBS. Figure 1 in Chapter IV displays how BBBS is principally an elementary program which TSIC is mainly focused on secondary students.

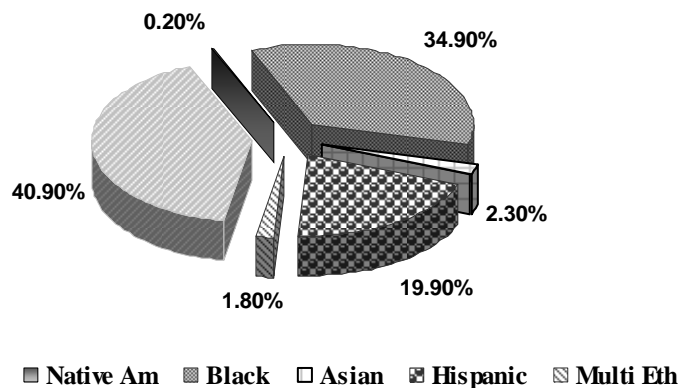
TSIC mentors sign contracts to work with individual children on a weekly basis in school. From the outset, it is understood that the mentor will work with their child through his/her high school years until graduation.

In most cases, local TSIC programs operate through “educational foundations” established with community sponsors. Each year, the local organizations raise funds to enable additional college scholarships to be awarded. The funding base determines the number of students able to participate in the programs in any year. No two years of funding mirror one another.

TSIC mentors sign contracts to work with individual children on a weekly basis in school. From the outset, it is understood that the mentor will work with their child through his/her high school years until graduation. In some instances, the mentors continue to be a friend with their mentee through the college experience as well. Some mentors have returned to TSIC after their mentee has graduated and sought out a new student to again follow for several years through graduation.

For the 2003-2004 School Year, a broad range of ethnicity represented, with only slightly higher proportions of Black, Hispanic, multi-ethnic and Native American in the program than the general student population. Figure 5 depicts the percent of students by race in the program for 2003-2004.

Figure 5: TSIC 2003-2004 Enrollment by Ethnicity



Since the goal of local foundations using the TSIC program is to award college scholarships to the mentees, children are

identified for a selection process. Requirements for selection include academics, good school behavior, free and reduced lunch eligible, and likely candidates for college enrollment. They are more consistently average/higher performing on standardized tests and receiving satisfactory grades.

TSIC operates in nearly all counties in the state, sometimes through multi-district consortia. The statewide program, which is based in Fort Lauderdale¹⁰, has a goal of providing the TSIC program to students in every school district in the near future. Additional program information can be found at <http://www.takestockinchildren.com>.

For this report, data are available for programs in 53 counties. Programs exist in several other counties and three university lab schools, but no data were available for them. The five largest programs occur in: Hillsborough (13%); Duval (9%); Miami-Dade (7%); Palm Beach (6%), and Monroe (5%)

About 40% of all TSIC receive services in these five counties, with the remaining students widely spread through the remaining counties.

***RESULTS FROM EDW DATABASE –
PRELIMINARY BEHAVIORAL RESULTS***

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PROMOTION BY GRADE

Because TSIC mentees were selected as likely to be successful in college, it should come as no surprise that the promotion rate for the mentored students is substantially higher than the general rate, grade-by-grade, with the exception of 5th grade where three TSIC students were retained. A serious look at the TSIC program would focus predominantly on grades seven and onward. For that group, the proportion of TSIC students promoted is higher than the statewide averages.

Regular academic success is a significant part of the TSIC program. Part of the program agreement signed by students and their parents/guardians is to maintain attendance, earn satisfactory grades and uphold good behavior. Those who do not comply are asked to leave the program, as reported by mentor program administrators through the Best Practice surveys. Promotion totals shown in the table below include

¹⁰ TSIC state headquarters began a corporate move from Jacksonville to Ft. Lauderdale at the end of 2004.

students who were promoted with “good cause exemptions” as well as those students promoted administratively. Note that TSIC students are rarely represented in grades 2-5 as the program has a strong emphasis on secondary education in most locales.

Table 15: Percentages TSIC vs. State Promotions/Non-Promotions¹¹

GRADE/ (TSIC COUNT)	TSIC PROMOTED¹²	STATE PROMOTED	TSIC NON- PROMOTED	STATE NON- PROMOTED
2	N/A	95%	N/A	5%
3	N/A	89%	0%	11%
4 (21)	100%	98%	0%	3%
5 (52)	94%	98%	6%	2%
6 (64)	97%	95%	3%	5%
7 (247)	99%	95%	1%	5%
8 (530)	99%	96%	1%	4%
9 (673)	90%	78%	9%	23%
10 (725)	92%	87%	8%	13%
11 (571)	95%	89%	5%	11%
12 (599)	99%	94%	1%	6%
Total 3,483	95%	92%	5%	8%

DISCIPLINARY ACTIONS

Overall, TSIC students are involved with disciplinary actions far less frequently than students statewide. With the incentive of a possible college scholarship and potential to become ineligible for the program’s services, TSIC students strive to maintain their discipline. Table 16 below shows the frequency of disciplinary encounters that TSIC students incur. Figure 6 depicts the suspension frequency for these students.

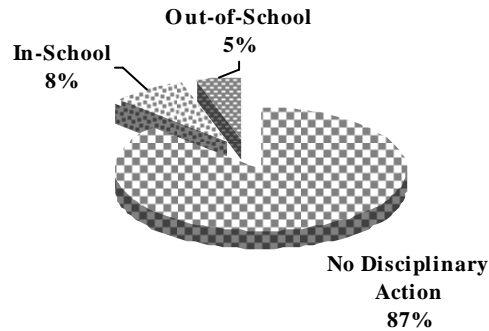
Table 16: Take Stock in Children Disciplinary Action

DISCIPLINARY ACTION	STATEWIDE	TSIC
Any Disciplinary Action	19%	13.8%
In-School Suspensions	10%	8.4%
Out-Of-School Suspensions	9%	5.2%
Corporal Punishment	0.4%	.1%
Expulsion	0.04%	.1%

¹¹ Calculations do not include those students who are not enrolled in the end of the year counts.

¹² Promoted totals include those students promoted with good cause exemptions as well as those students who are promoted administratively.

Figure 6: TSIC 2003-2004 Disciplinary Actions



ATTENDANCE

TSIC students annually are very close to the state average for attendance. The statewide average for school attendance in 2003-2004 was 170 days of a 180 school year, or 94.4% of the students attend at least 170 days. Children in the TSIC program were in attendance for 167 days of the 2003-2004 school year, or **93.7%** of the time. This compares to the TSIC attendance rate for 2001-2002 of 93% (167 days) attendance for 2001-2002.

FCAT RESULTS

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FCAT results for TSIC students show how selecting academically high-achieving students for the mentor program automatically yields high test scores. From sixth grade on, mean scale scores on FCAT are higher for TSIC students than the overall student population. The proportion at Level 3 and above is often higher grade-by-grade than all other students. This year, TSIC students had a lower proportion (less than half!) meeting Level Three or higher in grades 4, 5, 9 and 10. Most TSIC programs identified students in middle school or later (with a few exceptions) since it is difficult to reliably predict college success at the elementary school level. With TSIC students selected as likely college candidates, their academic scores tend to be higher than average students overall.

From sixth grade on, mean scale scores on FCAT are higher for TSIC students than the overall student population.

Table 17: Take Stock in Children 2003-2004 Reading FCAT – Mentored vs. All Students by Grade

GRADE	# OF STUDENTS ¹³		MEAN SCALE SCORE		% OF STUDENTS ACHIEVEMENT LEVEL 3 & ABOVE		GAIN SCORE	
	Mentored	All	Mentored	All	Mentored	All	Mentored	All
3	N/A	206,435	N/A	303	N/A	64	N/A	N/A
4	20	176,148	290	318	45	64	349	218
5	48	196,434	264	294	27	52	23	60
6	59	199,083	304	297	65	46	81	98
7	243	201,346	318	298	65	50	76	89
8	512	197,778	316	295	57	56	100	105
9	646	214,994	316	295	43	55	2	5
10	696	166,955	314	300	39	63	74	74

TSIC students are often higher than average performing students and so they do not have as much room to grow their test scores. Therefore, their Gain Scores do not reflect the sometimes larger gains that other students exhibit.

Note that while the DOE’s Student Assessment Office reports refer to both Reading and Mathematics scores as “medians”, they are in fact calculated as mean scores.

Table 18: Take Stock in Children 2003-2004 Math FCAT – Mentored vs. All Students by Grade

GRADE	# OF STUDENTS		MEAN SCALE SCORE		% OF STUDENTS ACHIEVEMENT LEVEL 3 & ABOVE		GAIN SCORE	
	Mentored	All	Mentored	All	Mentored	All	Mentored	All
3	N/A	206,534	N/A	310	N/A	64	N/A	N/A
4	20	176,316	290	312	60	64	229	132
5	48	196,233	296	322	25	52	178	167
6	59	198,905	308	301	49	46	53	34
7	243	201,188	318	299	64	50	109	115
8	511	197,646	330	311	65	56	107	106
9	646	214,168	318	296	74	55	46	50
10	693	166,227	333	323	75	63	63	60

Information regarding TSIC student achievement on nationally

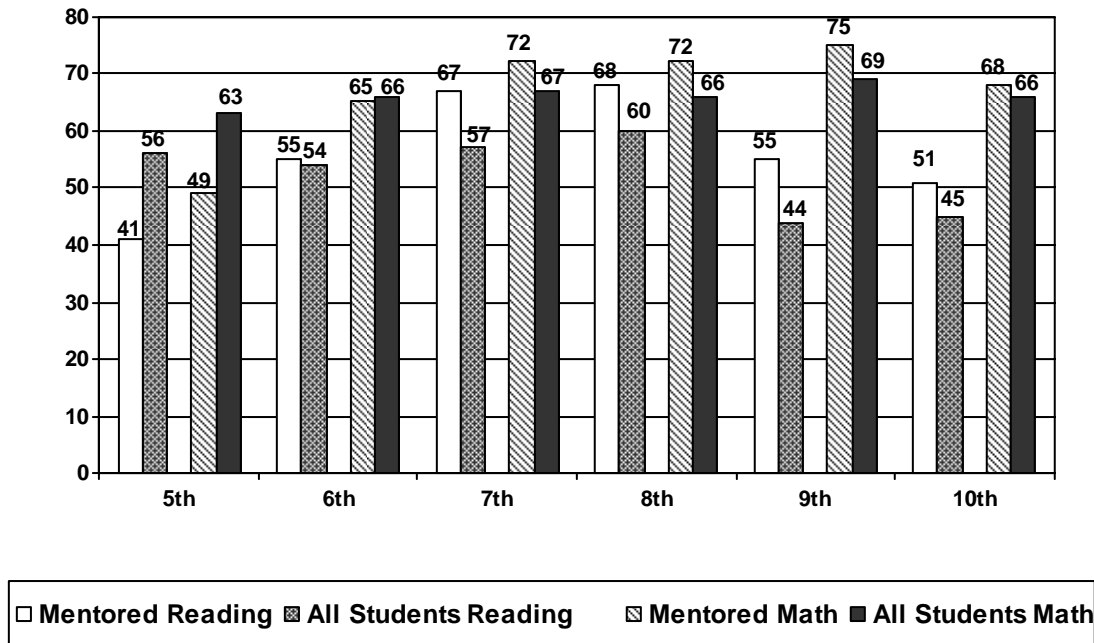
¹³ The numbers of TSIC students portrayed as taking FCAT includes those who took either or both subtests. For grades 3 and 4, where fewer than 30 students statewide were involved, readers should avoid reaching any conclusions of significance.

Norm-Referenced Tests is shown in Table 19. After 5th grade, TSIC students scored better than all Florida students, and also were above the national means, for both Reading and Math.

Table 19: Take Stock in Children 2003-2004 NRT Percentiles – Mentored vs. All Students by Grade

GRADE	READING # OF STUDENTS		READING MEAN SCORES		MATH # OF STUDENTS		MATH MEAN SCORES	
	Mentored	All	Mentored	All	Mentored	All	Mentored	All
3	N/A	205,797	N/A	62	N/A	205,804	N/A	68
4	21	175,579	43	63	21	175,629	48	69
5	52	195,541	41	56	52	195,535	49	63
6	64	197,279	55	54	64	197,130	65	66
7	247	199,038	67	57	247	198,949	72	67
8	531	195,605	68	60	531	195,564	72	66
9	686	204,032	54	44	686	203,775	75	69
10	741	160,636	51	45	741	160,458	68	66

Figure 7: TSIC vs. All NRT Reading/Math Mean Percentiles by Grade



Reflecting on test results overall yields several views of student achievement. There are Mean Scale Scores for both Reading and Mathematics which provide a raw value of test performance. These Mean Scale Scores directly relate to one of the five levels of FCAT achievement. Level 3 or higher is considered on or above grade level. These values further relate to the No Child

Left Behind legislation views of annual yearly progress (AYP) of school performance.

Student Gain Scores reflect grade cohort growth and achievement from the prior year’s testing on FCAT. Gain Score calculations are based upon compilation of each child’s standardized Developmental Scale Score (DSS) as derived from the annual Mean Scale Score.

The NRT provides a view of how Florida’s students perform in relation to the nation. The mean score percentiles show where reading and math achievement for Florida’s students is in comparison to the rest of the county, with a score of 50 being the national average achievement.

Table 20: Prior Years’ FETPIP Data for Take Stock in Children Graduates

TOPIC	ALL GRADS 2003	TSIC GRADS 2001	TSIC GRADS 2002	TSIC GRADS 2003
Employed at least part-time	54%	63%	57%	60%
4th Quarter Earnings	\$4,075	\$4,452	\$4,208	\$3,821
Enrolled in Continuing Education	60%	63%	67%	61%
Receiving Public Assistance	4%	6%	7%	8%

TSIC FETPIP INFORMATION

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Each year, the Florida Take Stock in Children administrative office supplies graduating student information to the Florida Department of Education’s Education Training Placement Information Program (FETPIP) program. FETPIP provides a view into how previously graduated students perform. Information for the 2003-04 was not obtained because external factors prevented the request from being made. The well-known Florida hurricane season provided a direct hit to the TSIC administrative offices, which had just relocated from Jacksonville to Fort Lauderdale – directly into the line of fire for an array of severe storms. Between the move and the storms, no FETPIP analysis took place for 2003-2004. Rather than omit the

section, this important perspective as presented last year is again repeated in Table 20 above and the analysis below.

“TSIC students are more frequently employed than all high school grads from 2003, but are earning slightly less. They are enrolled in post-secondary education programs at a slightly higher rate. They are receiving public assistance at twice the rate of all high school grads.

In comparison to prior years' TSIC students, the **2003** group appears to be struggling slightly more. Additional FETPIP information indicates that the TSIC grads have a slightly lower proportion earning more than the minimum wage (\$5.15/hour) than all students (28% of TSIC compared to 32% of all students). Considering backgrounds of these mentored children, the possibility is high that most, if not all could have left school without graduating and possibly not begun post-secondary education and work, but instead receive public assistance or become incarcerated. Having only slightly higher rates than the general population for public assistance is very positive.

As always, FETPIP data are impacted greatly by the churning effect of the state and national economies, as well as by ongoing changes in the lives of these young adults. It takes several years to generate a complete and accurate picture, and it is still too early to reach conclusions.

CHAPTER VI – LONGITUDINAL VIEW

PREFACE

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With data available on many student performance themes through four years of research, longitudinal fluctuations are beginning to become observable. Recall that the first mentor report (School Year 2000-2001) focused on a small, non-representative sample of mentor programs in only 19 school districts. Data from that year include only behavioral information.

Preliminary research included: HOSTS, BBBS and TSIC. With the HOSTS program not supported by Legislative supplements since the 2001-2002 School Year, it has not been included in the current study. Individual data for mentored students in the TTRM program continue to be unavailable. Thus, the longitudinal view provided in this chapter includes only programs – BBBS and TSIC.

The following data element comparisons have been compiled over the past four years for the largest two mentor programs studied, BBBS and TSIC versus results for all public school students.

Consistent data elements are now available for comparisons across an array of academic and behavioral issues for BBBS and TSIC students since the turn of the century.

Table 21: Longitudinal Data Elements

ISSUE	2000-2001	2001-2002	2002-2003	2003-2004
DEMOGRAPHICS				
Gender	--	✓	✓	✓
Ethnicity	--	✓	✓	✓
Free/Reduced Lunch Eligibility	--	✓	✓	✓
Enrollment By Grade	--	✓	✓	✓
BEHAVIORAL ISSUES				
Attendance	--	✓	✓	✓
In-School Suspension	✓	✓	✓	✓
Out-Of-School Suspension	✓	✓	✓	✓
Corporal Punishment	✓	--	✓	✓

ISSUE	2000-2001	2001-2002	2002-2003	2003-2004
Expulsion	--	✓	✓	✓
Promotion	✓	✓	✓	✓
Retention	✓	--	✓	✓
TEST RESULTS				
FCAT Gains	--	✓	✓	✓
FCAT Math Scale Scores	--	✓	✓	✓
FCAT Reading Scale Scores	--	✓	✓	✓
NRT Math Mean Percentiles	--	✓	✓	✓
NRT Reading Mean Percentiles	--	✓	✓	✓

Beginning with the third year of data analysis, the Education Data Warehouse of the Florida Department of Education was able to supply consistently matched sets of student data for both BBBS and TSIC. Nonetheless, it has never been the purpose of this research effort to develop comparisons across various mentor programs, because the missions for each of the programs are distinctive. Thus, separate reviews of student changes for each program are provided below.

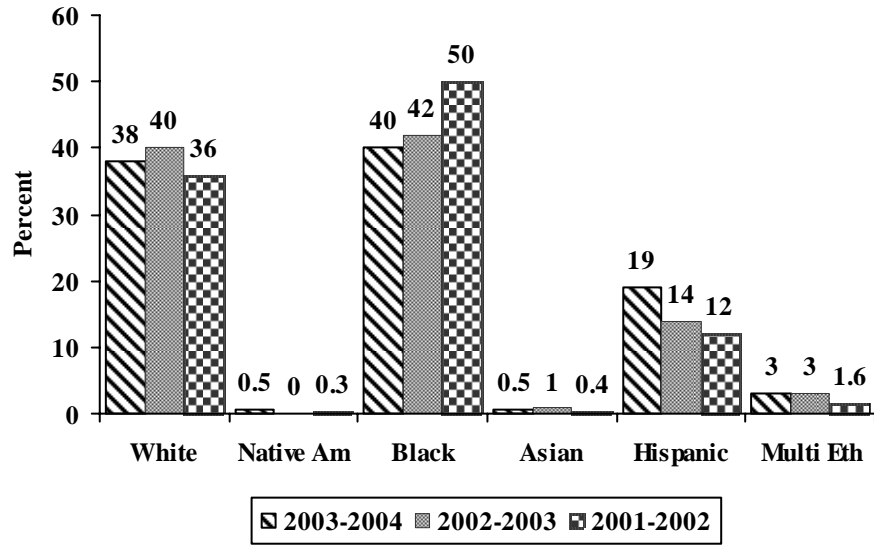
***BIG BROTHERS BIG SISTERS
LONGITUDINAL VIEW***

DEMOGRAPHICS

While gender information was not collected for the preliminary study, information for School Year 2001-2002 showed an even split for boys and girls served. In SY 2002-2003, a slight surge in the male population resulted in 53% of the BBBS students being boys and 47% girls. In the 2003-2004 School Year, the population returned to an even balance between boys and girls.

The ethnic breakdown shows a gradual rise in Hispanics served and a decline in the proportion of Blacks who are in-school mentored. See Figure 8 below.

Figure 8: BBBS Percent Enrollment by Ethnicity

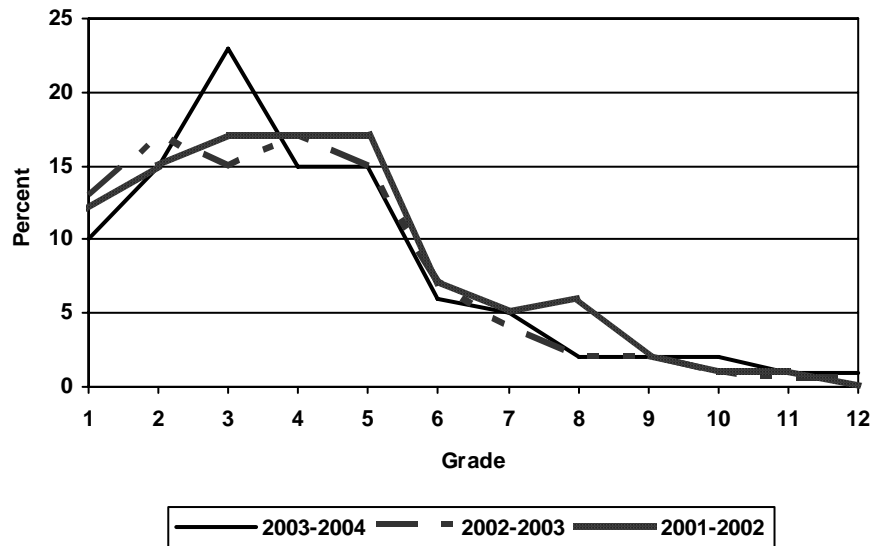


BBBS students have consistently been almost exclusively enrolled in elementary programs. Minority proportions served have shifted consistently with state trends.

BBBS students predominantly were eligible for Free/Reduced Lunch programs. In SY 2001-2002 there were 81% eligible and in 2002-2003 the proportion dropped slightly to 78% and remained about the same for 2003-04 at 77.3%.

Each year BBBS students predominantly participate in the In-school mentor program in the elementary grade levels, (Figure 9). Less than 10% of the students served are in 8th grade or higher.

Figure 9: BBBS Multi-Year Enrollment by Grades



Behavioral issues show marked progress! Average Attendance has steadily improved. The Promotion rate is stable. Suspensions and Expulsions are down dramatically for BBBS mentored students.

BEHAVIORAL ISSUES

Although some data elements were available for the 2000-2001 School Year, the information was only from a small sample of districts statewide. Shading in Table 22 below indicates readers should use caution when considering those particular non-representative values for comparisons. Starting with the 2001-2002 School Year information available is more representative of statewide BBBS program populations. For disciplinary actions (suspensions, expulsion and corporal punishment) there are gradual declines observed. Attendance rates show significant improvement each year. The promotion rate has remained relatively stable.

Table 22: BBBS Behavioral Measures by Year

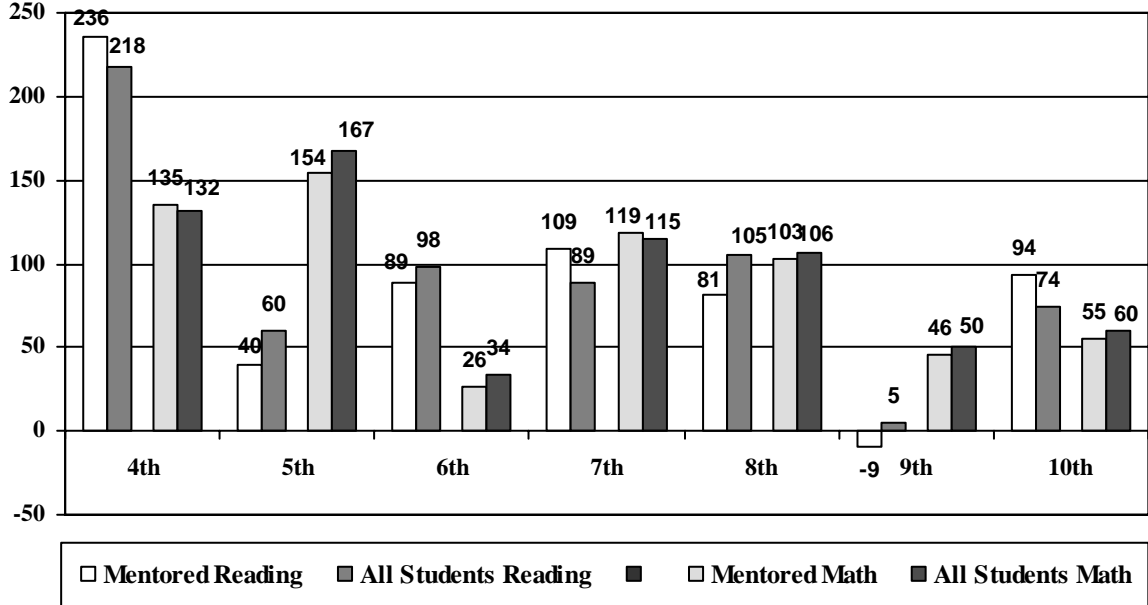
ISSUE	2000-2001	2001-2002	2002-2003	2003-2004
Attendance	N/A	84%	92.2%	93.4%
Promotion	86%	89.8%	88%	89%
Retention	10.9%	N/A	12%	11%
In-School Suspension	4.8%	10.9%	8%	6%
Out-Of-School Suspension	9.3%	15.5%	14%	6%
Corporal Punishment	0	N/A	0.3%	0
Expulsion	N/A	0.1%	0	0

TEST RESULTS

Within FCAT, the Gain Scores provide viewers with information on how students are achieving in Reading and Mathematics, compared to their grade cohort's previous years' test performance. Gain Scores were calculated for the first time in SY 2001-2002. Those Gain Scores measured growth from 2000-2001 to 2001-2002.

Change rates for BBBS student Gain Scores are shown in relation to the overall population, for both Reading and Math. BBBS test progress has similar characteristics as the general population. In grades where all children made positive advances, BBBS students also had similar gains. In grades where all children had lesser gains, so too did the BBBS students. However, for 4th and 7th grades, BBBS students showed greater gains from their previous year's FCAT in both Reading and Math, than did the population of regular students.

Figure 10: BBBS vs. All FCAT Math/Reading Gain Scores by Grade



For Norm-referenced test results, greater Reading gains are being made by BBBS students advancing from 3rd to 4th grade and from 7th to 8th grade than regular student academic achievement. Math gains are also larger for the BBBS group in 4th grade. The same is essentially true for FCAT scores.

Special attention should be paid to Norm-Referenced Test (NRT) mean score changes. These subtests are designed to compare students taking the test with a national sample in the same grades for Reading and Math. Much like the FCAT test score results, the BBBS mentored students consistently have lower standard scores than students in the Florida general population. When examining changes in NRT mean scores from 2002-2003 to 2003-2004, mean score changes are similar to the FCAT gain scores. A clear trend continues to be displayed by greater Reading gains being made by BBBS students advancing from 3rd to 4th grade and from 7th to 8th grade than regular student academic achievement. Math gains are also larger for the BBBS group in 4th grade and 9th grade, although the latter can be ignored since so few students are served by BBBS at that level. In most other grades, BBBS student gain scores were about the same or slightly worse than regular students. Figure 11 shows the relationship between NRT Mean Reading Score growth for a two-year observation period. Each pair of data portrayed indicates the change in the mean NRT score between two grades for essentially the same group of children – BBBS mentored children or all children when tested in the subsequent grade. Some caveats apply. Because Florida is a state of substantial growth and change, not all 4th grade children in the 2003-2004 BBBS group were necessarily in the mentoring program in 3rd grade during the previous 2002-2003 School Year. Similarly, the statewide population of 4th graders in the Spring of 2004 has some different children than those who were 3rd graders during the Spring 2003

NRT testing period. And technically, the NRTs are not statistically equated one to another to assure valid and reliable cross-grade comparisons (as can be done for the FCAT Gain Score). All this means that the growth comparisons provided here are approximate. Still, this provides an important picture of stability for the overall population, AND several points of dramatic growth for the mentored group.

Figures 11 and 12 provide comparisons for NRT Reading and Math tests for BBBS. Still, caution is urged in drawing conclusions from these data. Cohort analysis is complex and requires more data than are available now.

Figure 11: BBBS NRT Reading Mean Score Changes Between Paired Grades for 2002-2003 and 2003-2004

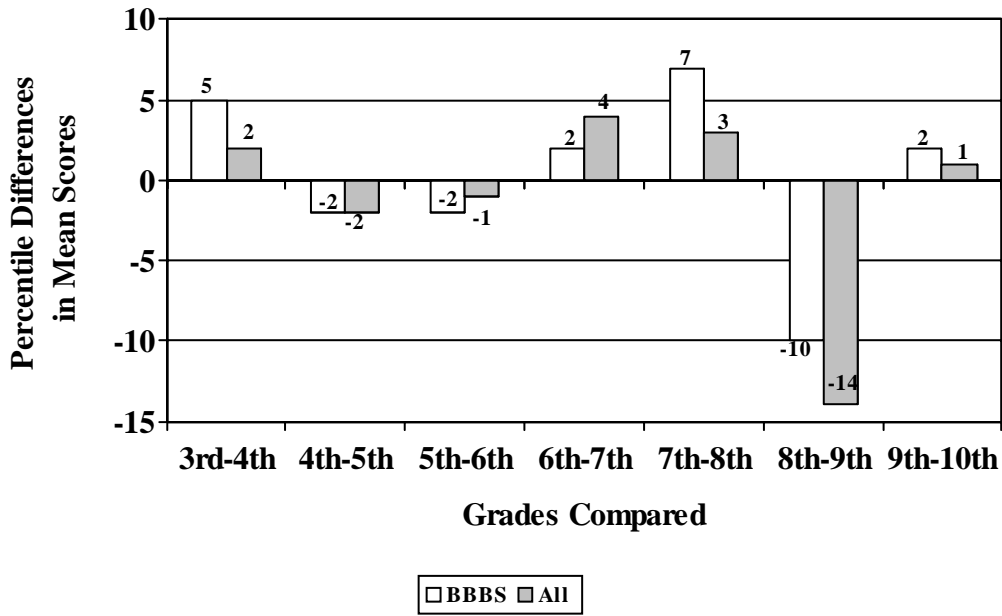
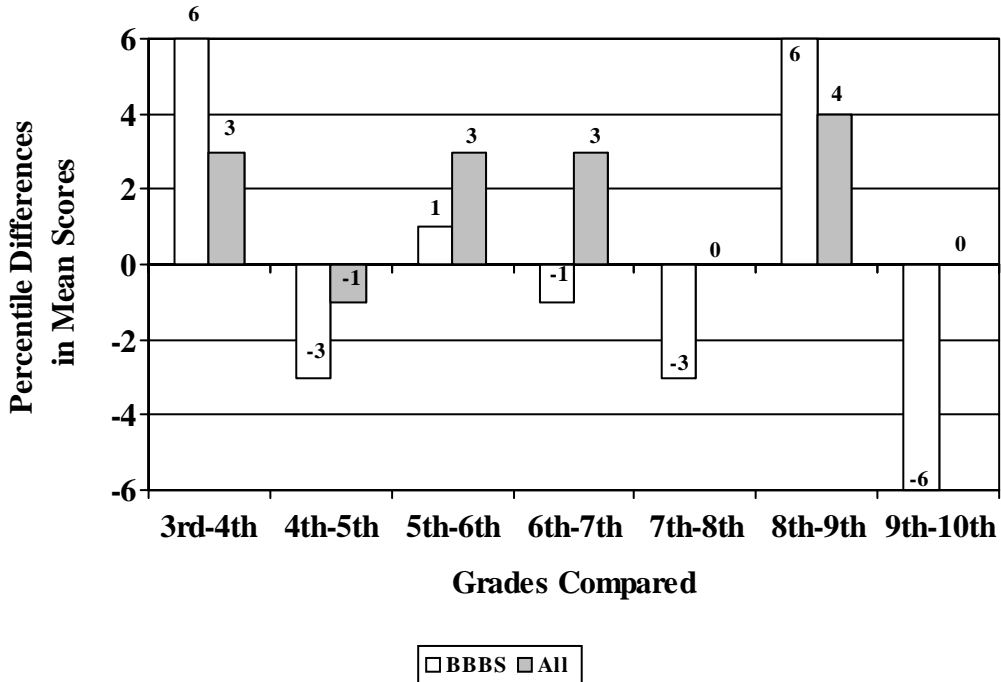


Figure 12: BBBS NRT Math Mean Score Changes Between Paired Grades for 2002-2003 and 2003-2004



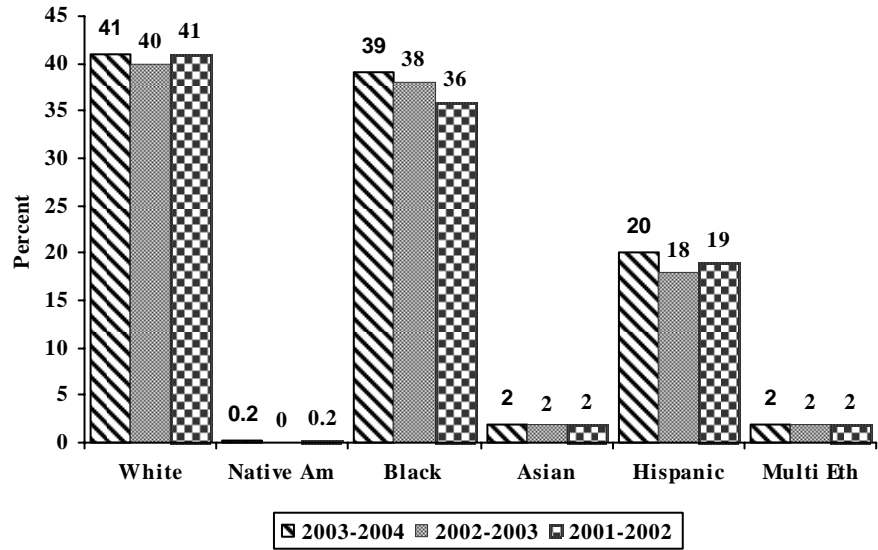
TAKE STOCK IN CHILDREN LONGITUDINAL VIEW

DEMOGRAPHICS

Data accessing errors for the 2001-2002 School Year yielded only a 18% match for TSIC students within the DOE database. Therefore, that component of historical information may not be representative. Gender comparisons, both for 2001-2002 and 2002-2003, showed a substantially greater proportion of girls served in TSIC (63%) in relation to boys (37%). This ratio continued essentially unchanged for the 2003-2004 School Year.

The ethnic breakdown for three years is provided in Figure 13 on the next page.

Figure 13: TSIC Percent Enrollment by Ethnicity

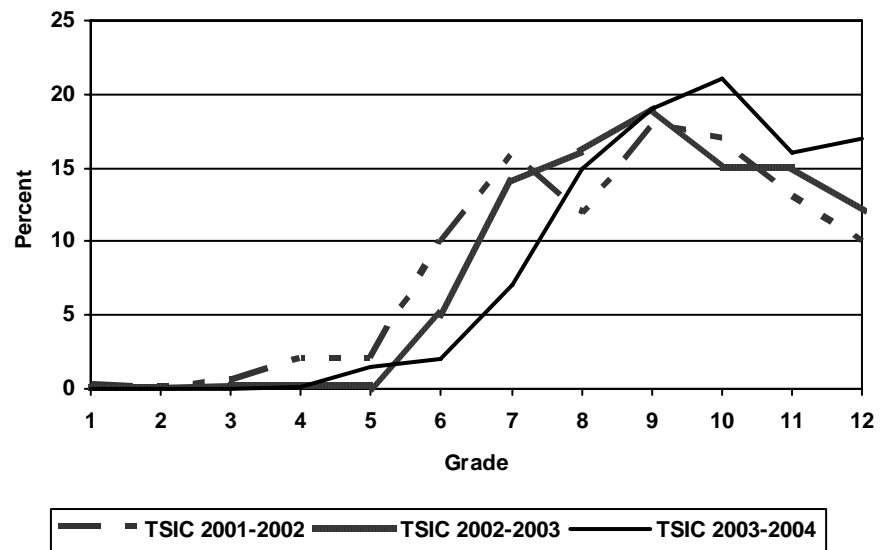


TSIC has gradually moved its initial enrollment upward almost exclusively to secondary programs.

Many TSIC students are eligible for Free and Reduced Lunch programs. SY 2001-2002 had 54% eligible while in SY 2002-2003 the proportion increased to 63% and then to 66% in SY 2003-2004.

The TSIC program, focusing students toward earning college scholarships, serves predominantly secondary students. Enrollment in the program is greatest in high school, with a decline in the proportion of middle-schoolers now evident. See Figure 14.

Figure 14: TSIC Multi-Year Enrollment by Grades



BEHAVIORAL ISSUES

Information beginning with the 2002-2003 School Year contains reliable information. However, historical information provided for the first two years of the study is less than complete. For SY 2000-2001 a sampling of only 19 school districts was used, and for SY 2001-2002, the statewide match for TSIC was low.

Attendance rates observable for TSIC students are strong, often better than the statewide average for all students. Promotion rates for TSIC children have consistently been high in relation to the statewide average. Note that the TSIC program policy that demands superior behavior and attendance or students are discharged from the program. The suspension rate for TSIC students has declined over the past three years. The same is true for out-of-school suspensions.

Table 23: TSIC Behavioral Measures by Year

ISSUE	2000-2001	2001-2002	2002-2003	2003-2004
Attendance	N/A	93%	95.1%	93.7%
Promotion	92%	92.8%	96%	95%
Retention	6%	N/A	4%	5%
In-School Suspension	9.4%	12%	11%	8.4%
Out-Of-School Suspension	6.7%	9.5%	9%	5.2%
Corporal Punishment	0.2%	N/A	0.02%	.1%
Expulsion	N/A	0.1%	0.01%	.1%

TSIC students have high attendance rates, modest and declining suspension and expulsion rates and among the highest standardized scores of all students.

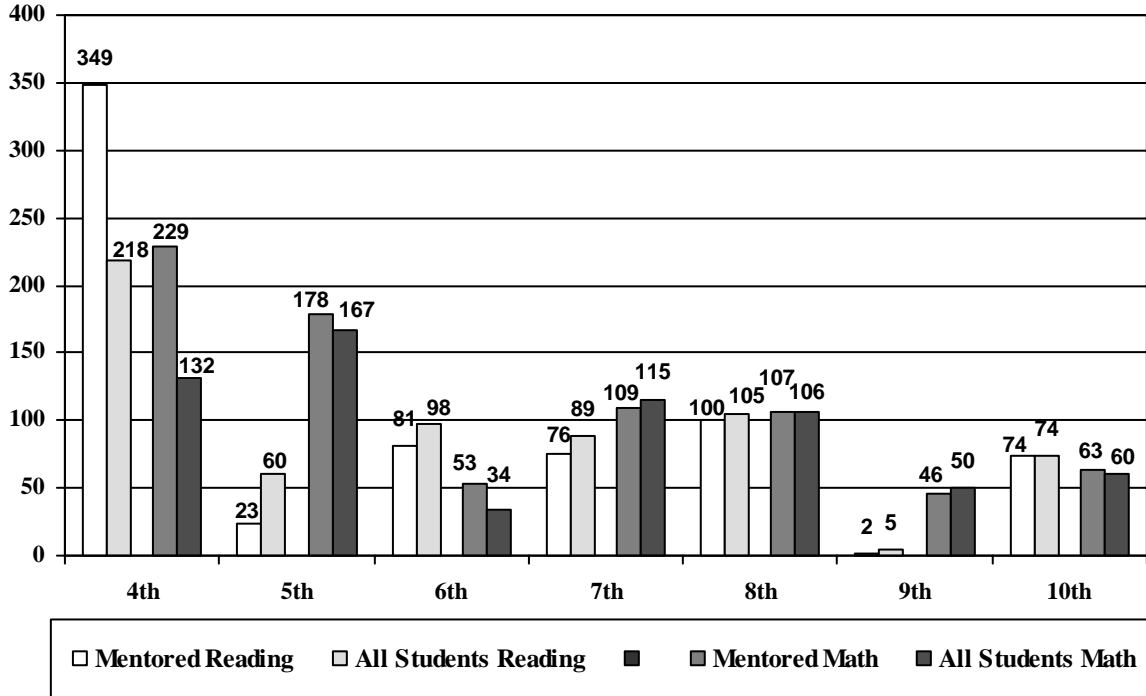
TEST RESULTS

[Overall descriptions of the meaning for various FCAT and NRT scores has been provided within Chapter IV in the section entitled *FCAT Results*.]

Likely potential for children to attend college is a major criterion used in selecting TSIC candidates. Consequently, standardized test scores for TSIC students are typically higher than all average students. This places TSIC students in the unique position of being nearer the top of the test score range than other students. Recall that the percent of TSIC versus all students achieving at Level 3 and above is clearly higher for TSIC students than the general population as shown in *Tables 17 and 18: TSIC 2003-04 Reading*

and Math FCAT vs. All Students by Grade. Figure 15 below, which shows the gains made by TSIC students, does not necessarily exhibit large differences for these mentored students since they are scoring near the top of the test range.

Figure 15: TSIC vs. All FCAT Math/Reading Gain Scores by Grade



Gain score changes for TSIC mentored students are small because students are already achieving very high scores on the tests.

For TSIC , comparisons of NRT Mean Score change provides a very different picture than was portrayed with the BBBS results. Since TSIC students, who primarily are in high school, plan on attending college and have academic achievement that is commensurate with that goal, NRT test results are typically high, as shown in Table 19 and Figure 7. With little room for TSIC students to have improved test scores, the statistical phenomenon of “mean regression” arises. This means that TSIC scores which are on the extremely high end of the distribution of data tend to recede downward toward the overall arithmetic mean of the population as students are retested. Figures 16 and 17 show TSIC student NRT mean score changes in Reading and Math respectively, versus the total population of test takers. [As the low achieving BBBS students made huge gains, the high achieving TSIC students often had a predictable slight decline in the amount of gain they achieved. With no where up to go, their scores dipped slightly instead.]

Figure 16: TSIC NRT Reading Mean Score Changes Between Paired Grades for 2002-2003 and 2003-2004

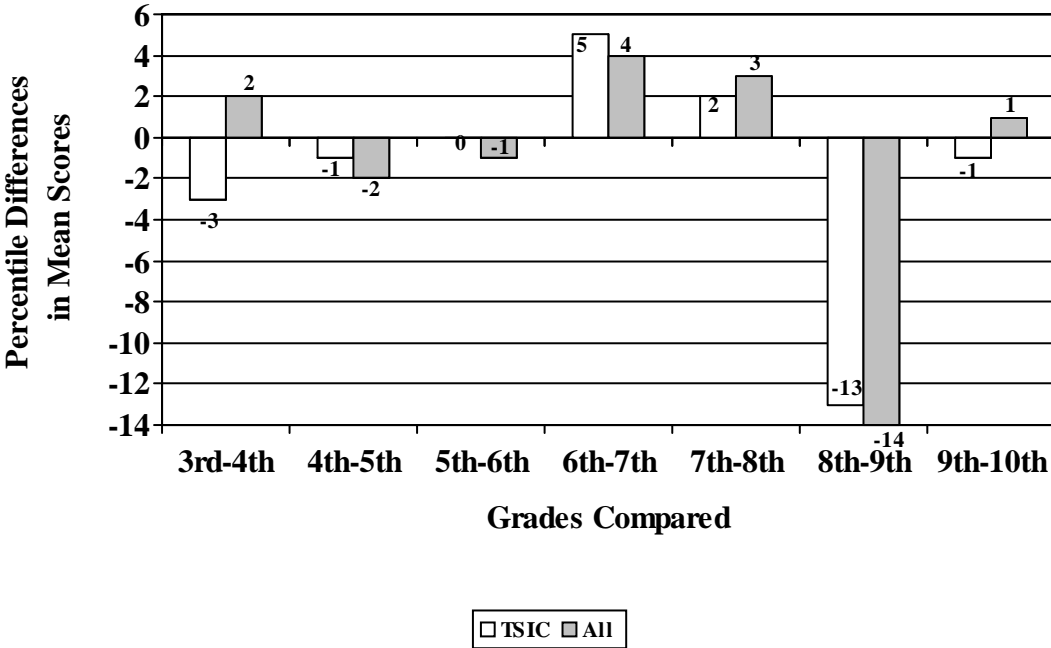
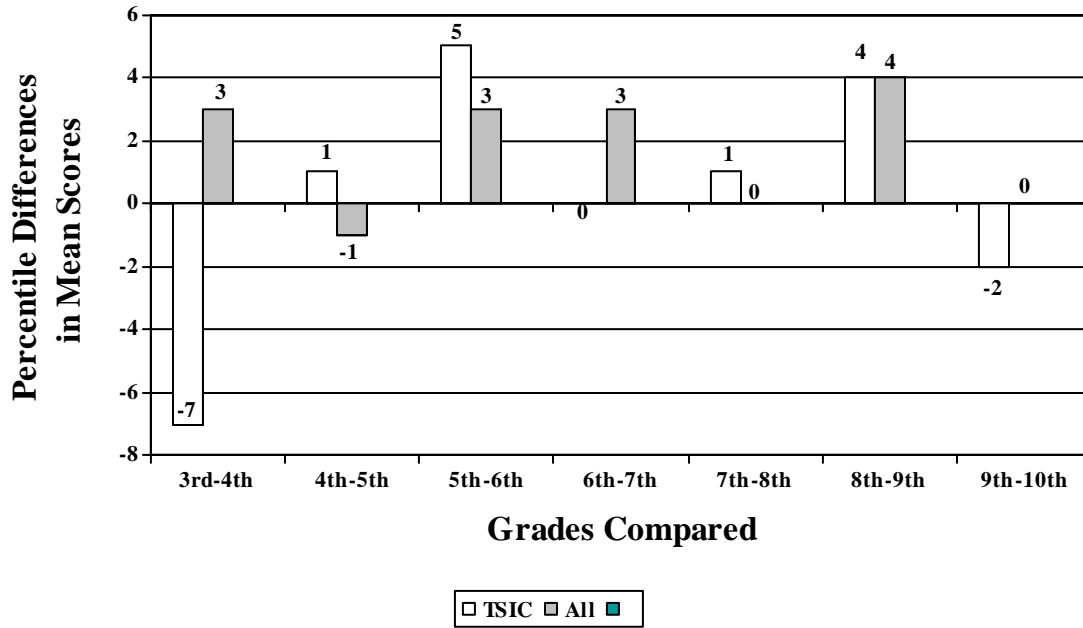


Figure 17: TSIC NRT Math Mean Score Changes Between Paired Grades for 2002-2003 and 2003-2004



SUMMARY

Multiple years of behavioral and achievement have been shown above for two of Florida’s in-school mentor programs that receive funding from Florida’s Legislature. Earlier reports were developmental in nature. Not only were the in-school mentoring activities themselves new, student data were collected from a sample rather than statewide. Today’s consistent data flow for the Big Brothers Big Sisters and the Take Stock in Children programs enables reads to have multi-year views, tracking progress of mentored students. It is hoped that mentored student information for Teen Trendsetter Reading Mentors (TTRM) program will become available in the near future so that this exciting program can also have it’s impact on children presented in an objective manner.

Results from this fourth year view demonstrate that while not consistent, improvements in both behavior and the academic areas of reading and math take place with mentored youth. Both BBBS and TSIC mentored children provide evidence that changes are taking place in their lives The mobility of many children hinders consistent, ongoing assistance, year after year. In the recent past,

Florida's hurricane climate has also disrupted to consistent flow of educational services to students.

The Florida Education and Training Placement Information Program (FETPIP) provides follow-up data for persons after leaving high school. With hurricane disruption and an administrative office move for the program, no new FETPIP data were collect in the past year. However, past results have shown TSIC graduates from the turn of the century have received public assistance at twice the rate of all high school grads. Additional FETPIP information indicated that the TSIC grads had a slightly lower proportion earning more than the minimum wage than all students (28% of TSIC compared to 32% of all students). It is hoped that updated FETPIP data will be available once again for the fifth edition of this research report.

Two factors with these FETPIP data merit discussion:

- ❑ FETPIP data is only able to gather information on individuals remaining within Florida. Since TSIC students receive Florida Pre-Paid Scholarships, the bulk of them are likely to remain in state. Those individuals who have moved out of state for school or work are not captured by FETPIP (unless in the military).
- ❑ Considering the backgrounds of these mentored children, the possibility is high that most, if not all could have left school without graduating. It is also possible that they would not have begun post-secondary education and work, but instead would be receiving public assistance or have become incarcerated. Having only slightly higher rates than the general population for public assistance is very positive.

CHAPTER VII – SUMMARY AND IMPLICATIONS

There were three setbacks to the anticipated research effort for 2003-2004:

- o Data for a 'control group' of non-mentored students was unable to yield accurate results;
- o No student information yet available for Teen Trendsetters;
- o Florida hurricanes hampered timeliness and completeness of data available throughout the State.

REFLECTIONS

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The fourth year of the project had three confounding variables which altered the direction taken by the project.

1. Finding students similar to those who receive mentoring but were not, is more complex than anticipated. We took too few variables into account to yield the precision necessary for a control group to be formed;
2. The Teen Trendsetter Reading Mentors program was again unable to provide a comprehensive list of the 3rd grade students whom the mentor program serves. Since this research study primarily evaluates the impact on mentees, there was no where to go in the total absence of student information; and
3. Mother Nature dealt Florida a series of dangerous and devastating hurricanes through the Summer and Fall. School programs struggled to regroup and continue serving the local communities. It was enough of a challenge for schools and mentor program personnel to locate their children and their staffs and ensure their safety. Providing additional data related to mentor program effectiveness became in some cases, tasks that had to be relegated (appropriately) to a very low priority.

In spite of these difficulties, substantial information was successfully gathered through the course of the study regarding mentoring in School Year 2003-2004. Furthermore, project staff has utilized the pitfalls from the past year to redesign activities for the upcoming 2004-2005 study.

Research for 2004-2005 study will build a carefully matched sample in a few districts for more meaningful comparisons. One critical element for analysis will be length of time mentored.

This research study will continue to gather student names and demographic data from the state mentor program offices. Over the past several years, mutual respect has grown between the research project and the mentor offices. The state programs hold in high regard, both the privacy and the comprehensive nature of individual student data they possess. Mentoring data from the BBBS and TSIC state program offices are readily available for analysis and reflection to lend an understanding for the value of mentoring. In addition, the mentor agencies are now gathering longitudinal

information on their students regarding how long and how often their children receive mentor services. This important element will be integrated into our research next year to help answer questions such as, “Is there a critical point in mentoring when for most students the services begin making an impact on behavioral and/or academic change?” Using a medical analogy, it makes a great deal of difference if a patient’s symptoms are reduced after one or two doses of a treatment, or if a regular regimen must be followed for an extended period of time to observe sustained improvement.

In working with the state mentor programs, it will be possible to develop a small but diverse sample of cooperating schools where children who are similar to mentored students on many parameters can be matched and compared in terms of behavioral and academic progress. The attempt in the 2002-2003 School Year to match with the variables of some schools and eligibility for free/reduced lunch allowed far too much diversity into the attempted “control” group, yielding results that appeared the same as the statewide population rather than a different group of at-risk children. This is understandable since in many locations, mentor programs serve schools that may be populated by more than 85% of the students eligible for free/reduced lunch services.

In the future, we anticipate hand picking matched students within the sample locales – children who may have similar academic and behavioral records, similar home environments, etc. This group will provide the best possible contrast between those who are mentored and those who are not. The current hypotheses are that even greater improvements and gains will be observed between the mentored students and this purposive sample for both academic and behavioral variables than is currently seen when contrasting mentored students with the general population. Unfortunately, it will not be difficult to locate many additional youths who are at-risk but receiving no mentor services.

Administrative and operational changes in the Teen Trendsetters program may make it possible to have student data for the next study. Data tagging for mentor program participation continues to evolve within the Florida DOE PK-12 Student Database Survey 5 Report. It will be necessary for Teen Trendsetters to have a greater role in its statewide organization and management. At this point there is no empirical way to evaluate success with the program. Previously gathered anecdotal information paints a useful picture but fails to address Best Practices, quality and accomplishments on anything more than a snap-shot basis.

The last obstacle, the weather, remains a reality for all Floridians. School and mentor staffs have critically important jobs to perform within their respective communities. The addition of natural catastrophes only makes that more difficult. This research project will continue to work closely with each program and adjust requests as realities may dictate.

Dramatic changes in BBBS student behavior have been detected... In the past three years, student attendance has increased by about 10%, -- to within 1% of the average student population. Also, disruptive behaviors resulting in suspensions and expulsions have been cut in half. BBBS students are now one third less likely to receive any disciplinary action compared to average students

CONCLUSIONS

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This fourth year of research found that the Big Brothers Big Sisters program continues to march forward with improvement for the very essential behavioral components. As Chapters IV and VI showed, BBBS continues to serve a rainbow of at-risk elementary students with its in-school program. The White population remains slightly larger than a third of the group, and the Hispanic population has more than doubled in the past two years to nearly one-fifth of the total group served. At the same time, changes in demographics have moved Black participation down from half of all in-school BBBS students to 40%. The Multi-ethnic population has doubled and now represents 3% of the students. All these values reflect similar shifts in the overall public school population.

Table 22 on page 50 quietly presented dramatic changes in BBBS student behavior. If students don't come to school, they tend not to learn. In the past three years, the program has increased attendance by about ten percent, up to a level that is within one percent of the average student population. At the same time, disruptive behaviors that result in suspensions and expulsions have been cut in half to a point where BBBS students are now one third less likely to receive any disciplinary action compared to average students (12% versus 19%).

BBBS Reading gains for FCAT were 10% higher for 4th graders than average student gains. Gains were also present for Math. Similar results occurred for 7th graders

Test scores require careful analysis for BBBS. While these students unquestionably continue to score in the lower ranges, their improvements can clearly be seen with Gain Scores. BBBS students moving from 3rd to 4th grade had nearly a 10% higher gain in reading on the FCAT than average students. They gained slightly more with the math scores as well. Again in the 6th-7th grade advancement, the BBBS students outperformed average students' amount of gain for both reading and math. For each of the other grade comparisons, these mentored students were performing very similarly to all other students. Similar results are displayed when looking at the growth in scores on the NRT tests, although it must be mentioned that the BBBS students were in the 35th to 46th percentile range in reading compared to regular students being in the 56th to

63rd percentile range. The discrepancy was a bit worse for math with BBBS students in the 43rd to 52nd percentile range while regular students were between the 63rd and 69th percentile.

Part of why these students were chosen for mentoring was because they had dismal academic records. With next year's research efforts, more information will be available regarding just how much time students have been mentored. That perspective will help in understanding the level and intensity of the 'dose' of mentoring it takes for big changes to begin.

While TSIC students in the past have had significant behavioral issues, suspensions and expulsions have been cut in half over the past three years.

As for TSIC, this secondary program continues to stimulate and encourage students to enter college after graduation – even though their families had not fiscally prepared for their child to go to college and no family member in the past had gone. TSIC truly takes aim directly at breaking traditional cycles. Changes in enrollment show a gradual shifting toward identifying students later in their academic career than some local programs had done in the past. Very few children are now identified below 6th grade to being TSIC mentoring. Racial proportions for the program have remained about the same over the past three years, as has the gender balance which favors girls just about two-to-one.

The children served by TSIC have had their share of behaviorally issues in the past, but this latest research shows the suspension/expulsion rate essentially cut in half over the past three years. Attendance has remained high and is about at the state average.

While TSIC students may not have the greatest gain scores on FCAT and the NRT tests, these students are already achieving well beyond most students at the secondary level. Their mean scores are frequently 15-20 points higher than average students for both reading and math.

One skew to the student data requires mentioning. Should a TSIC child be involved in disruptive behavior or perform poorly academically, TSIC programs are very likely to drop the student from the mentor program. This provides a somewhat false picture of continuously excellent performance, since only the good apples are allowed to remain for the duration. Students and their families are aware of this consequence from the outset.

MENTORS who are genuinely involved with their mentees are being shown to make life-changing differences in . It appears from the Best Practices component of the research that this is

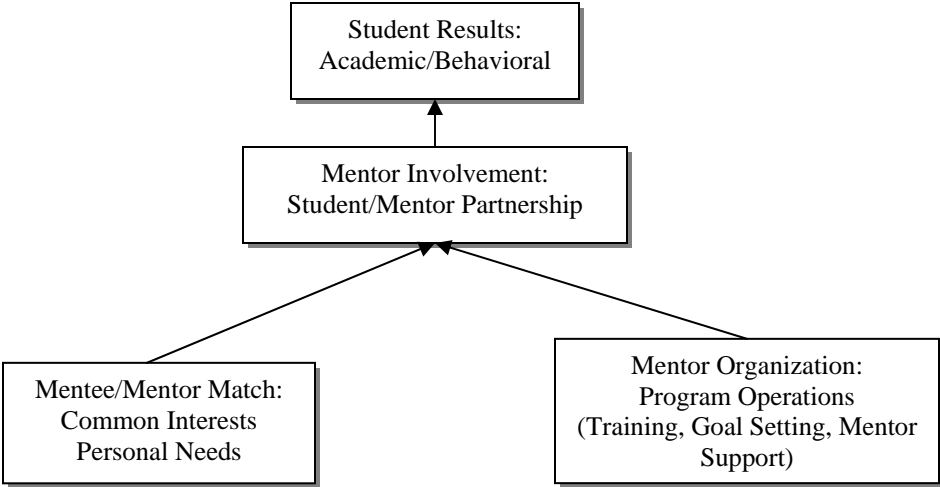
Mentors make life-changing differences. Much of the responsibility for this comes through the mentor program organizational infrastructure. While BBBS and TSIC are models, the new TTRM program is still learning operationally.

accomplished through an organizational infrastructure which provides ongoing and essential support for its mentors. The century-plus national background of Big Brothers Big Sisters and the many years Take Stock in Children has functioned serving Florida youth give those programs a solid perspective on developing and operating their programs within district school systems. For the relatively new Teen Trendsetter Reading Mentors, this lesson is still being learned. Each school district and sometimes each school, requires some level of TLC in adding, nurturing and maintaining a mentoring program. It doesn't happen on auto-pilot.

As has been demonstrated and described last year, but well worth repeating – mentoring evolves from supportive program operations including mentor: selection, matching, training and feedback. When these elements are in place, mentors become engaged, and can focus upon their involvement in the students' lives. At the same time, mentors report an emotional satisfaction through their assistance to children, yielding a win-win scenario. This cycle of service was well described in the Best Practices surveys. Mentors help students to seek healthy behavioral solutions while also serving as role models in meeting academic goals. While the children need the consistent support of mentors, the mentors need the consistent support of the program administrators and school administration. This is well demonstrated through the BBBS and TSIC programs.

Figure 18 presents the flow of Best Practices, as seen repeatedly in many of the successful mentor programs throughout the state.

Figure 18: Mentor Program Best Practices





APPENDIX:
COVER LETTER AND SURVEYS

April 8, 2005

Mentor Program Coordinators for
Take Stock in Children, or
Big Brother Big Sisters Programs

Greetings:

Our research office is conducting a fourth year activity for the Florida Department of Education to explore the impacts of your in-school mentoring programs for Florida's children. This year, our activities are focusing on the **2003-2004 school year**. Some of the information we are gathering is taking place through site visits, while other statewide information will be collected by surveys. An exciting change is that surveys are now available in two formats for administrators and mentors. We are providing you with a set of bubble-in survey forms for completion by all four groups or people, or you may direct the mentors and responding administrators to use the on-line version of the surveys. Encourage as many administrators and mentors to fill out surveys in print or on line. **PLEASE do not make copies of the bubble-in surveys as they will not be scannable. If you require additional surveys, please contact us directly.**

The online surveys are located at:

- Administrators and Coordinators: <http://www.surveympro.com/takesurvey?id=17939>
- Mentors: <http://www.surveympro.com/takesurvey?id=17897>

Individuals should use either the paper survey, or the online version, not both.

There are four (4) different surveys in the enclosed packet. They are for the following types of individuals to respond to:

- [1] Mentor Program Administrator (you -- and in some cases your peers), School Level Coordinators (school district employees) and Student Advocates;
- [2] Mentors;
- [3] Mentees (Students), and
- [4] Parents of mentees.

The only survey that will require more than a few minutes will be [1], the Program Administrator/School Level Coordinator version. All paper version bubble forms should be completed using **ink**, not pencil.

There is a place where we could use your help – making a representative sample of responders! Please have a wide **and representative range** of folks answer these surveys. It doesn't help improve the programs if weak elements are swept under the rug, nor is it valuable if "squeaky wheels" are the only ones we hear from. So please select diversity among the survey candidates. This is especially true if you service a multi-county area. Responding for mentors and administrators is easier than ever with the on-line surveys only a computer away!

- ☐ First and certainly foremost, we need YOU to fill out an Administrator survey. You are the most knowledgeable and important link in the program information gathering phase. There are multiple copies of the Administrator Survey so that other mentor program leaders in your office, or other

counties (if you are a consortium of multiple counties) can also respond. We continue to have a *low* response rate from mentor program, district and school level administrators for this particular survey. Please make an extra effort to have your administrative team respond on paper or online.

- ❑ Please identify one or more School Site Coordinators (at different schools) who also will complete this same form from their perspective. Should you have multiple school districts operating in a consortia, please have some School site Coordinators in each school district complete the forms. If additional surveys are required, please use the online version. **Do not** copy them yourself as the forms will not be machine-readable for tallying results.
- ❑ Have mentors, students and parents each complete surveys, usually three from each category – but for large programs, we’ve included more, sometimes up to a dozen forms. You need not have direct linkages between mentors, their mentees, and their parents. But do try to have a broadly diverse set of individuals complete these forms – not just the most compliant, agreeable, readily available people. Each of these surveys will take only a few minutes to complete. Again, the mentor surveys are available online and we would be glad to have every one of your in-school program mentors complete a survey.
- ❑ **One special note about the student surveys. While many of the students may have difficulty reading/completing the survey form, particularly younger students, please DO NOT have their mentors help them. Some questions directly address the mentor/mentee relationship and we are concerned that compromises could be made if the child’s mentor were helping with the survey. Perhaps a classroom teacher or other mentor program staff member can help the few students in the sample fill out the form in a most straightforward and unbiased fashion.**

Have the paper surveys completed right away and returned to you. Remember to encourage administrators and mentors to use the available on-line survey forms. Upon receipt of all surveys that you anticipate getting back (while 100% return is wonderful – it is rare indeed), please place them in the enclosed addressed return envelope and mail them back all-together to us. The address is shown below and on the label of the envelope. If you could return materials to us no later than May 2nd, that would be wonderful.

Thank you in advance for your cooperation in this matter. For your information, we will be using the Department of Education’s database to obtain student record information for all of the students in these mentor programs. Student names and ID numbers have already been provided by the state mentoring program offices, so you need to take no action there. Additionally, the Department of Education database now includes unique “tags” for students in each of the in-school mentoring programs, further automating mentor program information collection. It is important that you assist school data-collection personnel and volunteer coordinators to be aware of which students are in these programs. This will help improve the automated data collection effort.

We greatly appreciate your assistance in this matter. If you have concerns please call me at 850-644-8742.

Sincerely,

Philip Gris , Ph.D.
Principal Investigator

Address:

Philip Gris , Ph.D.
Department of Communication
356 Diffenbaugh Building
Florida State University
Tallahassee, FL 32306-1531

Program
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56560

FLORIDA MENTORING INITIATIVES STUDY

Best Practices Survey - 2005

For Mentor Program Administrators and School Level Coordinators

Please take a moment to answer the following questions on mentoring programs. Your opinions are important to us. You may complete an online version instead at: <http://www.surveypor.com/TakeSurvey?id=17939>.

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Please use only a pencil or black pen to mark your answers.

Shade Circles Like This--> ● Not Like This--> ⊗ ⊙

Are you a part of a multi-district consortia?

- Yes
- No
- I don't know
- Not applicable

What is your position?

- Program Coordinator
- School District Volunteer Coordinator
- School Site Program Contact
- Other

1. Which mentoring program does your organization, school or district participate in?

- Big Brother Big Sisters
- Take Stock in Children

2. How many years has this mentor program been in place at your organization, school or district?

- 1
- 2
- 3
- 4
- 5
- 6
- I don't know

3. What are the **TOP THREE** goals of the mentoring program?

(Check all that apply.)

- Improving academic skills
- Assisting with social skills and behavioral issues
- Building students' self-esteem
- Helping students make positive lifestyle choices like not smoking or using drugs
- Helping students develop long-range school or career goals
- Other _____
- I don't know

4. How are mentors informed of the program goals?

(Check all that apply.)

- Through discussion of program goals at mentor training/orientation
- Through discussion of program goals at mentor meetings
- Through email communication with school and/or mentor program staff
- Through printed program materials distributed to mentors
- Mentors are not informed of program goals
- Other _____
- I don't know



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5. What type of information do you share with mentors regarding their student's progress? **(Check all that apply.)**
- Attendance reports
 - Disciplinary reports
 - I don't share student progress information with mentors
 - Grades
 - Other _____
 - I don't know
 - Scores on standardized tests like the FCAT
6. What other resources are available to help mentored students who are not improving? **(Check all that apply.)**
- Individual tutors for student
 - Teacher provided worksheets and materials for student
 - Special teacher assistance from school district staff
 - Other _____
 - There are no additional resources available
 - I don't know
7. Students who do not meet academic standards despite the school's best effort are _____ removed from the mentor program.
- Always
 - Often
 - Sometimes
 - Rarely
 - Never
 - I don't know
8. How do you measure the behavior/lifestyle changes of students? **(Check all that apply.)**
- Disciplinary reports
 - Grade promotion/retention
 - Changes in attendance
 - Suspension or expulsion
 - Teacher observations
 - Other _____
 - I don't know
9. In your opinion, the number of mentors available in your community is _____ for the number of students in need.
- Adequate
 - Inadequate
 - I don't know
10. The classroom teacher's role in the mentoring program is to: **(Check all that apply.)**
- Provide mentors with academic materials and resources
 - Provide student grades
 - Provide student referrals
 - Provide up-to-date student information
 - Classroom teachers do not play a role
 - Other _____
 - I don't know
11. Are the facilities where students and mentors meet adequate? Yes No I don't know
12. Does your program have a mentor recruitment plan? Yes No I don't know
13. Is there a formal application process for new mentors? Yes No I don't know



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14. Which of the following organizations does your school or district work with to recruit new mentors? **(Check all that apply.)**

- Businesses Community organizations Government offices
 Religious organizations Other _____ I don't know

15. The screening process for new mentors includes: **(Check all that apply.)**

- Drug testing FDLE background checks Fingerprinting I don't know
 Interviews Other _____ There is no new mentor screening process

16. Who funds the screening process for new mentors?

- Mentor program New mentors School district Other _____
 There is no new mentor screening process I don't know

17. What type of training is offered to your mentors? **(Check all that apply.)**

- Orientation to mentoring (prior to working with students)
 Orientation to school facilities
 Continuing in-service training
 Ongoing newsletter (electronic and/or printed)
 Other _____
 Mentors are not offered training
 I don't know

18. Are you satisfied with the training that mentors in your school or district receive?

- Yes No Mentors are not offered training I don't know

19. Are mentors provided with written policies and procedures describing their roles and responsibilities within the mentoring program?

- Yes No I don't know

20. How much time do mentors and students **TYPICALLY** spend together each week, including time spent on the phone and emailing?

- Less than 30 minutes a week
 30 minutes to one hour a week
 One to two hours a week
 More than two hours a week
 Mentors and students do not meet every week
 I don't know

21. If a mentor suddenly leaves the program, what happens to his/her student? **(Check all that apply.)**

- A closure meeting is held with the student The student is matched with a new mentor as soon as possible
 A staff member from the program office fills in Other _____
 Nothing is done I don't know



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22. In your opinion, what are the reasons mentors continue in the program? **(Check all that apply.)**

- Emotional gratification of mentor
- Tangible rewards (t-shirts, plaques, etc.)
- The student mentor relationship that is built
- The mentor has made a long-term commitment to the program
- The mentor is earning class credit for mentoring
- The mentor is looking to build his/her resume by mentoring
- Other _____
- I don't know

23. How are students and mentors matched? **(Check all that apply.)**

- Common interests
- Ethnicity
- Gender
- Geographic location
- Student/mentor schedule
- Parental preference
- Personality
- Other _____
- There is no matching criterion
- I don't know

24. Overall, do you think that mentors and students are well matched? Yes No I don't know

25. What are the ways that students and parents learn about the mentoring program? **(Check all that apply.)**

- A school guidance counselor recommends the program to parents
- Word of mouth
- A teacher recommends the program to parents
- Media advertisements
- The school sends information home with selected students
- Other _____
- The school sends information home with ALL students

26. How are students identified as candidates for the mentor program? **(Check all that apply.)**

- ESOL/ESL (English as a second language) students
- Guidance counselor referral
- Low test scores
- School or district staff referral (other than teacher/guidance counselor)
- Parental request
- Participation in free/reduced lunch program
- Teacher referrals
- Other _____
- I don't know

Check all that apply.

27. Which of the following are discussed with students as possible outcomes of their mentoring experience?

- Additional learning opportunities
- Developing a positive relationship with a mentor
- Feelings of importance
- Improved grades
- Scholarship opportunities
- The opportunity for the student to use the mentor as a sounding board
- Other _____
- Possible outcomes are not discussed with the student
- I don't know



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28. Overall, the **NUMBER ONE** change that I have seen in mentored students is:

- Decrease in behavioral issues at home
- Decrease in behavioral issues at school
- Improve grades
- Increased self-esteem
- Students developing long-range school or career goals
- Students making positive lifestyle choices like not smoking or using drugs
- Other _____
- I don't know

29. Other changes I have seen in mentored students include: **(Check all that apply.)**

- Decrease in behavioral issues at home
- Decrease in behavioral issues at school
- Improved grades
- Increased self-esteem
- Students developing long-range school or career goals
- Students making positive lifestyle choices like not smoking or using drugs
- Other _____
- I don't know

30. Are you satisfied with the mentoring program?

- Yes No I don't know

31. Would you to recommend this mentoring program to another school or district?

- Yes No I don't know

32. Which Florida county do you work in? _____

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FLORIDA MENTORING INITIATIVES STUDY
Best Practices Survey - 2005
For Mentors

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Please take a moment to answer the following questions on mentoring programs. Your opinions are important to us. You may complete an online version instead at: <http://www.surveyprom.com/TakeSurvey?id=17897>.

Please use only a pencil or black pen to mark your answers.



1. Which mentoring program does your organization, school or district participate in?
 Big Brother Big Sisters Take Stock in Children

2. I have been a mentor for:
 Less than one year One to two years Two to five years More than five years I don't know

3. How many students have you mentored this year? 0 1 2 3 4 5 6 or more

4. What are the **TOP THREE** goals of the mentoring program? **(Check all that apply.)**
 Improving academic skills
 Assisting with social skills and behavioral issues
 Building students' self-esteem
 Helping students make positive lifestyle choices like not smoking or using drugs
 Helping students develop long-range school or career goals
 Other _____
 I don't know

5. How were you informed of the program goals? **(Check all that apply.)**
 Through discussion of program goals at mentor training/orientation
 Through discussion of program goals at mentor meetings
 Through email communication with school and/or mentor program staff
 Through printed program materials distributed to mentors
 Mentors are not informed of program goals
 Other _____
 I don't know



6. What type of information do you receive regarding your student's progress? **(Check all that apply.)**
- Attendance reports Disciplinary reports I don't receive student progress information
 Grades Other _____ I don't know
 Scores on standardized tests like the FCAT
7. Are you satisfied with the information you receive about your student's progress?
 Yes No I don't receive student progress information I don't know
8. The classroom teacher's role in the mentoring program is to: **(Check all that apply.)**
- Provide mentors with academic materials and resources
 Provide current student grades
 Provide student referrals
 Provide up-to-date student information
 Classroom teachers do not play a role
 I don't know
9. Are the facilities where students and mentors meet adequate? Yes No I don't know
10. Does your program have a mentor recruitment plan? Yes No I don't know
11. Is there a formal application process for new mentors? Yes No I don't know
12. How did you find out about becoming a mentor in this program? **(Check all that apply.)**
- Business affiliation Community organization membership Government initiative
 Religious organization Other _____ I don't know
13. The screening process for new mentors includes: **(Check all that apply.)**
- Drug testing FDLE background checks Fingerprinting I don't know
 Interviews Other _____ There is no new mentor screening process
14. Who funds the screening process for new mentors?
 Mentor program New mentors School district Other _____
 There is no new mentor screening process I don't know
15. What type of training is offered to mentors? **(Check all that apply.)**
- Orientation to mentoring (prior to working with students) Orientation to school facilities
 Continuing in-service training Ongoing newsletter (electronic and/or printed)
 Other _____ Mentors are not offered training
 I don't know
16. Are you satisfied with the training you received?
 Yes No Mentors are not offered training I don't know



17. Were you provided with written policies and procedures describing their roles and responsibilities within the mentoring program? Yes No I don't know

18. How much time do mentors and students **TYPICALLY** spend together each week, including time spent on the phone and emailing

- Less than 30 minutes a week
- 30 minutes to one hour a week
- One to two hours a week
- More than two hours a week
- Mentors and students do not meet every week
- I don't know

19. In your opinion, what are the reasons mentors continue in the program? **(Check all that apply.)**

- Emotional gratification of mentor
- Tangible rewards (t-shirts, plaques, etc.)
- The student mentor relationship that is built
- The mentor has made a long-term commitment to the program
- The mentor is earning class credit for mentoring
- The mentor is looking to build his/her resume by mentoring
- Other _____
- I don't know

20. How are students and mentors matched? **(Check all that apply.)**

- Common interests
- Ethnicity
- Gender
- Geographic location
- Student/mentor schedule
- Parental preference
- Personality
- Other _____
- There is no matching criterion
- I don't know

21. Do you think that you and your student are a good match? Yes No I don't know

Check all that apply.

22. Which of the following are discussed with students as possible outcomes of their mentoring experience?

- Additional learning opportunities
- Developing a positive relationship with a mentor
- Feelings of importance
- Improved grades
- Scholarship opportunities
- The opportunity for the student to use the mentor as a sounding board
- Other _____
- Possible outcomes are not discussed with the student
- I don't know

23. Overall, the **NUMBER ONE** change that I have seen in my mentored student(s) is:

- Decrease in behavioral issues at home
- Decrease in behavioral issues at school
- Improved grades
- Increased self-esteem
- Students developing long-range school or career goals
- Students making positive lifestyle choices like not smoking or using drugs
- Other _____
- I don't know



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24. Other changes I have seen in my mentored student(s) include: **(Check all that apply.)**

- Decrease in behavioral issues at home
- Decrease in behavioral issues at school
- Improve grades
- Increased self-esteem
- Students developing long-range school or career goals
- Students making positive lifestyle choices like not smoking or using drugs
- Other
- I don't know

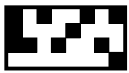
25. Are you satisfied with the mentoring program? Yes No I don't know

26. Are you satisfied with the impact of the mentoring program on your student? Yes No I don't know

27. Would you recommend becoming a mentor in this program to a friend? Yes No I don't know

28. Which Florida county do you mentor in? _____

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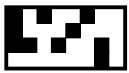
FLORIDA MENTORING INITIATIVES STUDY Best Practices Parent Survey - 2005

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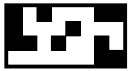
Please use only a pencil or black pen to bubble your answers.

Shade Circles Like This--> ● Not Like This--> <input checked="" type="checkbox"/> <input type="checkbox"/>

- Which mentoring program is your child in?
 - Big Brother Big Sisters
 - Take Stock in Children
- My child has been mentored for:
 - Less than one year
 - One to two years
 - Two to five years
 - More than five years
 - I don't know
- How many mentors has your child had this year?
 - 0
 - 1
 - 2
 - 3
 - 4
 - 5
 - 6 or more
- How did you and your family **FIRST** hear about mentoring?
 - My school sent a letter home with me
 - My teacher told my parents about it
 - My school guidance counselor told my parents about it
 - Other people were talking about it
 - We saw commercials on TV, heard about it on the radio, or saw ads in the newspaper
 - Other _____
 - I don't know
- Why did your child get chosen for the mentoring program?
 - English isn't my first language
 - Parent/Guardian asked me to be in it
 - My child's teachers say a mentor will help
 - My child's guidance counselor says a mentor will help
 - Other _____
 - I don't know
- What is the **MOST IMPORTANT** thing that your child can get from the mentoring program?
 - Feeling good about him/herself
 - Getting better grades in school
 - Making smart decisions for him/herself not like smoking or using drugs
 - Staying out of trouble at home
 - Staying out of trouble at school
 - Thinking about the future like going to college or getting a good job
 - Other _____
 - My child will get nothing important from mentoring
 - I don't know



7. What is the **SECOND MOST IMPORTANT** thing your child can get from the mentoring program?
- Feeling good about him/herself
 - Getting better grades in school
 - Making smart decisions for him/herself not like smoking or using drugs
 - Staying out of trouble at home
 - Staying out of trouble at school
 - Thinking about the future like going to college or getting a good job
 - Other _____
 - My child will get nothing important from mentoring
 - I don't know
8. Do you think that your child and his/her mentor are a good match? Yes No I don't know
9. How much time does your child **USUALLY** spend with his/her mentor each week, including time spent with the mentor in school, on the phone and emailing or instant messaging?
- Less than 30 minutes a day
 - 30 minutes to one hour a week
 - My child does not meet with a mentor every week
 - One hour to two hours a week
 - More than two hours a week
 - I don't know
10. My child's mentor **MOSTLY** helps with:
- Encouraging my child to go to school
 - Encouraging my child to have a positive attitude
 - Helping my child feel good about him/herself
 - Helping my child stay motivated
 - My child's schoolwork
 - Other _____
 - My child's mentor doesn't help my child with anything
 - I don't know
11. Why does your child participate in the mentoring program? **(Check all that apply.)**
- So my child can get scholarships
 - So my child can get better grades
 - So my child can learn more
 - So my child can feel more important
 - So my child can make friends with his/her mentor
 - So my child has someone to talk to
 - Other _____
 - I don't know



12. The **BIGGEST** change I have seen in my child since he/she started the mentoring program is:

- Feeling good about him/herself
- Getting better grades in school
- Making smart decisions for him/herself not like smoking or using drugs
- Staying out of trouble at home
- Staying out of trouble at school
- Thinking about the future like going to college or getting a good job
- Other _____
- I have not seen any change in my child
- I don't know

13. Other changes I have seen in myself since I started the mentor program are: **(Check all that apply.)**

- Feeling good about him/herself
- Getting better grades in school
- Making smart decisions for him/herself not like smoking or using drugs
- Staying out of trouble at home
- Staying out of trouble at school
- Thinking about the future like going to college or getting a good job
- Other _____
- I have not seen any change in my child
- I don't know

14. Are you happy with the mentoring program?

- Yes No I don't know

15. Are you happy with the help your child gets from his/her mentor?

- Yes No I don't know

16. Would you tell other parents that their child should try mentoring, too?

- Yes No I don't know

17. What Florida county do you live in? _____

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FLORIDA MENTORING INITIATIVES STUDY Best Practices Student Survey - 2005

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Please use only a pencil or black pen to bubble your answers.

Shade Circles Like This--> ● Not Like This--> ⊗ ⊙

- Which mentoring program are you in?
 Big Brother Big Sisters Take Stock in Children
- I have been mentored for:
 Less than one year One to two years Two to five years More than five years I don't know
- How many mentors have you had this year? 0 1 2 3 4 5 6 or more
- How did you and your family **FIRST** hear about mentoring?
 My school sent a letter home with me
 My teacher told my parents about it
 My school guidance counselor told my parents about it
 Other people were talking about it
 We saw commercials on TV, heard about it on the radio, or saw ads in the newspaper
 Other _____
 I don't know
- Why did you get picked for the mentoring program?
 English isn't my first language
 Parent/Guardian asked me to be in it
 My teachers say a mentor will help
 My guidance counselor says a mentor will help
 Other _____
 I don't know
- What is the **MOST IMPORTANT** thing that you can get from the mentoring program?
 Feeling good about myself
 Getting better grades in school
 Making smart decisions for myself not like smoking or using drugs
 Staying out of trouble at home
 Staying out of trouble at school
 Thinking about the future like going to college or getting a good job
 Other _____
 I will get nothing important from mentoring
 I don't know



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7. What is the **SECOND MOST IMPORTANT** thing you can get from the mentoring program?

- Feeling good about myself
- Getting better grades in school
- Making smart decisions for myself not like smoking or using drugs
- Staying out of trouble at home
- Staying out of trouble at school
- Thinking about the future like going to college or getting a good job
- Other _____
- I will get nothing important from mentoring
- I don't know

8. Do you think that you and your mentor are a good match? Yes No I don't know

9. How much time do you **USUALLY** spend with your mentor each week, Including time you spend with your mentor in school, on the phone and emailing or instant messaging?

- Less than 30 minutes a day
- 30 minutes to one hour a week
- I do not meet with my mentor every week
- One hour to two hours a week
- More than two hours a week
- I don't know

10. My mentor **MOSTLY** helps with:

- Encouraging me to go to school
- Encouraging me to have a positive attitude
- Helping me feel good about myself
- Helping me stay motivated
- My schoolwork
- Other _____
- My mentor doesn't help me with anything
- I don't know

11. Why do you participate in the mentoring program?

(Check all that apply.)

- So I can get scholarships
- So I can get better grades
- So I can learn more
- So I can feel more important
- So I can make friends with my mentor
- So I have someone to talk to
- Other _____
- I don't know



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12. The **BIGGEST** change I have seen in myself since I started the mentor program is:

- Feeling good about myself
- Getting better grades in school
- Making smart decisions for myself not like smoking or using drugs
- Staying out of trouble at home
- Staying out of trouble at school
- Thinking about the future like going to college or getting a good job
- Other _____
- I have not seen any change in myself
- I don't know

13. Other changes I have seen in myself since I started the mentor program are: **(Check all that apply.)**

- Feeling good about myself
- Getting better grades in school
- Making smart decisions for myself not like smoking or using drugs
- Staying out of trouble at home
- Staying out of trouble at school
- Thinking about the future like going to college or getting a good job
- Other _____
- I have not seen any change in myself
- I don't know

14. Are you happy with the mentoring program?

- Yes No I don't know

15. Are you happy with the help you get from your mentor?

- Yes No I don't know

16. Would you tell your friends that they should join the mentoring program, too?

- Yes No I don't know

17. What Florida city do you live in? _____

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The bird a nest, the spider a web, man friendship.

William Blake

1757-1827

