

South Florida Workforce Development Board (SFWBD)  
Mentoring and Student Assistance Initiatives Grant  
Florida Department Of Education  
Bureau Of Family & Community Outreach

## **Leaders for Life**

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Summative Evaluation Report

**June 30, 2011**

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## **Introduction**

On November 1, 2010 the South Florida Workforce Development Board (SFWDB) received notification that it had been awarded a Mentoring and Student Assistance Initiatives Grant from the Florida Department of Education through the Bureau of Family & Community Outreach. The funding authority for this grant is the state of Florida through the Specific Appropriation Line Item #85 of House Bill 5001.

The purpose of this funding is to enhance and improve student performance for at-risk, low-performing students and to reduce dropout rates by providing additional learning opportunities. This is accomplished through enhanced instruction, mentoring activities, student leadership training, mentor support, and addressing unmet needs at low-performing schools.

This funding is intended to provide mentoring/student assistance initiative services to at-risk students in grades K-12. The specific goals are to:

- Improve overall student achievement in core academic subjects,
- Improve overall student attendance rates,
- Improve overall student retention rates,
- Improve student engagement and social development in and out of school, and
- Increase graduation rates and decrease dropout rates.

Charlotte and Collier County Public Schools are located in Southwest Florida. The two schools districts have a combined population of 59,884 students enrolled in PreK-12. Both districts share a common deficiency: student academic performance in the 9th grade falls well below the expected levels. On the Florida Comprehensive Achievement Test (FCAT) only 50% of 9th grade students meet or exceed the state standards in Reading and only 70% meet or exceed state standards in Mathematics. Based on 80% plus of 5th grade students meeting state standards, the percent of students meeting or exceeding achievement levels in high school is expected to reach levels of mid 80% to above 90%. For FCAT science, 43% of students met or exceeded state standards at 8th grade and 35% percent in 11th grade. Seventy percent of the Collier and Charlotte graduates who enter Florida Gulf Coast University are placed in remedial courses. The State of Florida is releasing its New Generation State Standards that significantly raise the bar in terms of achievement and graduation requirements by adding Algebra II, geometry and chemistry to the high school courses required for graduation. High need students are at risk of falling further behind.

Senior administrators of Charlotte and Collier believe that a serious gap exists in how the school environment provides for certain student needs, such as physical safety, social and emotional security (be accepted, treated kindly and fairly), intellectual stimulation and growth, and spiritual strength (capacity to contribute, maintain a positive outlook, lead with determination and acquire inner fortitude). Research confirms the negative impact on learning when the school environment does not sufficiently foster student engagement—low academic achievement results for many students already at risk (Covey, 2006). In 2007, the Charlotte school district committed to discovering a school climate

solution and foster deeper levels of student engagement. A year-long investigation uncovered the student leadership model successfully implemented at A.B. Combs Elementary School in Raleigh North Carolina. A.B. Combs is a Leadership Magnet School that has a core foundation based on Stephen Covey's 7 Habits of Highly Effective People (Covey, 2008). It is a school that teaches the often neglected skills of making good choices, getting along and communicating well with others, and managing time wisely. A.B. Combs also provides authentic experiences so that students can apply these skills in school, at home and in the community. The implementation at A. B. Combs has had a significant impact on student development. Student achievement has risen so that more than 94% of all A.B. Combs students, a student population quite similar to the students targeted in the current project, meet or exceed high standards,

Charlotte and Collier School Districts proposed a mentoring and student assistance project entitled Leaders for Life, to substantially improve student achievement as measured by high standards as well as prepare students for college and careers. To accomplish these aspirations, the project incorporates the principles of leadership using the A.B. Combs school model. The project is further supported through the effective high school Mentor Program of the Guadalupe Center in Immokalee, and the mentor model, C.A.M.P. Gator, developed at the University of Florida that is also based on the Covey 7 Habits principles.

The Guadalupe Center Mentor Program has been in operation for over fifteen years and has had remarkable success. The program has helped to improve the academic performance of K–2 students at two Immokalee elementary schools. High school students that serve as mentors also attain great success, as the Center focuses on their college preparation. For the last four years of the program, 100% of the Guadalupe high school student mentors have been accepted to college. The Immokalee community is so economically disadvantaged that few seniors go to college. In 2010, there were 337 seniors who graduated and only 37 are going on to college; 20 of the 37 are enrolled in the Guadalupe Center Mentor Program.

The proposed project serves two purposes. The first is to teach high school mentor students personal leadership and 21st century life skills including: goal setting; managing time effectively; working in teams; complex problem solving; learning to respect others; and, placing importance on life balance. As part of the mentor development elements, high school mentors will receive considerable support in preparing for college and working toward Bright Futures Scholarships. The second purpose is to provide younger students structured time with the high school Mentors who are trained and prepared to model and teach the 7 Habits to mentees. As the mentees develop their own personal leadership skills, many of the behavioral and attitudinal causes to poor school performance will greatly diminish. Research shows behavior and attitude will become the Mentees' best assets in building successful school performance.

The project is developed as a student-to-student mentor program that does not compete with existing adult-to-student one-on-one programs such as Take Stock in Children, and Big Brothers/Big Sisters. In addition, Charlotte and Collier districts are acutely aware of the limited number of adult mentors available to serve the project's student population. National research and the solid experience of the Guadalupe Center convincingly demonstrate the effectiveness of student-to-student mentor programs, allowing the current project to serve as many as 1,044 student mentees.

## Leaders for Life Evaluation Model

Leaders for Life is an innovative, multi-layered project requiring a comprehensive, flexible evaluation framework to ensure its success. The Context, Input, Process, Product (CIPP) model, developed by Stufflebeam et al. (1971, 2007) was selected to guide evaluation activities. The CIPP model is comprehensive and involves data collection for continuous management and program improvement. Typically, to make adjustments and modifications as needed and to determine if project goals have been met, this model requires both formative and summative evaluation and data collection from all individuals involved in each phase of the project.

Because of its comprehensive nature and decision-making orientation, the CIPP model is appropriate for evaluating *Leaders for Life*. Evaluation data will be used to (a) determine effectiveness of teacher and support staff training activities, (b) determine implementation and effectiveness of Mentor training, (c) determine effectiveness of student engagement in leadership development activities, (d) determine impact of program participation on student academic achievement, (e) determine effectiveness of student Mentor program, (f) determine impact of Mentors on student academic achievement (g) adjust and modify program activities, (h) determine the extent to which program goals are met, (i) assist *Leaders for Life* participants in assessing their own progress, (j) increase channels of communication, and (k) provide direction to the project's Steering Committee.

## Project Activities and Evaluation Timeline Modifications

The initial budget / program performance period was to run from September 1, 2010 through June 30, 2011. The grant approval process for the project was delayed, and Leaders for Life stakeholders were informed of the grant on November 1, 2010, and received initial funding on November 15, 2010.

Since project leaders received their operating funds, they have implemented the Leaders for Life Project with full fidelity to the grant application. In addition, a partnership with the Cisco Corporation added an e-mentoring component; leadership students from the University of Florida, C. A. M. P. Gator Mentoring Project used state-of-the-art video conferencing and innovative communication technology provided by

Image 1.0-Team Building Activity at FGCU



Cisco to build relationships with students in Collier County and mentor them weekly through virtual meetings. A two-day culminating event at Florida Gulf Coast University Appendix C) to provide student mentors with a personal vision for college as well as some team building and goal setting activities was also added to the program plan. However, decisions at the school sites along with the delayed start of the project led to modifications in the number of mentor-mentee relationships and the timeline for school-based activities. These changes are detailed in the "Objectives Assessment" section of this evaluation.

## Evaluation Design Matrix – Leader for Life

	Evaluation Questions	Sources of Data	Available
Context	1. Are all participating high school mentors benefitting from the program?	Surveys	Y
	2. Are all participating K-9 students benefitting from the program?	Surveys	Y
	3. Are school personnel and parents committed to the Leader for Life program?	Surveys	
Implementation	4. Did all of the high school mentors receive 7 Habits training?	Project Records	Y
	5. Did all high school student mentors receive mentor training from Guadalupe Center or UF CAMP Gator?	Project Records	Y
	6. Did all high school student mentors receive 20 hours of follow-up training from Guadalupe Center or UF CAMP Gator?	Project Records	Y
	7. Did all participating K-9 students meet with a high school mentor a minimum of 90 minutes per week?	Project Records	Y
	8. Did all participating K-9 students receive 7 Habits training from high school mentors?	Project Records	Y
	9. What percentage of eligible 7-9 students participated in the Extended Learning Opportunity (ELO)?	Project Records	Y
	10. Did all adult supervisors of high school mentors receive 7 Habits training?	Project Records	Y
	11. Did all high school mentors review their grades, class standing, and Bright Futures Scholarship Plan with their adult supervisor?	Project Records	Y
	12. What percentage of high school mentors applied for a Bright Futures Scholarship?	Project Records	Y
	13. What percentage of high school mentors attained or maintained a minimum 2.5 GPA?	Report Cards	Y

14. What percentage of high school mentors improved their Lexile scores by 20%?	FAIR Assessment	Y
15. What percentage of high school mentors improved or maintained high math grades?	Report Cards	y
16. What percentage of high school mentors reduced their number of school absences by 10%?	Data Warehouse	Y
17. What percentage of eligible K-9 students participating at least 50% of the time in mentee activities increased reading scores by 10%?	FAIR Assessment	Y
18. What percentage of eligible K-9 students participating at least 50% of the time in mentee activities increased math scores by 10%?	Report Cards or FCAT	Y
19. What percentage of eligible K-9 students participating at least 50% of the time in mentee activities reduced their number of school absences by 15%?	Data Warehouse	Y
20. What is the percentage change in the number of disciplinary actions for participating students as compared to the prior school year?	Data Warehouse	Y



## Data Collection Plan – Leader for Life: Year 1

Tasks	Sources	Steps to Accomplish	Schedule
Review of student records and creation of participant database	<ul style="list-style-type: none"> <li>Project Records</li> <li>Data Warehouse</li> </ul>	<ol style="list-style-type: none"> <li>In collaboration with program staff:               <ol style="list-style-type: none"> <li>Collect essential student outcome data</li> <li>Create accessible participant database to monitor student progress and program impact</li> </ol> </li> </ol>	February 2011 -Monthly updates thereafter
Surveys of participant beliefs	<ul style="list-style-type: none"> <li>Mentoring &amp; leadership surveys</li> </ul>	<ol style="list-style-type: none"> <li>Students complete online surveys based on leadership proficiencies and mentoring/leadership beliefs               <ol style="list-style-type: none"> <li>Pre &amp; Post :                   <ol style="list-style-type: none"> <li>Youth Survey</li> <li>Leader for Life Online Assessments</li> </ol> </li> <li>Participant evaluation                   <ol style="list-style-type: none"> <li>Mentor Evaluation Form</li> <li>Mentee Evaluation Form</li> </ol> </li> </ol> </li> </ol>	Pre-December 2010  Post-May 2011  Evaluation-May 2011
Surveys of stakeholder beliefs	<ul style="list-style-type: none"> <li>Program and participant evaluation surveys</li> </ul>	<ol style="list-style-type: none"> <li>Parents, Teachers, and program staff complete surveys to evaluate the program effectiveness using the following tools:               <ol style="list-style-type: none"> <li>MENTOR PROGRAM: PARENT SURVEY</li> <li>Pre &amp; Post Educator</li> <li>Program Staff Evaluation form</li> </ol> </li> </ol>	Pre-February, 2011  Post-May 2011  Evaluation-June, 2011

The initial data collection plan called for the use of an instructional practices inventory instrument to gauge the level of student engagement in each participating school and a school culture survey to measure the quality of school climate and key characteristics of a school’s culture. The late start of the project made it impossible to develop good baseline data from which to measure changes in engagement levels or culture and climate variables. Therefore, it was agreed that those components of the project would be dropped from the data collection plan.

## **Review of student records and creation of participant database**

### **Student Academic Outcomes**

The initial review of student records and creation of a participant database occurred as scheduled in February, 2011, and student data related the project objectives were added monthly. A general review of the database showed positive growth by the participating group as a whole as well as some exceptional accomplishments by individual participants. 94% of students in schools using the instrument increased their Lexile scores (Some participants did not use the instrument, so data for those students was not available.), and all but six students maintained or improved their already high grades in mathematics. All the participating students maintained the minimum grade point average of 2.5, and the overall grade point average (gpa) improvement for the participating schools ranged from 3% to 13%. In addition, amongst the program participants, attendance increased by 15% and there were no discipline referrals.

Several students achieved exceptional academic attainment, which resulted in awards and college scholarships. While one can only claim co-occurrence of these accomplishments with participation in the project, the students themselves reported a connection between working on the 7 Habits explicitly and improved school attitude and performance. It is important to recognize some exceptional academic accomplishments by the group:

- Students in the project received year-end awards in mathematics, science, leadership, and athletics.
- Graduates from the project will be matriculating at University of Pennsylvania, Syracuse University, University of Florida, University of South Florida, Florida Gulf Coast University, Liberty University, Southeastern University, Bowdoin College, Edison State College, Santa Fe College, to name a few.
- The group received over .75M dollars in scholarship money with several students receiving full four-year tuition college scholarships and other underclass students receiving grants for summer study on college campuses around the country.

### **Youth Post-Program Survey - Findings**

High school mentor students completed end-of-program surveys (Appendix B) to assess growth in several critical areas related to the goals of the grant. The Youth Post-Program Survey assessed students' perceptions of positive influences in their lives, their engagement in school, their own perceived leadership characteristics, personal goal setting, and how they overcome obstacles in their lives.

Survey results at the end of the program produced the following findings:

- 80% of respondents reported improved academic performance.
- 91% of respondents reported improved relationships with friends and family members.
- 63% of respondents improved athletic and extracurricular performance and participation.
- 91% of respondents reported improved self-confidence.
- 89% of respondents reported an improved ability to work on a team.

- 71% of respondents reported that participation in the project “helped me make a difference in my school and my community.

### **E-Mentoring**

There was also some powerful anecdotal evidence that that the “virtual mentoring” by University of Florida students had significant impact on Leaders for Life participants as well as their own development. The mentor-mentee weekly conversations expanded into regular phone and email contact about life challenges, dreams and successes, and some relationships moved to Facebook communication. Following is an exchange between two young women connected by a love of family and sport; the reported excerpt is about goals:

**Mentor:** So this week, let’s talk about goals. A big part about creating and achieving goals is about being proactive instead of reactive. I'll tell you a few of my goals and what I plan to do to achieve them and then why don't you do the same. I want to graduate this semester from my Master's program. Well in order to do so I have to keep my grades up and make sure to be up to date on all my paperwork. It's a lot of work, but I'm ready!

I also want to improve my radio broadcasting skills. I know I am new at this, so improvement is a given. In order to get better I plan to listen to some of my past broadcasts and try to critique myself while also getting input from others and using that to get better. My third goal is to do more random acts of kindness. Sometimes it only takes a small part of your day to impact other people's lives.

How's school going for you?

**Mentee:** [Opening chat about softball—a mutual interest.]So my goals are . . . simple (I make it that way so I won't forget). 1. Get accepted into my dream school University of Pennsylvania (which I've gotten to check off my list! (YAY) 2. Go onto John Hopkins Medical School 3. Join Doctors Without Borders and help woman and children in 3rd world countries that are battling HIV/AIDs. As far as my plans to achieve these goals, I just need focus. A lot of what I've learned on the softball field I've transferred over to achieving my goals.

**Mentor:** Your goals are very inspiring! Congratz on getting into your dream school, that's got to be a great feeling!

### **Leadership Training Impact**

The Covey training also had significant personal impact on the student participants:

*I was at the Covey/Mentoring Training Program at Golden Gate High School, and I would like to say that you guys have seriously changed my life. I was expecting to go into the training and be bored and not really getting anything out of it, but by even the end of day one, my perspective had totally been changed. I felt as if something in me was different, like I could make a difference. What you guys do with the mentoring is beyond amazing and really makes a difference in someone's life, and I feel like, no scratch that, I KNOW I want to do the same.*

*I just wanted to say thank you for letting me partake in this awesome, life-changing program. Before the training, I did not know the potential leadership skills that I had and how much of an influence I could be.*

Review of the database and the survey results suggests high value for student participation in the program. Complications with school personnel changes interfered with completing a more careful survey study and correlational analysis; however, the student reports and the anecdotal data captured in communication among participants suggests the program made a strong positive contribution to the development of all involved.

To examine the effectiveness of the 7 Habits Leadership Development training was the Workshop Evaluation Form (Appendix E) created by Franklin Covey. This form is used globally to help the organization evaluate the workshop presenters based on the participant viewpoint and opinion.

This form was given to a sample of high school students who participated in the 7 Habits of Highly Effective Teens training delivered by Jonathan Catherman from Franklin Covey. The surveys were distributed at the conclusion of the two-day session held in the conference room of the Guadalupe Community Center.



Image 1.1- Covey Training at GGHS 1

The results (Appendix F) from the Workshop Evaluation Form were quite positive. The Likert scale questions were based on a 1-10 scale with 10 being the highest. The data revealed a mean score of 9.76 when asked if the workshop met participant expectations. Furthermore, the data showed a mean score of 9.90 asked, "How likely would the participant recommend this experience to a friend or colleague?" Then, the group mean was 9.91 based on the item asking, "How likely is it that you would recommend this consultant to

others?" These results illustrate that the workshops met participant expectations and that they would recommend this consultant to others while

encouraging other to participate.

The Training Evaluation Form also included items allowing participants to explain their reason for the score they gave on the Likert scale questions. The results were quite favorable and included numerous statements that referenced how this training positively impacted their lives. Examples included:

*"It has been a great experience for me. I really benefitted from it and I'm sure everyone else did."*

*"You guys really want us to succeed and achieve for the stars, your workshop shaped us into better individuals to be leaders of America."*

*"This session motivated and helped me to boost my self-esteem."*

*"The workshop was fun and very helpful towards leading us to be better people and make a difference in others and ourselves."*

*"I want others to learn what I learned because I know it will change their lives as I know it has changed mine. If everyone in this world took this workshop, I guarantee we would have a better world."*

In relation to the presenter:

*"He taught me that you can do anything you set your mind on. He always told us to "begin with the end in mind." He inspired me."*

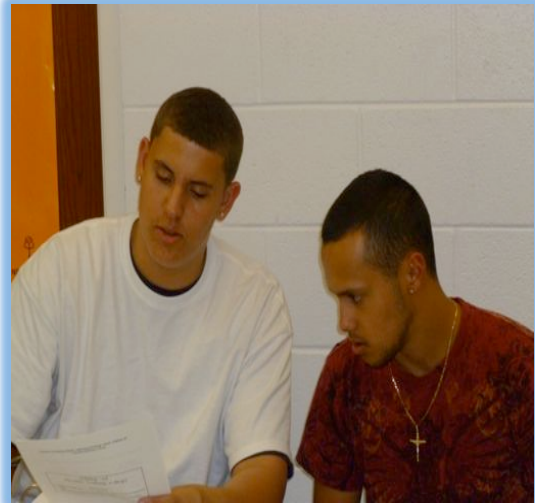


Image 1.2- Leadership Mentoring at PCHS

*"He shows us that as teens we can make great things happen. He made the presentation enjoyable and humorous. I learned things about myself that I never knew."*

### **Surveys of stakeholder beliefs**

The survey of stakeholder beliefs was not completed due to school schedule conflicts.

### **Student Attendance**

Data on average daily attendance was collected as part of the "Review of student records and creation of participant database." As of June 15, 2011, the average daily attendance of participants at year's end had improved by 15 percent.

### **Student Discipline Referrals**

Data on student referrals was collected as part of the "Review of student records and creation of participant database." At the beginning of the program, no students had received a discipline referral; post-program data show 100% of participants with no disciplinary referrals.

### **Program Operation**

The primary program activities of developing high school mentoring relationships and mentor training that includes the 7 Habits Leadership Development training and the University of Florida C.A.M.P. Gator mentor / leadership training has had a positive impact on the participants. The consensus among the participants—122 participating high school mentors, each of whom mentored one or more students, and the 12 University of Florida C.A.M.P. Gator student leaders who participated in the virtual mentoring as part of the Cisco E-mentoring Pilot—is that the training has been an overwhelmingly positive experience for all students. As reported in the Franklin Covey Workshop Evaluation Forms,

related email responses, and Facebook postings, many students indicated that the training had been a transformational experience in their lives and, consequently, they look at life in a much more positive and proactive manner.

*Student from GGHS: When you see stories about people making it out of tough situation despite their environment, that's an excellent example of the first habit: Be Proactive. At one point or another, we think to ourselves we're better than that and make the choice to be better. So, product of my environment = no. Product of my choices = yes!*

The level of program operation beyond the mentor training at each school site has been dictated by the delayed start of program activities and some unintended consequence of staff changes at the participating schools. Although the project did not meet its ambitious target for student participation, the focus on fewer, yet more vulnerable, students in the lower academic quartiles produced some dramatic results. Teachers and students reported a renewed sense of hope and optimism about school and life. One UF student expressed a desire to keep the work alive:

*So, remember when I said that CAMP Gator has helped determine the direction of my life? Well, I'm taking the next step in CAMP Gator dreams. I'm joining the Teach for America Corp 2011! Congrats to my other fellow Gators who will be joining me this year; we're going to change the world!*

The culminating event at Florida Gulf Coast was also inspirational as young people worked together and discussed possibilities for the future. As one graduating senior shared:

*I am off to the University of Florida. I can't wait to join the gang at C.A.M.P Gator. Giving back is what it is all about!*

Overall, leaders of the project and student participants evaluate the project a success. While there were some logistical challenges and some lessons learned regarding participation targets and interface with school personnel, the positive energy and potential of the project as a valuable student development intervention should not be underestimated. The summary data, although based on a smaller than anticipated participant number, showed positive impact on student development and made a strong case for building opportunities for self reflection and personal leadership, the hallmarks of the Leader in Me Project, into the lives of as many students as possible.

## **Objective Assessment**

**Goal 1: Establish a cadre of highly trained high school students skilled in the principles of the 7 Habits and who are themselves prepared for college.**

### **Objective 1.1**

By the fifth week of the project 55% of the high school Mentors will be trained by Franklin-Covey trainers in the 7 Habits. By the 14<sup>th</sup> week of the project 100% of high school Mentors will be trained in the 7 Habits.

- Due to the late start of program activities, the project was unable to meet the objective to have 55% of the high school mentors trained by the 5<sup>th</sup> week. However, through concerted effort by all stakeholders, the project did meet the objective to train 100% of high school Mentors by the 14<sup>th</sup> week. All high school mentors from the four schools completed training by the 11<sup>th</sup> week of the project.
- 100% of the mentors have demonstrated use of the 7 Habits in their daily lives (testimonials- Appendix G).
- *Measured Performance Indicators: Training completion and certification*

School	County	# of Mentors Trained	Dates of Training
Golden Gate High School	Collier	46	December 16-17, 2010
Immokalee High School	Collier	23	December 20-21, 2010
Immokalee High School	Collier	27	January 17-18, 2010
Port Charlotte High School	Charlotte	11	December 20-21, 2010
Lely High School	Collier	24	January 6-7, 2011
<b>131 Total</b>			

\*After completing the training, nine students were unable to meet their mentoring responsibilities as a result of school schedule and athletic program conflicts. Therefore, 122 students, 93% of the total trained, completed the project by mentoring one or more students.

## Objective 1.2

By the 9<sup>th</sup> week of the project 100% of adult supervisors of student Mentors will be trained in the 7 Habits (co trained with students by Franklin-Covey trainers)

- The Leaders for Life Program was able to meet the objective to train 100% of adult supervisors of student Mentors by the 9<sup>th</sup> week of the project.
- *Measured Performance Indicators: Training completion and certification*

School	County	# of Supervisors Trained	Dates of Training
Golden Gate High School	Collier	5	December 16-17, 2010
Immokalee High School	Collier	6	December 20-21, 2010
Port Charlotte High School	Charlotte	2	December 20-21, 2010
Lely High School	Collier	5	January 6-7, 2011
<b>18 Total</b>			

### Objective 1.3

By the end of the 14<sup>th</sup> week 100% of student Mentors will have received the initial Mentor training from the Guadalupe Center or the University of Florida (C.A.M.P. Gator Model).

- At the end of the 14<sup>th</sup> week, February 12, 2001, all four high schools had completed initial Mentor training from the University of Florida (C.A.M.P. Gator Model).
- *Measured Performance Indicators: Training completion and certification.*

School	County	# of Mentors Trained	Dates of Training
Golden Gate High School	Collier	46	January 7, 2011
Immokalee High School	Collier	23	December 20-21, 2010
Immokalee High School	Collier	27	January 17-18, 2010
Port Charlotte High School	Charlotte	11*	February, 7, 2011
Lely High School	Collier	24*	February, 8, 2011
		<b>18 Total</b>	<b>*in next two weeks</b>





Image 1.3- Students from Lely High School participating in Leadership Mentoring Training

#### **Objective 1.4**

100% of student Mentors will receive 20 hours of follow-up Mentor training by 3/1/2011 conducted by the Guadalupe Center or Dr. Ohlson at the University of Florida.

- 100% of student Mentors received 20 hours of follow-up Mentor training by 3/1/2011 conducted by the Guadalupe Center or Dr. Ohlson at the University of Florida.
- *Measured Performance Indicators: Training completion and certification.*

#### **Objective 1.5**

By the end of the first grading period, 100% of high school Mentors will review their grades, class standing, and Bright Futures Scholarship Plan with their adult supervisors.

- Due to the late start of program activities, the project was unable to meet the objective to have 100% of the high school mentors review their grades, class standing, and Bright Futures Scholarship Plan with their adult supervisors by the end of the first grading period. This review was completed by 100% of participants by the end of February, 2011. While all participants reviewed grades and class standing, only 31% reviewed the Bright Futures Scholarship Plan. Factors related to the decision not to do the review included students' grade level, higher education choice, career pursuits, and family socioeconomics.
- *Measured Performance Indicators: Student Plans; District Assessments; Report Cards*

### **Objective 1.5: Recommendations**

- Adult supervisors should keep detailed records indicating the date of each meeting and any follow-up actions that need to take place based upon the meeting with each high school mentor. Adult supervisors should stress the value of the Bright Futures Program and suggest that all students review the program requirements, track their progress toward qualification, and strive to become eligible in case college aspirations, career paths or family circumstances change.

### **Objective 1.6**

By the second week of the 2<sup>nd</sup> grading period, high school Mentors will be on plan to get academic tutoring, community service, and study commitment to maintain or attain a minimum overall 2.5 GPA.

- Due to the late start of program activities, the project was unable to fully meet the objective to have the high school mentors on plan to get academic tutoring, community service, and study commitment to maintain or attain a minimum overall 2.5 GPA by the 2<sup>nd</sup> week of the 2<sup>nd</sup> grading period. However, 100% of participants met the objective by the end of February, 2011.
- *Measured Performance Indicators: Student Plans; District Assessments; Report Card.*

### **Objective 1.6: Recommendations**

- Adult supervisors should keep records indicating the progress of each mentor toward meeting this objective. Discussion about the goal as a minimal requirement and the need to reach higher would be valuable to mentors and mentees alike.

### **Objective 1.7**

By March 1, 2011, 80% of 12<sup>th</sup> grade student mentors will have applied for a Bright Futures Scholarship, measured by applications.

- 100% of 12<sup>th</sup> grade student mentors applied for a Bright Futures Scholarship, measured by applications.
- *Measured Performance Indicators: Student Plans; District Assessments; Report Cards*

### **Objective 1.8**

By the end of the third grading period 80% of high school Mentors will improve their Lexile scores by 20% measured by the FAIR assessment.

- The Lexile score improvement objective was not reached. The data were incomplete resulting from reporting difficulties in two participating schools. Data from two schools showed 94% of mentors at Immokalee High School and 66% of those from Port Charlotte High Schools improved their scores. Collectively, 89% of participants reporting improved their Lexile scores.
- *Measured Performance Indicators: Student Plans; District Assessments; Report Card.*

## **Objective 1.9**

By the end of third grading period 80% of the Mentors will improve or maintain high math grades as measured by report cards.

- At mid-March, 2011, 92% of participants had maintained or improved their high math grades as measured by report cards.
- *Measured Performance Indicators: Student Plans; District Assessments; Report Cards*

## **Goal 2: Provide consistent Mentoring and student assistance for at risk youth in grades K – 9.**

### **Objective 2.1**

By the 6<sup>th</sup> week of the project 430 K-9 students will meet with trained high school Mentors a minimum of 90 minutes each week.

- These numbers were based on projections for beginning the program at the start of the school year; however, operating funds were not distributed until November, four months into the school year. Because of the delay in starting the program, potential mentors had developed scheduling conflicts with other programs and/or personal commitments, and the number of high school mentors, initially 131 after the initial training in late January, dropped to 122; and the number of K-9 mentees was undetermined. Decisions at the school sites based on need of vulnerable, at-risk students and complex scheduling issues led to a more targeted plan focused on fewer students. The resulting model used 122 school mentors, each mentor tutoring 1 or more students.
- It is important to note that the original participant number was ambitious and probably not realistic given the complexity of coordination with school leaders, student schedules, and the interdependent nature of the project components
- *Measured Performance Indicators: Mentoring logs and supervisor observations*

### **Objective 2.1: Recommendations**

- Be more conservative with enrollment projections for next wave of participants.
- Engage school personnel in early planning so that roles and responsibilities, particularly around record keeping, data collection, and data reporting.
- High school mentors and adult supervisors should keep records indicating the date of each meeting and any actions that need to take place based upon the meeting.

### **Objective 2.2**

By the end of the 10<sup>th</sup> week of the project an additional 584 K-9 students will meet with a trained Mentor of a minimum of 90 minutes each week.

- These numbers were based on projections for beginning the program at the start of the school year; however, operating funds were not distributed until November, four months into the school year. Because of the delay in starting the program, potential mentors had developed scheduling conflicts with other programs and/or personal commitments, and the number of high school mentors, initially 131 after the initial training in late January, dropped to 122; and the number of K-9 mentees was undetermined. Decisions at the school sites based on need of

vulnerable, at-risk students and complex scheduling issues led to a more targeted plan focused on fewer students. The resulting model used 122 school mentors, each mentor tutoring 1 or more students.

- It is important to note that the original participant number was ambitious and probably not realistic given the complexity of coordination with school leaders, student schedules, and the interdependent nature of the project components
- *Measured Performance Indicators: Mentoring logs and supervisor observations*

### **Objective 2.2: Recommendations**

- Be more conservative with enrollment projections for next wave of participants.
- Engage school personnel in early planning so that roles and responsibilities, particularly around record keeping, data collection, and data reporting.
- High school mentors and adult supervisors should keep records indicating the date of each meeting and any actions that need to take place based upon the meeting.

### **Objective 2.3**

By the end of the 14<sup>th</sup> week the final 60 students will meet with their trainer.

- By the end of the 14<sup>th</sup> week, 131 students had completed their training; 93% or 122 students completed the final mentoring experience.
- *Measured Performance Indicators: supervisor observations*

### **Objective 2.3: Recommendations**

- Ensure that all mentors are comfortable with their responsibilities coming out of the training and provides some follow-up support with mentors to reinforce mentoring process and personal reflection.

### **Objective 2.4**

By the end of the 25<sup>th</sup> week, the 520 elementary student Mentees will be trained in the 7 Habits of Happy Kids and 524 middle and 9<sup>th</sup> grade Mentees will be trained by student mentors in the 7 Habits of Highly Effective Teens.

- These numbers were based on projections for beginning the program at the start of the school year; however, operating funds were not distributed until November, four months into the school year. Because of the delay in starting the program, potential mentors had developed scheduling conflicts with other programs and/or personal commitments, and the number of high school mentors, initially 131 after the initial training in late January, dropped to 122; and the number of K-9 mentees was undetermined. Decisions at the school sites based on need of vulnerable, at-risk students and complex scheduling issues led to a more targeted plan focused on fewer students. The resulting model used 122 school mentors, each mentor tutoring 1 or more students.

Image 1.4- Mentor from IHS/Tutor Corps



- It is important to note that the original participant number was ambitious and probably not realistic given the complexity of coordination with school leaders, student schedules, and the interdependent nature of the project components
- *Measured Performance Indicators: Completion Documentation.*

### **Goal 3: Establish Extended Learning Opportunities (ELO) after school for high needs students/Mentor Academic Focus.**

#### **Objective 3.1**

100% of Mentees in grades 7-9 at risk of a failing grade during a marking period will be offered subject specific tutoring conducted by the high school Mentor and/or teacher supervisor as needed as prevention to losing a course credit.

- 100% of Mentees in grades 7-9 at risk of a failing grade during a marking period received subject specific tutoring conducted by the high school Mentor and/or teacher supervisor as needed as prevention to losing a course credit.
- *Measured Performance Indicators: ELO Performance Plan and Student Course Grades.*

#### **Objective 3.2**

80% of student Mentees offered ELO opportunity will participate.

- Discussion of extended learning opportunities (ELO) took place in the mentee training. The objective of 80% participation was fully met.
- *Measured Performance Indicators: ELO Performance Plan and Student Course Grades*

#### **Objective 3.3**

75% of Mentees participating in ELO's will improve their grade sufficient to receive course credits.

- Once the mentor-mentee pairings were developed and the program duration determined, this objective lost its relevance. The course credit issue did not apply to many middle school students, not at all to elementary school mentees in grades K-2.
- *Measured Performance Indicators: ELO Performance Plan and Student Course Grades.*

### **Goal 4: Improve academic performance for high risk students**

#### **Objective 4.1**

80% of students participating at least 50% of the time, will show a 10% increase in their reading scores. This will be measured by the FAIR assessment or FCAT.

- The final review of student data showed that of those students reporting, 89% showed increase in Lexile scores. The % increase across school groups ranged from 3 to 13%.
- *Measured Performance Indicators: Completion Documentation.*

## Objective 4.2

80% of student, participating at least 50% of the time, will show a 10% increase in their math scores, measured by Report Card Grades or FCAT.

- The final review of student data showed that of those students reporting, 92% had maintained or improved their high math grades. Overall, students raised their grade point average about 7.5%: Lely High students, up 13%; Port Charlotte, up 9%; Golden Gate, up 4%, and Immokalee High, up 3%.
- *Measured Performance Indicators: Report Cards or FCAT*

## Goal 5: Improve school attendance and reduce disciplinary actions for students involved in the program

### Objective 5.1

Mentees, who participate more than 50% of the time, will reduce the number of school absences by 15%

- 99% of participants reduced their absences by 15% or more; the program included a financial incentive for participation, which had a strong positive impact on attendance.
- *Measured Performance Indicators: Student Attendance Records and Discipline Records provided by school districts*



Image 1.5- Virtual Mentoring

### Objective 5.2

Mentors will reduce the number of school absences by 15%

- 99% of participants reduced their absences by 15% or more; the program included a financial incentive for participation, which had a strong positive impact on attendance.
- *Measured Performance Indicators: Student Attendance Records and Discipline Records provided by school districts*

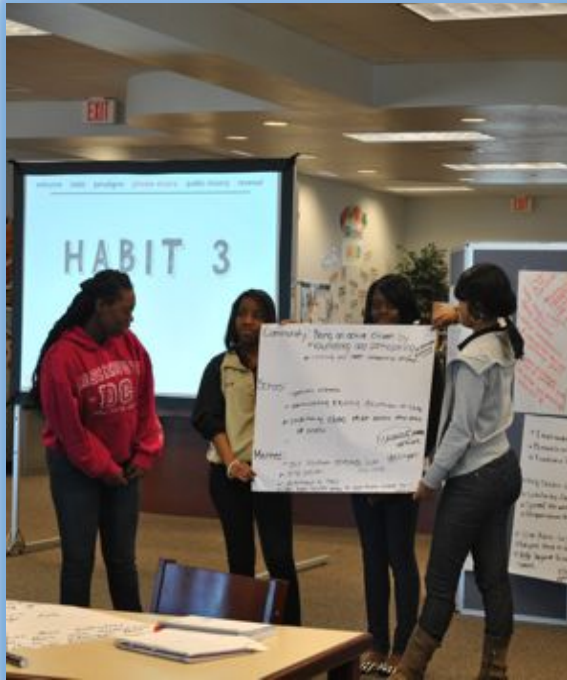
### Objective 5.3

Students participating in this program will reduce the number of disciplinary actions 50% as measured against the year prior.

- Students who joined the program had no history of discipline referrals at the beginning of the program; 100% of participants had no discipline referrals at program's end.
- *Measured Performance Indicators: Student Attendance Records and Discipline Records provided by school districts.*

## Conclusion

In sum, the Leader for Life Program had a significant positive impact on participating students. While the number of student participants was far fewer than originally planned, the power of the program was clear in the significant impact Leaders for Life had upon the personal leadership development of each and every participant. As the realities of the late start and complexities of implementation emerged for all program partners, decisions were made to narrow program focus in order to bring about more significant change to a smaller group of high-risk students with leadership potential. This allowed mentors to spend more time with



each student, and that extra time was particularly valuable in the development of deep, long lasting relationships that will transcend the program. Although no causal links can be claimed, participation in this program as either a mentor or mentee, as reported through survey and personal communication with program leaders, has been a significant, invaluable experience in each participant's academic and personal development. The student outcomes experienced were significant including increases in Grade Point Averages and attendance. In addition, students experienced improvements in their confidence, their ability to plan for their future and enhancements in how they overcome adversity and obstacles. The final outcome was an increased awareness and goal setting related to

college and beyond. The participants were able to immerse themselves in collegiate life at FGCU and communicate virtually with leaders from the University of Florida. The successes they achieved were phenomenal, including an average of more than \$75,000 in scholarship money in one high school, numerous academic and extra-curricular awards and even coveted fellowships to travel abroad.

Yet, the greatest impact in the program may be in the power of these leaders to see their opportunities and responsibilities- to lead in a way that inspires others towards greatness. A shining example is of a mentor who overcame extreme hardship in her own life to be awarded a full- scholarship for first-generation college students at a major University. The words of this incoming college student, who will serve as a mentor to high school students in the Fall, captures both the impact and the optimism embedded in the program:

*Two class books: \$172 . . . All of my apartment stuff/supplies (bedding, bathroom stuff, school supplies, etc.) : \$ 146. . . Leaving on Friday to live the college life: **priceless**. Need to live it to the fullest!*

**Appendix A: Final Student Outcome Data Collection Form**

Student
School
Grade
Gender
Receive 7 Habits Training? (Y or N)
Student has begun mentoring as of 2/1/11? (Y or N)
Review their grades, class standing, and Bright Futures Scholarship Plan with their adult supervisor? (Y or N)
Applied for a Bright Futures Scholarship (Y or N)
Attained or maintained a minimum 2.5 GPA (Y or N)
Improved their Lexile scores by 20%? (Y or N)
Improved or maintained high math grades (c+ or higher) (Y or N)
Reduced their number of school absences by 15%? (Y or N)
Subject to disciplinary action (suspension) (Y or N)
GPA as of 11/1/10
GPA 06/01/2011
Scholarship/Awards
Scholarship Amount \$
College Attending in the Fall



**Appendix B: Leadership Assessment Post –Program**

Leaders for Life: Student Leader Outcome Survey

1. Name: \_\_\_\_\_
2. GPA
  - a. Start of Year: \_\_\_\_\_
  - b. Now: \_\_\_\_\_
3. I have used the 7 Habits training to improve the following (Check all that apply):
  - a. Academics \_\_\_\_\_
  - b. Relationships with friends and family \_\_\_\_\_
  - c. Athletics/Extra-Curricular Activities \_\_\_\_\_
4. What awards/successes/accolades have you received this year:
  - a. Scholarships (college, summer programs, etc)
    - i. \_\_\_\_\_
    - ii. \_\_\_\_\_
  - b. Awards (academics, sports, etc)
    - i. \_\_\_\_\_
    - ii. \_\_\_\_\_
  - c. Leadership Roles (team captain, leader of school group, etc)
    - i. \_\_\_\_\_
    - ii. \_\_\_\_\_
  - d. Other (Please describe)
    - i. \_\_\_\_\_
    - ii. \_\_\_\_\_
5. Leadership Training and Mentoring has improved my:
  - a. Confidence/Belief in Myself: \_\_\_\_\_
  - b. Ability to work on a team: \_\_\_\_\_
  - c. Make a positive impact in my school and community: \_\_\_\_\_
6. Did you have an E-Mentor from UF? Yes\_\_\_\_ No\_\_\_\_
  - a. If yes, how did that experience help you?
    - i. \_\_\_\_\_
    - ii. \_\_\_\_\_

## Appendix C: Schedule of Events – Leadership Enrichment at FGCU (June, 2011)

### Day 1 June 16

Day/Hour	Event	Covey Facilitator
Thurs 6/16 10AM	Students arrive on FGCU Campus	Chaperones
10:15 -10:30 AM	All Students Protocol: Ice Breaker Introductions  What's in store for next two days	Jonathan, Charles, Jon- FranklinCovey Training
10:30 - Noon	Begin 7 Habits Teens Break-out sessions  Develop individual leadership plan- commitment to future goals and aspirations  Technology access to post plans?	Groups of 20 or so students with each facilitator  Jonathan, Charles, Jon
Noon-12:45 PM	lunch	Speaker
12:45 – 3:00 PM	Breakout sessions-  Rotate students with new FC Facilitator	Jonathan, Charles, Jon
3:00- 5:00 PM	Lake Games- using 7 Habits to accomplish common goals- canoe races, etc.  Water safety issues? Games in gym on athletic fields, etc as alternative	Jonathan, Charles, Jon Chaperones
5:00- 6:30 PM	Students to rooms- to dinner	Chaperones

6:30- 7:30 PM	Speaker(s)	All Students/ Jonathan, Charles, Jon
7:30 – 9:00 PM	Breakout Sessions- Student reflections- building personal missions/visions	Jonathan, Charles, Jon
9:00- 10:00PM	Student to Student Presentations – Students to Dorms at 10:00 PM	Chaperones

**Day 2 June 17**

Day/Hour	Event	Covey Facilitator
8:30 AM	Breakfast	Chaperones William, Charles, Jon
9:30 – 10:30 AM	Speakers	
10:30 – 12:00 PM	Break-out sessions  Preparing for next year, the year after, life in the future	William , Charles, Jon
12:00 – 1:00 PM	Lunch	Chaperones
1:00 – 2:30 PM	Large Group Send- off	William , Charles, Jon
2:30- 3:00PM	Students Pack up things ready for bus to return home	Chaperones
3:00- Buses take students home	End Event	

**Enrichment Opportunities:**

1. Meet with FGCU students and faculty
2. Campus Tour and classroom visits
3. Discuss higher education access and resources for current/prospective students

**Appendix E: Franklin Covey Workshop Evaluation Form**

**FranklinCovey**

"We enable greatness in people and organizations everywhere"

Please help us live our mission by providing feedback on your experience.

Name: [REDACTED] Organization: Immoxalee Phone: (     ) \_\_\_\_\_

Please fill in bubbles completely with a dark pen or pencil.



Date(s): 1/18/11

Presenter Name(s): Jonathan Catherman ID(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<input type="radio"/> Focus: Achieving Your Highest Priorities	<input type="radio"/> The 4 Disciplines of Execution	<input type="radio"/> Writing Advantage
<input type="radio"/> Focus for Microsoft Outlook	<input type="radio"/> xQ Detail	<input type="radio"/> Presentation Advantage
<input type="radio"/> The 7 Habits for Managers	<input type="radio"/> Leadership Week	<input type="radio"/> Building Business Acumen:
<input type="radio"/> The 7 Habits for Associates	<input type="radio"/> Project Management	<input type="radio"/> What the CEO Wants You to Know
<input checked="" type="radio"/> The 7 Habits of Highly Effective People	<input type="radio"/> Leadership Modules: _____	<input type="radio"/> Certification: _____
<input type="radio"/> Leadership Foundations	<input type="radio"/> Leading at the Speed of Trust	<input checked="" type="radio"/> Other: <u>TRENS</u>
<input type="radio"/> Leadership: Great Leaders, Great Teams, Great Results		

1. Did this workshop/work session meet your expectations?..... Low High
2. How likely is it that you would recommend this experience to a friend or colleague? Low High
- What is the primary reason for the score you just gave us?

It taught me alot of stuff: Like how to save money, Succeed, behavior, and etc. It helped me out in many ways, and the stories Mr. Catherman ~~toag~~ told us, inspired me, in many ways. This workshop really did teach us to become better leaders of America.

3. How likely is it that you would recommend this consultant to others?..... Low High
- What is the primary reason for the score you just gave us?

He ~~x~~ taught me that ~~any~~ you can do anything, you set your mind in. He always told us "begin with the end of mind." HE inspired me.

Please do not write in this shaded area



## Appendix F: Franklin Covey Workshop Evaluation Form – Student Responses

Did the Workshop meet your expectations? 1-10	How likely is it that you would recommend this experience to a friend? (1-10)	How likely is it that you would recommend this consultant to others? (1-10)
	What is the primary reason for the score you just gave us?	What is the primary reason for the score you just gave us?
10	10 - It has been a great experience for me. I really benefitted from it and I'm sure everyone else did.	10 - You guys have a one in a million consultant. Hold on to him.
10	10 - Through activities within groups and discussions a point is made with the 7 Habits to create a more efficient you	10 - It would be in their favor as mentioned in #2
10	10 - You guys really want us to succeed and achieve for the stars, your workshop shaped us into better individuals to be leaders of America	10 - This is basically a life guide to do something better within yourself and have unlimited outcomes.
10	10 - The experience was very helpful. Lots of help and information.	10 - He is very funny and not a fake person. He relates to us very well and listens to us.
10	10 - The presenter relates well to teens and keeps our interest. Excellent.	10 - Presentation, materials and his upbeat personality.
9	8 - The primary reason is because of the good explanations and the type of situations that can help people get a better understanding	8 - It can help others be a better mentor and person
10	10 - It was really interesting and I know this will help me further in life.	10 - He was great. He really knows how to get into detail with things. He makes things fun and he wasn't boring at all.
10	10 - The workshop was fun and very helpful towards leading us to be better people and make a difference in others and ourselves.	10 - Yes, funny person who is motivational and covers all the concepts in an interesting and organized manner
9	9 - I felt the overall workshop was extremely successful and meaningful to me	10 - Consultant is highly effective and his interaction with the audience is great.
10	10 - This is nothing like I expected. It was great	10 - I want others to see and experience what I

Did the Workshop meet your expectations? 1-10	How likely is it that you would recommend this experience to a friend? (1-10)	How likely is it that you would recommend this consultant to others? (1-10)
	What is the primary reason for the score you just gave us?	What is the primary reason for the score you just gave us?
	and very educational and motivational	experienced.
10	10 - He kept us entertained for more than 5 hours	10 - Jonathan sticks to his goal while keeping us interested in what he says
10	10 - I am willing to change a few things in my life	10 - Because now I have a new outlook on life
10	10 - This session motivated helped me to boost my self esteem	10 - Jonathan was very interactive with all of us and he could relate to our way of living
10	10 - It was interesting, There were good activities and they made you think. It also opened your eyes about the ahead for you and your mentee	10 - He was funny- filled with joy and happiness
10	9 - I believe that the presentation was highly effective on showing us the 7 habits. It was very inspirational and I learned many things. We did the 7 Habits in school but now I understand it more after these 2 days	10 - I believe that he is a very good speaker and that the presentation was really good. Others would enjoy listening to him.
10	10 - Jonathan presents the 7 Habits in a way that entertains and informs	10
10	10 - Jonathan shows us that as teens we can make great things happen. He made the presentation enjoyable and humorous. I learned things about myself that I never knew.	10 - Because of having this knowledge I have learned it, I will live it and now I want to give it. I want others to experience this from now on.
10	10 - I really believe that other people should experience this so that they can have a better understanding of Sean Covey's book.	10 - Mr. Catherman was entertaining and made it so that I could understand what was being discussed. He gave stories about his life that related to the workshop that made it so that I was able to understand the subject.
10	10 - I thought this was going to be boring. I believed that someone was just going to endlessly talk about something they claimed	10 - This workshop was not an inspiration but it was a gate to better opportunities. I believe

Did the Workshop meet your expectations? 1-10	How likely is it that you would recommend this experience to a friend? (1-10)	How likely is it that you would recommend this consultant to others? (1-10)
	What is the primary reason for the score you just gave us?	What is the primary reason for the score you just gave us?
	they knew about. I'm glad my expectations were proved wrong.	that everyone deserves to go through that gate.
10	10 - I would highly recommend this to a friend or colleague.	10 - He made it fun. He put it in a different way and having fun and learning is better.
10	10 - It was an amazing session. I learned that I did not even know existed.. This session changed me.	10 - I want others to learn what I learned because I know it will change their lives as I know it has changed mine. If everyone in this world took this workshop, I guarantee we would have a better world.
10	10 - The workshop was very interesting and engaging. It was helpful and informative. It also motivated me to work on the 7 Habits	10 - It was entertaining and related to our lives. It would make other people to want to do the 7 Habits too.
10	10 - This is a good way to forgive yourself and to learn to forgive others.	10 - I really like the way they expressed themselves and made of feel welcome.
10	10 - This workshop really did teach us to become better leaders of America	10 - He taught me that you can do anything you set your mind on. He always told us to "begin with the end in mind." He inspired me.
10	10 - I got more than what I expected which is excellent.	10 - ...he's almost like a role model.
10	10 - It was a pleasure and honor to have him.	10 - Jonathan knows what he is talking about.
9	10	10 - I would like my friends, brothers, and others to experience this.
8	10 - a lot of this did not apply to me but rather to my siblings. I will share this with them.	10 - I would recommend this to my friends and I wish they were here with me learning about this
10	10	9 - this workshop is very helpful for people to This workshop is very helpful for people to be successful

Did the Workshop meet your expectations? 1-10	How likely is it that you would recommend this experience to a friend? (1-10)	How likely is it that you would recommend this consultant to others? (1-10)
	What is the primary reason for the score you just gave us?	What is the primary reason for the score you just gave us?

9	10 - I wanted a more one-on-one feeling. I enjoyed the experience but wanted this to be single gender.	10 - I would recommend this consultant to others.
8	10 - because of this workshop, I am able to look at my life so differently	10 - Easily learned efficient skills
10	10 - The workshop is fun and it helps you understand how to mentor. You gain new knowledge and learned how to use them.	10 - He was fun and easy to understand and relate to.
10	10	10 - He is professional at what he does and I think he was well experienced.

<b>Mean</b>	<b>Mean</b>	<b>Mean</b>
9.76	9.90	9.91



## **Appendix G: Student Testimonials: Utilizing the Leadership development Training**

Well first I would like to start off by saying the workshop has helped motivate me in order to accomplish my goals that I never I would be able to. The habits that I am exercising right now are Habits 3 and 7. With Habit 3, I have put what I find most important first like homework and chores. Because I finish the most important things first I have found that I have extra time in my day. I use Habit 7 in the mornings and evenings. I use the extra time I have to do simple things that help me unwind which sometimes includes sleeping early so I don't wake up groggy and really have the energy to take care of myself.

I want to start off by thanking Jonathan and you. I had a vision of where I wanted to end up. The 7 Habits has helped me strengthened my vision and the steps are all planned out like they should be. I would also have to agree with \_\_\_\_\_ about Habit 6 be very important to me. I always believed that I had to do everything on my own. The training and HOBY has helped me realized that the people around me are here to help. The training also brought us closer together. Participants of Leader for Life are people I can count on for whatever it is. You guys helped strengthened some of my relationship accounts with other students. I'm very excited to be a part of C.A.M.P. gator and the great things that are to come in the future.

My name is \_\_\_\_\_ and I was part of the "7 Habits of Highly Effective Teens" training program done at Golden Gate High School. I just wanted to say thank you for letting me partake in this awesome, life-changing program. Before the training, I did not know the potential leadership skills that I had and how much of an influence I could be. Now, after the training has been completed, I feel so excited to give all that I learned and inspire my mentee to put the seven habits in action, and not let it be something that we hear every day at school. Once again, thank you so much! Happy holidays and go Gators!!!!

I completely agree with \_\_\_\_\_, the 7 Habits training has helped me relationship wise with not only my parents but also with my friends. When I explained to my best friend that our "bank account" was a little low, it really resolved some of the issues we were having. The 7 Habits has especially helped me accomplish that private victory. I realized taking care of me first is important. Although I have begun using all the Habits, I think I put Habit number 6 into work more now. I get stressed thinking I have to do everything on my own. I figured "my way is the best way." After the Covey training, I've learned not to be a shunner or a tolerator. I realized that everyone does things differently and I should incorporate and celebrate those differences. Now I let my younger (11) brother help out with dinner and things around the house. I appreciate his effort and I stress less.

The 7 Habits have helped me so much! Thank you, thank you thank you!

I've actually find myself to be using habit number 2 "begin with the end in mind" more. I see my goal and I visualize the easiest & most efficient way to complete that goal. Not only has this habit helped me a lot in my school life but it has also helped in my personal life too.

Hello Matthew! Let me start off with saying that the 7 Habits training was awesome! It has made a HUGE difference in every aspect of my life. The area that it has impacted the most was my personal relationship with my mother. Before the training, I never took the time to put myself in my mother's shoes. After the training, I realized that my mother works hard in order for me to have a better future.

Since I am the first girl in my family to graduate, my mother is very strict on me and limits the time that I spend with my friends. I always thought that she did this because she wanted to make my life miserable, but not anymore

The habit that I'm putting into practice the most would have to be Habit #7. Before the training, I never took time was only dedicated to myself. I would always be stressed and tired. Now, I am learning how to manage my time better in order for me to have "me-time". It has definitely helped in lowering stress and now I find myself more peaceful and happy!

Hello! My name is \_\_\_\_\_, and I was at the 2 Day Covey/Mentoring Training Program at Golden Gate High School, and I would like to say that you guys have seriously changed my life. I was expecting to go into the training and be bored and not really getting anything out of it, but by even the end of day one, my perspective had totally been changed. I felt as if something in me was different, like I could make a difference. What you guys do with the mentoring is beyond amazing and really makes a difference in someone's life, and I feel like, no scratch that, I KNOW I want to do the same.

My name is \_\_\_\_\_, and I am currently attending the covey training at Golden Gate High School. I can truly say that it has opened my eyes in what I can do for my mentee and other people around me. I just wanted to let you know that it was and is going to be a great experience and thank you for all that you have showed us. I know that I and other Golden Gate students are really excited to be working alongside with you and the other mentors. So again, thank you so much and hope to see you again soon.

#### Covey Workshop – Teacher Reaction

I just wanted to take the time to say thank you once again to you and Jonathan for your visit to our school. The kids are very excited about the Leader for Life program and wanting to pay it forward. I look forward to working with you, Tom and Jonathan in the near future.

## **Appendix H: Snapshot of High School Higher Education Goals and Aspirations**

Further examination of the current learning environment of the students and their collegiate goals can be highlighted by the following:

1. Program evaluators examined the practices, activities and outcomes related to college preparation, planning, admission and attendance. Surveys and data collection were used to determine percentages of students seeking external scholarships, participation in collegiate planning events, scholarships/awards and acceptance into college. Here is a snapshot of 17 seniors from one high school who participated in the Leaders for Life Program.
2. Background: One of the participating high schools and communities has 92% of the student population at or below the poverty line and only 13% of all students met state math and reading minimum benchmarks. Examination of the student outcomes amongst the student population participating in the Leaders for Life Program revealed the following:
  - a. 100% maintained a GPA of 2.5 or higher.
  - b. Scholarship Funds Awarded - College attending in the Fall :
    - i. \$48,200 Florida Gulf Coast University
    - ii. \$33,625 Florida State University
    - iii. \$37,000 University of South Florida
    - iv. \$26,625 Florida Gulf Coast University
    - v. \$48,750 Florida Gulf Coast University
    - vi. \$11,500 University of South Florida
    - vii. \$271,500 Bowdoin College
    - viii. \$14,250 Santa Fe Community College
    - ix. \$22,200 University of South Florida
    - x. \$49,750 Liberty University
    - xi. \$20,000 University of South Florida
    - xii. \$60,000 Palm Beach Atlantic University
    - xiii. \$24,000 University of South Florida
    - xiv. \$26,500 Syracuse University
    - xv. \$8,450 Florida Gulf Coast University
    - xvi. \$33,500 Florida Gulf Coast University
    - xvii. \$15,500 Florida International University