



*Marion County
Safe and Drug Free Schools*

2007-2008 Evaluation Report

August 2008



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WellFlorida Council

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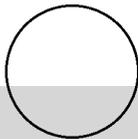
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Overview of the 2007-2008 SDFS Evaluation Process

Introduction

Since the inception of the Safe and Drug Free Schools (SDFS) regular and Set-Aside programs in the Marion County school system, the WellFlorida Council has worked with Marion County Public Schools (MCPS) on the planning and evaluation of program activities.

Initially, the mentor program addressed in this evaluation was funded by SDFS Set-Aside Grant monies; however, when these monies were no longer available, MCPS allocated regular SDFS school district funds to preserving the mentor program. This evaluation will cover programs implemented for the grant period covering the 2007-2008 school year. WellFlorida, under the direction of the MCPS, has been responsible for preparing the SDFS evaluation since the 1996-1997 school year.

Many beneficial programs have been generated and become self-sustaining based on activities initially funded by the SDFS and detailed in previous evaluations. These include a system-wide grant writer who was originally brought in to find additional funds for Safe and Drug Free Schools related programs at Howard Middle School. The services of the grant writer yielded such positive results, that the cost of this grant writer has been absorbed by school system funds and now the grant writer continues to bring new resources to the MCPS.

In addition, the Great Leaps reading program, highly successful and originally funded by SDFS, has expanded throughout the school system and is an example of the success of the SDFS program. The mentor program, piloted in Howard Middle School, has become a remarkable success, and though still largely funded by SDFS, the program now serves eight middle schools in Marion County.

Background on the SDFS-Funded Mentor Program

The federal government has an established program to allocate money to the states to develop Safe and Drug Free Schools programs in the school systems. In Florida, these funds have been allocated to the State Department of Education (DOE). Funds went to all school districts in Florida to support the teaching of curricula that will educate children on violence and drugs and stimulate the prevention of violent activity and drug use among school-aged children. A significant portion of the funds allocated to the states were carved out and allocated competitively to school districts that demonstrate the most significant need. The portion of the statewide SDFS funds that was carved out was known as the Set-Aside funds. Awards of Set-Aside funding ended in 2002-03.

When SDFS funding first became available, the MCPS created a SDFS Planning Committee to identify needs for violence and drug prevention and education in the school system and offer advice in the development of programs and strategies to address these needs. Under the direction of the MCPS, the SDFS Planning Committee conducted a district-wide needs assessment prior to each Set-Aside Grant period. The purpose of these needs assessments is to identify students

most at risk of becoming involved with alcohol, tobacco, and other drugs (ATOD) as well as violent activity. Needs assessments were prepared during the 1996-97 school years and more recently during the 1999-2000 school years.

The process of assessing the school district's needs relied on a variety of data sources. Extant reports including the County Risk Factor Report, the School Environmental Safety Incidents Report, the School District Prevention Needs Profile, the MCPS Drug Safety Report, and the School Advisory Council Reports were examined. Data were also extracted from the Marion County Total Educational Resource Management System (TERMS) database to analyze patterns of disciplinary action and state-reported incidents throughout the school system. In addition, focus groups were conducted with middle school students, guidance counselors, and Student Advisory Council chairs; and interviews were conducted with community leaders in the business, professional, political, and law enforcement communities as well as with school principals.

Due to the high degree of variability of discipline data at the school level, the planning committee reviewed TERMS data on disciplinary actions and state-reported incidents at the district level to identify specific populations with greatest need or if a particular action or actions was common throughout the school district. The analysis of TERMS data provided supporting evidence for selecting target populations and the types of behaviors upon which SDFS and Set-Aside programs would focus. The review of the existing data reports, conducting significance tests and performing a logistic regression with the data elements from TERMS, and conducting focus groups and interviews also supported the identification of a target population.

Review of these data indicated that students in grades 6, 7, and 8 (middle school) who have high numbers of absences from school and poor school performance as measured by cumulative grade point average (GPA) should be targeted. Students who show a pattern of frequent involvement in less serious types of disciplinary incidents were also identified. Based on the review of TERMS data, the characteristics that most commonly reflect the population that would benefit from a prevention and/or intervention program were male, African-American, students with high rates of reported discipline incidents, students receiving lower scores on standardized tests, and students who are absent from school more frequently than other students.

With this information, in 1996-1997, the SDFS Planning Committee identified two schools, Howard and North Marion Middle Schools, as having the highest percentage of students with the above characteristics. These schools were then selected to be the focus of much of the Set-Aside activities for that grant period. Mentoring programs were implemented to address the identified concerns. Howard and North Marion were again selected for the 1998-1999 to 1999-2000 Set-Aside Grant periods, while Belleview and Osceola Middle Schools were added to the mix.

The overall consensus of the planning committee was to develop a comprehensive plan that reduces ATOD and violent behaviors in schools. The emphasis of the program plan was to create a more nurturing environment so adolescents want to come to school and strive to excel in their academic endeavors. The original program plan set forth the programs to be implemented (based on their demonstrated success in research), the target populations and schools, and the objectives upon which to base the evaluation of the effectiveness of the Set-Aside programs. A

core element of this plan has been the implementation of school-based mentoring programs for students.

In 2000-2001, it was determined that the Set-Aside funding would be used solely to fund mentor programs at nine middle schools in Marion County as well as South Ocala Elementary School. The 2000-2001 Set-Aside funds were allocated in such a manner to cover one year of funding as opposed to the usual two years. As such, for 2001-2002 and 2002-2003, MCPS determined it would utilize regular Safe and Drug Free Schools funding to maintain the mentor programs at the nine middle and one elementary school.

Since the 2003-2004 school year, the mentor program was sustained in the middle schools as part of the regular SDFS funding, as Set-Aside funding was no longer available. Due to budget reductions South Ocala Elementary Osceola Middle were not funded for the SDFS program for the 2007-2008 year. As in years past, the evaluation that follows focuses on both quantitative and qualitative analysis of mentoring program activity for the 2007-2008 school year based on the details in the program plan/application submitted to the Florida Department of Education. However, based on recommendations, the evaluation objectives were tailored, with input from the Marion County Safe and Drug Free Schools Planning Committee, to be more relevant to the current experiences with the mentor program.

Evaluation Components

The evaluation of SDFS program activities for the 2007-2008 school years consists of the quantitative/objective evaluation of 2006-2007 proposed outcomes and qualitative analysis with additional objectives aimed specifically at alcohol, tobacco, bullying, and fighting. The qualitative insights were derived from four focus groups conducted with mentored students. In the 2007-2008 evaluation, both faculty and students were surveyed about the mentor program, as in previous evaluations. Additionally, students were surveyed regarding alcohol use. The results from the student survey are available in Appendix B and the results from the faculty/staff survey are available in Appendix C.

Mentor Logs

A critical element of this evaluation is the collection of mentor contact information. This allows the SDFS liaison and evaluation staff to gain a better understanding of current mentor involvement, and when necessary, these contacts may be used to identify potential areas of improvement based on SESIR data. In 2006, WellFlorida worked with the SDFS mentors to develop a form and process for logging mentor contacts (Appendix A). The forms include student name, student identification and date of contact and reason for contact.

At the beginning of each school year, WellFlorida staff has met with mentors to explain the mentor contact logging process and how the forms were to be utilized. As part of the recommendations from the previous evaluations, the mentor contact form was reviewed again by the SDFS Planning Committee prior to the 2007-2008 school years and updated to include who referred the student to the mentor.

Mentors were required to submit their mentor contact logs to staff within the first week of each month. As in previous years, WellFlorida took the contacts and constructed a database to compile all mentor contact information from the forms. As of January 1, 2004, mentor contact

forms were submitted electronically to decrease data errors. The WellFlorida staff conducted trainings with the mentors on the electronic submission of mentor logs in August 2007. All of the participating middle schools submitted mentor contact forms to WellFlorida.

As seen in Table 1, during 2007-2008 mentors worked with 2341 students and made 4940 mentor contacts. Over six percent of the total student population at the eight schools participating in the program interacted with the mentors via a formal contact (these contacts do not include events such as lunch room duty and casual conversations with students). According to Table 1, Howard Middle, Belleview Middle, and West Port Middle schools showed moderate increases in the number of student contacts compared to the 2006-2007 school year. It should be noted that beginning in the 2006-07 school year mentors group contacts were not counted in the mentor contact logs. Only individual student mentoring sessions were reported.

Table 1. Mentor activity for all middle schools, 2004-05, 2005-06, 2006-2007, and 2007-2008.

School	Percent Change 04-05 - 05-06		Percent Change 05-06 - 06-07		Percent Change 06-07 - 07-08		Percent Change 04-05 - 07-08	
	Students	Contacts	Students	Contacts	Students	Contacts	Students	Contacts
BELLEVIEW MIDDLE	(36.0)	(53.1)	(39.7)	(41.0)	246.6	314.9	33.9	14.9
DUNNELLON MIDDLE SCHOOL	52.6	18.2	17.6	15.6	20.2	(7.5)	115.8	26.5
FT KING MIDDLE	(1.2)	(8.3)	13.8	16.4	24.5	44.5	39.9	54.3
FT MCCOY	(72.8)	(22.6)	95.0	9.5	132.1	92.0	23.1	62.7
HOWARD MIDDLE SCHOOL	129.0	201.9	(63.8)	(66.6)	270.1	458.3	206.5	463.6
LAKE WEIR MIDDLE	(82.2)	(82.4)	124.3	74.9	17.8	15.9	(52.9)	(64.3)
NORTH MARION MIDDLE SCHOOL	(42.6)	(18.8)	(14.8)	(40.9)	(28.5)	(16.3)	(65.0)	(59.9)
WEST PORT MIDDLE	66.0	94.8	(47.2)	(57.1)	79.9	152.2	57.5	110.5
Total	(32.8)	(34.0)	(3.7)	(9.7)	42.3	44.5	(7.9)	(13.8)

Source: Mentor Contact Database, WellFlorida, 2004-05, 2005-06, 2006-07, & 2007-08.

The roles of the mentors vary considerably from school to school based on the principal's needs. Consequently, the role of the mentor defines the reasons why students seek assistance from the mentor. As seen in Table 2, non-violent peer conflicts, classroom/learning environment disruption, and planning for the future are the top three leading reasons why students utilize the mentor during the 2007-2008 school year.

Table 2. Reasons for mentor contacts, by school, 2007-2008.

School	Contact Reason	2007-2008	
		Number	Percent
Bellevue Middle	Attendance	164	29.5
	Bullying	37	6.7
	Classroom/Learning Environment Disruption	120	21.6
	Family Issues	74	13.3
	Fighting/Violence	2	0.4
	Non-Violent Peer Conflict Issues	142	25.5
	Planning for the future	17	3.1
	Total	556	100.0
Dunnellon Middle	Academic Issues	103	12.0
	Alcohol	11	1.3
	Bullying	54	6.3
	Classroom/Learning Environment Disruption	77	9.0
	Family Issues	143	16.7
	Fighting/Violence	53	6.2
	Non-Violent Peer Conflict Issues	198	23.2
	Planning for the future	159	18.6
	Relationship issues	37	4.3
	Tobacco and Other Drugs	19	2.2
	Unknown	1	0.1
	Total	855	100.0

Source: Mentor Contact Database, WellFlorida, 2007-08.

School	Contact Reason	2007-2008	
		Number	Percent
Ft. King Middle	Academic Issues	5	0.4
	Attendance	13	1.1
	Bullying	20	1.7
	Classroom/Learning Environment Disruption	79	6.8
	Family Issues	8	0.7
	Fighting/Violence	13	1.1
	Non-Violent Peer Conflict Issues	910	78.7
	Planning for the future	104	9.0
	Tobacco and Other Drugs	4	0.3
	Total	1,156	100.0
Ft. McCoy	Academic Issues	12	4.2
	Alcohol	3	1.0
	Attendance	4	1.4
	Bullying	30	10.4
	Classroom/Learning Environment Disruption	55	19.1
	Family Issues	26	9.0
	Fighting/Violence	1	0.3
	Non-Violent Peer Conflict Issues	122	42.4
	Planning for the future	16	5.6
	Relationship issues	16	5.6
	Tobacco and Other Drugs	3	1.0
	Total	288	100.0

Source: Mentor Contact Database, WellFlorida, 2007-08.

School	Contact Reason	2007-2008	
		Number	Percent
Howard Middle	Academic Issues	66	10.9
	Attendance	6	1.0
	Bullying	84	13.9
	Classroom/Learning Environment Disruption	262	43.4
	Family Issues	22	3.6
	Fighting/Violence	30	5.0
	Non-Violent Peer Conflict Issues	75	12.4
	Planning for the future	34	5.6
	Relationship issues	22	3.6
	Tobacco and Other Drugs	2	0.3
	Total	603	100.0
	Lake Weir Middle	Academic Issues	17
Alcohol		1	0.2
Attendance		2	0.3
Bullying		17	2.8
Classroom/Learning Environment Disruption		147	24.3
Family Issues		23	3.8
Fighting/Violence		13	2.1
Non-Violent Peer Conflict Issues		184	30.4
Planning for the future		175	28.9
Relationship issues		24	4.0
Unknown		3	0.5
Total		606	100.0

Source: Mentor Contact Database, WellFlorida, 2007-08.

School	Contact Reason	2007-2008	
		Number	Percent
North Marion Middle	Academic Issues	28	7.9
	Bullying	10	2.8
	Classroom/Learning Environment Disruption	91	25.7
	Family Issues	2	0.6
	Fighting/Violence	7	2.0
	Non-Violent Peer Conflict Issues	87	24.6
	Planning for the future	109	30.8
	Relationship issues	20	5.6
	Total	354	100.0
West Port Middle	Academic Issues	59	11.3
	Attendance	8	1.5
	Classroom/Learning Environment Disruption	18	3.4
	Family Issues	35	6.7
	Fighting/Violence	5	1.0
	Non-Violent Peer Conflict Issues	250	47.9
	Planning for the future	115	22.0
	Relationship issues	32	6.1
	Total	522	100.0

Source: Mentor Contact Database, WellFlorida, 2007-08.

School	Contact Reason	2007-2008	
		Number	Percent
All Schools	Academic Issues	454	9.2
	Alcohol	15	0.3
	Attendance	33	0.7
	Bullying	252	5.1
	Classroom/Learning Environment Disruption	849	17.2
	Family Issues	333	6.7
	Fighting/Violence	124	2.5
	Non-Violent Peer Conflict Issues	1968	39.8
	Planning for the future	729	14.8
	Relationship issues	151	3.1
	Tobacco and Other Drugs	28	0.6
	Unknown	4	0.1
	Total	4,940	100.0

Source: Mentor Contact Database, WellFlorida, 2007-08.

Objective Evaluation of 2007-2008 Proposed Outcomes

Introduction

Prior to examining each proposed objective and assessing the progress toward reaching those objectives, some preparatory comments are warranted. First, it should be noted that the SDFS regular and Set-Aside programs have generally been two-year funded programs. This evaluation will only cover the program for the 2004-2005, 2005-2006, 2006-2007, and 2007-2008 school years where deemed necessary. Many of the results from the 2004-2005 evaluation, completed three years ago, have been used to generate baseline data for the 2007-2008 evaluation. As such, data has been taken at the end of the 2007-2008 school years and compared to 2005-2006 data (the defined base year for the 2007-2008 evaluation) as warranted by the previous objectives of prior years stated objectives.

In keeping with the outcome measures in the previous two evaluations, the 2007-2008 evaluation will cover four newly proposed outcomes along with data selections used in previous years. Each outcome is stated below.

Proposed Outcome Analysis

Evaluation of Proposed Outcomes 1 and 2 is based on a review of alcohol use surveys provided by mentors who surveyed students that were specifically mentored for alcohol use/issues. The proposed Outcome 3 and 4 is based on Marion County Total Educational Resource Management System (TERMS) database. Review of proposed Outcome 5-7 is based on previous year's data used by WellFlorida staff to measure outcomes previously established for the SDFS evaluation. Proposed Outcome 8 is based upon focus groups with students that participated in the mentoring program and on student and faculty/staff surveys. Therefore, each of the following proposed outcomes is reviewed and supported with primary and/or secondary sources of quantitative and qualitative data.

Outcome Objective 1 (Quantitative)

By June 1, 2008, of the mentored students who drink and who have talked to the mentor about drinking, at least 75% will strongly agree or agree that the mentor has helped them make better decisions about not drinking alcohol.

Baseline: A four question survey will be given to 10% of all students mentored through March 31, 2008.

Analysis: At the end of the 2007-2008 school years, 75.4 percent of students who completed the survey, report feeling comfortable discussing alcohol use with the school mentor compared to 68.9 percent from the previous year. 65 percent feel that mentors have encouraged them to make decisions not to drink alcohol.

Outcome Objective 2 (Quantitative)

By June 1, 2008, of the mentored students who drink and who have talked to the mentor about drinking, at least 75% will strongly agree or agree that they drink less since they have been meeting with the mentor.

Baseline: A four question survey will be given to 10% of all students mentored through March 31, 2008.

Analysis: At the end of the 2007-2008 school years, 50.9 percent of students who completed the survey, report that they have discussed alcohol use with the school mentor. 46.7 percent feel that mentors have been helpful in dealing with issues involving alcohol use.

Outcome Objective 3 (Quantitative)

By June 1, 2008, at least 90% of all students mentored for a bullying issue will lower their bullying incidence rate by 10% after their initial mentor visit for bullying.

Baseline: Each student's individual bullying incidence rate during the school year of note prior to their first individual mentor contact for bullying.

Analysis: Out of 2341 students, 212 of those students met with the school mentor for bullying. 13 of those students were reported in the TERMS database for bullying at some point throughout the year. There were two students that had repeat bullying incidents in the TERMS database after their first initial meeting with the mentor for bullying. Out of the 212 students mentored for bullying 210 (99%) did not have a bullying event after they had their first initial meeting with the mentor for a bullying incident.

Furthermore, there were 107 students identified in the TERMS database for bullying that did not meet with the school mentor. This further emphasizes the need and justification of the mentor. This shows definite impact on students and decrease in the number of incidents after meeting with the mentor.

Outcome Objective 4 (Quantitative)

By June 1, 2008, at least 90% of all students mentored for a fighting/violence issue will lower their fighting/violence incidence rate by 10% after their initial mentor visit for fighting/violence.

Baseline: Each student's individual fighting/violence incidence rate during the school year of note prior to their first individual mentor contact for fighting/violence issues.

Analysis: Out of 2341 students, 106 of those students met with the school mentor for fighting/violence issues. 30 of those students were identified in the TERMS database for fighting/violence issues, of those students twelve had another incident reported in the TERMS database after their initial contact with a mentor. Out of the 106 students mentored for fighting 94 (88.7%) did not have a fighting event after they had the first initial meeting with a mentor for fighting.

Outcome Objectives for Previous Years

Outcome Objective 5 (Quantitative)

By June 1, 2008, reduce by at least 5 percent the percentage of students (in all eight middle schools) participating in a state reportable disciplinary incident as indicated by the 2004-2007 school system discipline records.

Baseline: According to 2004-2005 school system discipline records, 433 of 9,687 students (4.5 percent) at all nine middle schools participated in a state reportable disciplinary incident.

Analysis: At the end of the 2003-04 school years, the Florida Department of Education revised its codes for disciplinary incidents. The list was expanded from 130 to 218 general codes that can be used to report incidents. Moreover, of the revised 218 codes, 31 of the most serious incident codes were identified as state reportable. That is, they are reportable to the state and become part of a uniform disciplinary event/incident report created by the Florida Department of Education for each of the school districts in Florida.

As seen in Table 3, 249 of the 10,739 students at the eight schools participated in a state reportable incident during the 2007-08 school year. This represents 2.3 percent of the student body population of the middle schools participating in the SDFS program.

Since the reduction in the number of school participating in the SDFS program when compared to previous years the percentage of change does not truly reflect the correct correspondence when compared to previous reports. When measuring the percentage of change last year, which included nine schools, compared to this year, which only included eight schools, there is a substantial decrease in the number students with a state reportable incidence.

Table 3. Students with state reportable incidents for all middle schools 2005-06, 2006-07 and 2007-08.

School Name	2007-08 Total Students	2007-08 Students with SRI*	2006-07 Students with SRI*	2005-06 Students with SRI*	2007-08 Percent of Students with SRI*	2006-07 Percent of Students with SRI*	2005-06 Percent of Students with SRI*	Percent Change between 2006-07 to 2007-08	Percent Change between 2005-06 to 2006-07
Belleview Middle	1306	39	64	76	3.0	4.9	5.8	(39.1)	(15.5)
Dunnellon Middle	1288	32	40	61	2.5	3.2	5.2	(22.4)	(38.5)
Fort King Middle	1093	36	42	50	3.3	3.9	4.6	(15.5)	(15.2)
Fort McCoy Middle	645	19	20	39	2.9	3.3	6	(10.7)	(45.0)
Howard Middle	1132	20	64	73	1.8	5.5	6	(67.9)	(8.3)
Lake Weir Middle	1594	45	86	84	2.8	5.6	5.7	(49.6)	(1.8)
North Marion Middle	896	13	37	25	1.5	3.9	2.5	(62.8)	56.0
Osceola Middle	1261	35	40	37	2.8	3.1	3.1	(10.5)	-
West Port Middle**	1524	10	32	24	0.7	2.3	1.8	(71.5)	27.8
Total	10739	249	425	469	2.3	4	4.3	(42.0)	(7.0)

* SRI = State Reportable Incident

Source: Marion County TERMS Database, MCPS, 2004, 2005, 2006, and 2007.

As seen in Table 4, the highest percentage of state reportable incidents is derived from inappropriate physical behavior at school or on a bus with 4773 incidents. Failure to comply with school rules follows with 4303 incidents accounting for 16.6 percent of the reportable incidents.

Table 4. Leading state reportable disciplinary incidents for Marion County Middle Schools, 2007-2008.

Type of Incident	Number of Incidents	Percent
Alcohol	13	0.05
Behavior Other inappropriate school or bus	1969	7.60
Behavior Physical inappropriate school or bus	4773	18.42
Bomb Threat/explosions	3	0.01
Bullying - 1st Offense	128	0.49
Bullying - Repeated	8	0.03
Cell phone/wireless communication/electronic device violation	255	0.98
Cheating/plagiarism	51	0.20
Contraband	52	0.20
Contraband Possession	25	0.10
Criminal Street Gang Activity	16	0.06
Disorderly Conduct	60	0.23
Disrespect For Others	1980	7.64
Disruptive Conduct	3461	13.35
Disruptive Conduct(minor)	906	3.50
Dress Code Violation	96	0.37
Drugs - Illegal	20	0.08
Drugs Over-the-Counter/prescription	27	0.10
Extortion Threats/intimidation/bullying	43	0.17
Failure To Comply with school rule	4303	16.60
False Accusation against teacher/employee	2	0.01
False Fire Alarms	1	0.00
False/Misleading Information	55	0.21
Felony Charge	20	0.08
Fighting/injury/weapon/not Mutual	121	0.47
Fighting/mutual/no Injury	487	1.88
Fireworks With Fuses	2	0.01
Force/violence against employee	24	0.09
Force/violence against board employee	8	0.03
Gross Insubordination/open	377	1.45
Harassment - 1st Offense	62	0.24
Harassment - Repeated	7	0.03
Inappropriate Gesture/language/material	166	0.64
Inappropriate Sexual Behavior	83	0.32
Insubordination	2766	10.67
Intent Damage/person or school property 26	55	0.21
Intent damage School property 200	6	0.02
Medication Over The Counter	16	0.06
Other More Serious Misconduct	1	0.00

Source: Marion County TERMS Database, MCPS, 2008.

Table 4. Leading state reportable disciplinary incidents for Marion County Middle Schools, 2007-2008.

Type of Incident	Number of Incidents	Percent
Other Serious Misconduct	72	0.28
Profanity/obscenity/abusive/language or gesture	1256	4.85
Repeat Misconduct/more Serious	44	0.17
Repeat/misconduct of serious nature	3	0.01
Repeated Misconduct	1040	4.01
Serious Campus Disruption	4	0.02
Sexual Harassment	35	0.14
Sexual Offense/indecent Exposure	12	0.05
Theft (less \$300)	78	0.30
Theft Over \$300	3	0.01
Threat	149	0.57
Tobacco Possession/use Under 18	43	0.17
Tobacco Possession/use 18 & over	3	0.01
Trespassing	4	0.02
Unauthorized use of a person's Name	11	0.04
Unauthorized Use Of Internet	3	0.01
Victimization/extortion/threat	3	0.01
Violate Attendance Procedure	317	1.22
Violation Attendance Procedure	328	1.27
Violation School Red or Yellow	25	0.10
Weapons	38	0.15
Total	25919	100.00

Source: Marion County TERMS Database, MCPS, 2008.

Outcome Objective 6 (Quantitative)

By June 1, 2008, reduce by at least 10 percent the number of discipline referrals per 100 students (in all eight middle schools) as indicated by the 2005-06, 2006-07 and 2007-08 school system discipline records.

Baseline: According to 2005-2006 school system discipline records, there were 17,447 discipline referrals among the 9,478 students (in all eight middle schools) for a rate of 184.1 discipline referrals per 100 students.

Analysis: As seen in Table 4, Outcome Objective 2 was not met by all schools, as the total number of discipline referrals per 100 students (in all eight middle schools) decreased by more than 10 percent in only two schools from the 2005-06 base year to the 2006-07 school year. It should be noted that there were only eight schools participating in the program in 2007-08 compared to ten schools in 2005-06.

Table 4. Students with state reportable incidents for all middle schools, 2008.

School Name	2007-08 Total Students	2007-08 Discipline Referrals	2007-08 Discipline Referrals per 100 Students	2006-07 Discipline Referrals per 100 Students	2005-06 Discipline Referrals per 100 Students	Percent Change between 2005-06 and 2006-07	Percent Change between 2005-06 and 2007-08
Belleview Middle	1306	1337	102.4	143.5	126.2	13.7	(28.7)
Dunnellon Middle	1288	2806	217.9	284.9	339.4	(16.1)	(23.5)
Fort King Middle	1093	2048	187.4	263	257.7	2.1	(28.8)
Fort McCoy Middle	645	836	129.6	157	187.7	(16.4)	(17.4)
Howard Middle	1132	2243	198.1	292.1	263.5	10.9	(32.2)
Lake Weir Middle	1594	2464	154.6	269.8	292.9	(7.9)	(42.7)
North Marion Middle	896	3009	335.8	430.4	604.2	(28.8)	(22.0)
West Port Middle	1524	2704	177.4	172.4	167.3	3.0	2.9
Total	9478	17447	184.1	237.7	248.4	(4.3)	(22.6)

Source: School Crime and Violence Incident Report, SESIR Database, MCPS, 2005-06, 2006-07, and 2007-08.

Outcome Objective 7 (Quantitative)

By June 1, 2008, reduce the rate of SESIR incidents per 100 students among all eight middle schools that have a Safe and Drug Free School mentor by 20 percent.

Baseline: According to the Florida Department of Education, in 2000-2001 the rate of SESIR activities among students in Marion County was 10.7 percent higher than the comparable rate at the state-level: there were 41.23 SESIR incidents per 1,000 students in Marion County (1,634 incidents among 39,633 students), compared with 46.16 SESIR incidents per 1,000 students at a state-level (120,373 incidents among 2,607,593 students).

After reviewing the stated baseline data, WellFlorida found two errors in the baseline statement from the 2003-05 SDFS Evaluation Plan. The first error occurs when the baseline states that SESIR activities in Marion County in 2000-01 are higher than that of the state, but as can be seen by the stated baseline, Marion County is actually lower than the state-level, however, SESIR activity among the schools in the SDFS program were higher than that of the state for both the 2000-01 and 2003-04 school years. The second error occurs when the baseline data suggests that the number of SESIR incidents per 1,000 at the state-level in 2000-01 is 46.16. This figure is actually the rate for the state-level SESIR incidents in 2001-02. The accurate state-level rate for the 2000-01 school year is 52.23 SESIR incidents per 1,000 students (133,530 incidents among 2,556,615 students).

Analysis: Based on the errors found in the baseline statement, Objective 4 cannot be evaluated as stated, however, using school-level SESIR data for the 2005-06 and 2006-07 school years, the level of SESIR activities among the participating schools as stated in Outcome Objective 4 can be evaluated and compared to SESIR activity at the school level.

Table 5 provides SESIR rates for 2005-06, 2006-07, and 2007-08 school years with the percent change from the 2005-06 and 2006-07 years. The rate of SESIR incidents per 1,000 students decreased at Ft. McCoy Middle, while all others saw their SESIR incidents increase over the three-year span. It should be noted that in ten schools were participating in the program in 2005-06 compared to only eight schools in 2007-08.

Table 5. SESIR Data Comparisons for Marion County Middle Schools, 2005-06, 2006-07 and 2007-08.

SESIR RATES	2005-06			2006-07			2007-08			Percent Change Between 2005-06 and 2007-08
	School	Total Students	Total Incidents	Rate per 1,000	Total Students	Total Incidents	Rate per 1,000	Total Students	Total Incidents	
Belleview Middle	1303	73	56	1317	106	80.5	1306	111	85.0	51.8
Dunnellon Middle	1182	61	51.6	1257	47	37.4	1288	113	87.7	70.0
Fort King Middle	1076	50	46.5	1087	55	50.6	1093	136	124.4	167.6
Ft. McCoy Middle	652	84	128.8	610	22	36.1	645	50	77.5	(39.8)
Howard Middle	1216	37	30.4	1159	90	77.7	1132	157	138.7	356.2
Lake Weir Middle	1484	0	0	1540	134	87	1594	203	127.4	N/A
North Marion Middle	983	25	25.4	953	50	52.5	896	103	115.0	352.6
West Port Middle	1338	76	56.8	1422	39	27.4	1524	128	84.0	47.9
Total	10,409	445	42.8	10619	589	55.5	10739	1001	93.2	117.8

Source: School Crime and Violence Incident Report, SESIR Database, MCPS, 2005-06, 2006-07, and 2007-08.

Outcome Objective 8 (Qualitative)

Objective 8.1: By June 1, 2008, conduct 4 focus groups (randomly selected from the Marion County schools that have a SDFS mentor) with students that have utilized the mentor program to determine student perspective on effectiveness of the mentor program.

Baseline: Satisfaction surveys conducted in 2002-03 indicate that 69.6 percent of responding students indicated that the mentor had helped them to do better with school work and grades; 80.4 percent indicated that mentors helped them get along better with teachers and classmates; and 90.1 percent of responding students indicated that the SDFS mentor had been helpful to them. Focus groups will be used to obtain further details of the student's perspectives.

Objective 8.2: By June 2008, conduct a mentored student survey (one at each of the Marion County Middle Schools that has a SDFS mentor) that is identical to the survey conducted of

mentored students in 2006-07, and raise the percentage that stated “True” by 10 percent for each of the three questions regarding mentored student satisfaction.

Baseline: Satisfaction surveys conducted in 2004-05 indicate that 61.9 percent of responding students indicated that the mentor had helped them do better with school work and grades; 69.8 percent indicated that mentors helped them get along better with teachers and classmates; and 80.4 percent of responding students indicated that the SDFS mentor had been helpful to them. Focus groups will be used to obtain further details of student’s perspectives.

Objective 8.3: By June 2008, Conduct a faculty/staff survey (one at each of the Marion County schools that has a SDFS mentor) that is identical to the survey conducted of faculty/staff members in 2004-05, and raise the percentage of all respondents that stated they “Agree/Strongly Agree” by 10 percent for each of the three questions regarding faculty/staff satisfaction.

Baseline: Satisfaction surveys conducted in 2004-05 indicate that 30.7 percent of faculty/staff participants agreed and 42.4 percent strongly agreed (total 73.2 percent) that the mentor helped make a positive difference with the academic performance of mentored students; 29.8 percent agreed and 47.3 percent strongly agreed (total 77.1 percent) that the mentor helped to make a positive difference in the behavior of mentored students; and 26.3 percent agreed and 54.1 percent strongly agreed (total 80.5 percent) that the mentor is a valuable member of the school staff.

Analysis: For the 2007-08 evaluation, WellFlorida conducted two surveys regarding both student perception of the mentor program as well as faculty and staff perception. The results from the survey of mentored students are provided in Appendix B Student Responses for Survey of Mentor Effectiveness. The SDFS middle schools had higher participation than previous years in the student survey. For the eight schools, 58.7 percent of students indicated that the mentor program helped them to do better with schoolwork and grades. For the second question, 62.8 percent indicated that mentors helped them get along better with teachers and classmates. For the final question, 79.6 percent of responding students indicated that the SDFS mentor had been helpful to them. The number of responses from each school varied widely, thus, the overall results do not provide a true picture of mentored student perception. The results can not accurately be compared to previous years as the decrease in the number of schools offering the mentor program was reduced. However, the results do show evidence that, in all, the majority of mentored students feel that the SDFS program does make a positive impact on various aspects of their educational experience.

In addition to the mentored student surveys, a survey of faculty/staff was conducted to determine their perception of mentor effectiveness. The results of the surveys for each school are provided in Appendix C Faculty/Staff Responses for Survey of Mentor Effectiveness. Overall, 26.5 percent of faculty/staff participants agreed and 56.2 percent strongly agreed (total 82.7 percent) that the mentor made a positive impact on students’ academic performance among mentored students representing a 6.3 percent increase from the 2006-07 Faculty/Staff survey. 30.3 percent agreed and 60.5 percent strongly agreed (total 90.8 percent) that the mentor helped to make a positive difference in the behavior of mentored students constituting a 6.5 percent increase from the prior year. Lastly, 22.2 percent agreed and 69.2 percent strongly agreed (total 91.4 percent)

that the mentor is a valuable member of the school staff, which is a 0.7 percent decrease over the previous year.

Recommendations

Considerable mentor contact data has been collected but the established objectives do not accurately portray the outcome objective for the purpose of evaluating the SDFS program's impact on mentored students. It is recommended that the following outcome or process objective be established for the mentor contact data:

- Objective: By June 1, 2009, At least 95% of all students mentored for a bullying issue will not have a repeat bullying incidence after their initial mentor visit for bullying.

Baseline: Each student's individual bullying incidence rate during the school year of note prior to their first individual mentor contact for bullying.

- Objective: By June 1, 2009, At least 95% of all students mentored for a fighting/violence issue will not have a repeat fighting/violence incidence after their initial mentor visit for bullying.

Baseline: Each student's individual fighting/violence incidence rate during the school year of note prior to their first individual mentor contact for bullying.

These objectives will measure the original intent of the program to reduce repetitive incidences by students participating in the program.

Qualitative Evaluation Component

Aside from the surveys analyzed, WellFlorida conducted four focus groups at the end of the 2007-2008 school year to collect further qualitative data from students. Three mentor meetings were also held to gain insight into the mentors' perception of the SDFS program, along with an informal survey of mentors. An analysis of the focus groups and mentor meetings is provided below.

Student Focus Groups

The SDFS mentor program serves eight middle schools in Marion County. The program was developed as a comprehensive plan to reduce the risk factors contributing to higher occurrences of student involvement with alcohol, tobacco, and other drugs (ATOD) as well as violent behaviors in schools. As part of the qualitative component of the evaluation process for the Safe and Drug Free Schools (SDFS) mentor program, WellFlorida conducted four focus groups during April 2008.

This report will outline how the focus groups were selected, conducted, the findings of that process, and recommendations that address key issues identified in the process. The instructions and questions used to conduct the focus groups can be found in Appendix D.

Methodology

Today there is a multitude of behavior modification programs throughout the schools in Florida and the greater United States. However, it is realized that not all of these programs will succeed in a given school. For this reason, students who utilized the SDFS mentor program were asked to participate in focus groups to determine their perceptions, attitudes, and recommendations regarding this program. To determine the composition of the focus groups, four of the eight middle schools that participate in the SDFS mentor program were randomly selected from the SDFS mentor program database. From the four randomly selected middle schools, mentors were asked to randomly select students from each of the middle schools. In order to account for absences and scheduling conflicts, 12 students were chosen from the selected middle schools and each focus group consisted of no fewer than 8 students and no more than 12 students. In addition, parental consent forms were distributed to the selected 12 students, and any parent who did not want their child to participate in the focus groups were excluded.

Each focus group was held in classrooms of the selected middle schools in Marion County. Participants were advised that WellFlorida and the SDFS mentor program would maintain their confidentiality, and were asked to respect one another's confidentiality once the session ended.

The process used for conducting focus groups is fairly informal. The strength of this qualitative technique is flexibility; it is ideal for generating new ideas for investigation on an issue. Focus group members were encouraged to initiate discussion about concerns, preferences, and other issues that were not necessarily introduced by the facilitator or others in the group, but that they feel were relevant to the discussion. The questions that were developed focused on perceptions of the SDFS mentor program; communication with others about the SDFS mentor program; personal experiences and involvement with the SDFS mentor program; and recommendations regarding the SDFS mentor program. A copy of the instrument utilized for the focus groups can be found in Appendix D.

Focus Group Summaries

The comments of focus group participants in the following summaries reiterate the sentiments of either a single group member or the group as a whole and include direct quotes that reflect those viewpoints. This section merely summarizes what the participants said with no analysis applied.

Description of Target Population

All members were students of the selected middle schools from Marion County who had utilized the SDFS mentor program at some point over the past year. The students are of varying ages and from sixth to eight grades.

Perception of mentors and the mentor program

Participants were asked what comes to mind when they hear the word "mentor" and what their friends, family, and teachers say about the mentor program. A vast majority of the participants

indicated that a mentor was a “role model” or a “counselor” as well as someone who “helps you stay out of trouble”. Some individuals within the focus group felt that mentors were “someone to talk to about problems” or people that “guides you”. Each of the group participants named the designated SDFS mentor by name and described how they serve as a mentor. These comments included statements such as “a go to buddy”; “advisor”; and “someone to lead you in the right direction to stay out of trouble”.

The majority of participants among the focus groups indicated that their friends, family, and teachers say positive things about the mentor program. Most of participants indicated that their families knew that the mentor program existed at their school. Some participants noted that while teachers liked the mentor program, they did not like students missing class to go to meetings with the mentor. A few students within the focus groups talked about how the mentor sought them out to discuss personal issues, but a majority indicated that they sought out the SDFS mentor or were referred by teachers, guidance counselors or principals. Discussion by participants indicated that generally there was no negative stigma associated with the SDFS mentor program.

Communicating with others about the mentor program

When asked what they would tell a friend or family member about the SDFS mentor program, some participants talked about the emotional outlet that the mentors provide. This discussion led to comments about the role of mentors in the school. Students made the following statements about communicating about the mentor program:

- “It feels confidential, like no one else will find out.”
- “I tell my friends to go speak to (mentor) if they have some issues or problems.”
- “My mom has talked to (mentor) several times and it has always been a good thing.”

Personal experiences and involvement with the mentor program

Across the separate focus groups, the majority of participants indicated that the mentor program is instrumental in alleviating tension among students and is critical to controlling violence in their schools. The following comments were made:

- “There would be a lot more fights here without (mentor) at school.”
- “When I was dealing with some family problems (mentor) helped me learn to deal with that so I would not take it out on other people.”
- “If my friends are arguing I will tell them they should go speak to (mentor).”

When asked if they felt the mentor program made a difference at their schools, all participants said “yes”. A few participants stated that the mentor program makes a difference because it allows for students to vent about teachers and parents without judgment. Several participants discussed how mentors helped to ease the pressures of schools, social cliques and arguments among peers. Bullying and fighting were especially discussed. The participants felt that without the mentors fighting and violence would be increased at the schools.

Possibilities for improvement with the mentor program

Participants were asked what is frustrating at their schools regarding the SDFS mentor program and what advice they could provide to improve the mentor program at their schools. The following comments were made:

- “We need a male and a female mentor.”
- “I wish we had mentors in high school, I’m kind of scared that (mentor) will not be there for me to go to when I have problems.”
- “(Mentor) should not be substitute teaching; it makes it impossible to get in touch.”

The common advice that participants conveyed to solve the stated problems was to have more mentors available in the schools. Participants felt this would help the school and students by reducing violent activity and helping students who have personal problems or problems with their family. Overall, participants had positive things to say about the mentor program.

Overview of Key Findings

Throughout the process of conducting focus groups, a variety of perspectives and ideas about the SDFS mentor program were identified. While not all the participants agreed, the major issues came up time and time again, with different focus groups adding new perspectives. A summary of the ideas taken from the focus groups is provided below.

- “There would be a lot more fights if (mentor) was not here.”
- “I used to be more on edge about things, and now after meeting (mentor) I’m more patient and calm”
- “Teachers should just allow us to go to the mentor if we need to, but instead they want to know why we are going and what we are talking about. It’s really none of their business.”

Mentor Meetings

WellFlorida staff met with the mentors on three separate occasions to conduct training on mentor data collection and to get feedback.

Methodology

The methodology by which the mentor meetings were conducted was informal. In the first meeting, the mentors were trained on contact tracking through the use of the Mentor Contact Log Form (Appendix A). The second meeting occurred during the 2007-08 school term and allowed the mentors to provide progress reports on their school’s SDFS activities. It also served as a forum for mentors to ask questions and for WellFlorida staff to provide technical support. A survey was administered to mentors to gather their individual feedback and feelings toward the mentor program. The following are quotes and generalizations from this survey:

- “I feel that we do make a positive impact at the schools.”

- “I feel students and staff understand my position and that I am there to help them throughout the day.”

Overview of Key Findings

Briefly, mentors provided the following insights into mentor program operations during the informal discussions held by WellFlorida staff:

- Mentor concerns:
 - A. Many of the students do not feel comfortable or feel their confidentiality will be broken if they discuss alcohol, tobacco or drugs with a mentor or school official.
 - B. Mentors that are by having an article in a newspaper prior to school starting next year will help to inform parents, staff, and students of their roles in the schools.
 - C. Have a day when motivational speakers could come to address all students and give the mentor an opportunity to introduce themselves to all staff and students about the role of the mentor at the school.
 - D. Mentors would like for job description to change and include going into classes and discuss basic life-skills, bullying, impulse control, grades, time management, and how these issues relate to the future. This should be included in the job description to aid in the approach to teachers and principals to utilize the mentors to the best of their abilities.

Again, these comments and concerns were expressed by mentors at various informal meetings between the mentors and WellFlorida staff. An informal survey of mentor opinion was distributed by only a few were completed. They are neither prioritized issues nor recommendations but are reflections of the mentor perceptions on mentor program operations and potential areas of improvement.

Summary of Recommendations

There are a variety of recommendations to consider for further development and impact in the future of the SDFS program. The following section outlines the recommendations made throughout this evaluation including some general comments for clarification of each recommendation.

Recommendation 1. *Outcome objectives should be changed to report for original intent of the program and reduce repeat incidences of issues.*

The following changes to the objectives will allow staff to evaluate the programs success at reducing repeat acts of incidences involving bullying and fighting/violence.

- Objective: By June 1, 2008, At least 95% of all students mentored for a bullying issue will not have a repeat bullying incidence after their initial mentor visit for bullying.

Baseline: Each student's individual bullying incidence rate during the school year of note prior to their first individual mentor contact for bullying.

- Objective: By June 1, 2008, At least 95% of all students mentored for a fighting/violence issue will not have a repeat fighting/violence incidence after their initial mentor visit for bullying.

Baseline: Each student's individual fighting/violence incidence rate during the school year of note prior to their first individual mentor contact for bullying.

Recommendation 2. *Mentors should make at least one presentation, as early in the school year as possible, at a full meeting of the faculty and staff for the purpose of presenting the mentor program and the mentors' roles and responsibilities.*

The presentation will allow for increased exposure of the mentors and the mentor program and will provide faculty/staff with an increased understanding of the benefits of the mentor program and how faculty/staff can utilize the mentor program to the benefit of their students.

Recommendation 3. *Fully distribute and collect alcohol, student and faculty surveys.*

Mentors should highly encourage students and faculty to complete surveys and follow-up with individuals to ensure that the surveys are

completed and sent in for inclusion within the specified time periods allotted.

Appendices

- A. Mentor Contact Log Form
- B. Student Responses for Survey of Mentor Effectiveness
- C. Faculty/Staff Responses for Survey of Mentor Effectiveness
- D. Focus Group Instructions and Questions

Appendix A

Mentor Contact Log Form

2007-2008 MONTHLY MENTOR CONTACT LOG

MONTH: MONTH and YEAR				
SCHOOL: NAME Middle School				
PLEASE TYPE INFORMATION IN ALL CAPS				
STUDENT LAST NAME	STUDENT FIRST NAME	STUDENT ID	DATE OF CONTACT	CONTACT CODE
LAST NAME	FIRST NAME	XXXXXXXXXX	MM/DD/YY	XX

CONTACT CODES	REFERRAL CODES
1 = Academic Issues	1 = Self Referral
2 = Tobacco and Other Drugs	2 = Teacher
3 = Attendance Issues	3 = Principal
4 = Bullying	4 = Vice/Assistant Principal
5 = Classroom/Learning Environment Disruption	5 = Guidance Counselor
6 = Family Issues	6 = Family
7 = Fighting/Violence	7 = Friend/Peer
8 = Non-Violent Peer Conflict Issues	8 = School Resource Officer/Discipline
9 = Planning for the Future	9 = Other
10 = Relationship Issues	10= DJJ Referral (ONLY FOR HOWARD MIDDLE SCHOOL)
11= Alcohol	
The contact code logged for each contact should reflect the MAIN reason for the mentor contact. DO NOT record multiple codes. Record only one code in the CONTACT CODE column on the mentor log.	The REFERRAL CODES logged for each contact should reflect the main source of the referral. Do not include multiple codes. Record only one REFERRAL CODE for each student entry.
Track mentor contacts for the whole month. Monthly mentor logs are due to Shane Bailey by the 5th of the following month.	
DO NOT record group mentor contacts as we have done in the past. Record only individual student mentor contacts.	
If you have any questions regarding completion of this mentor log, please contact:	
Shane Bailey	Phone: (352) 313-6500, Ext. 110
WellFlorida Council	Email: sbailey@wellflorida.org

Appendix B

Student Responses for Survey of Mentor Effectiveness

Table B1. Student responses to mentor effectiveness survey for eight SDFS Middle Schools in Marion County, 2007-2008.

Question	TRUE		FALSE		NOT SURE	
	Number	Percent	Number	Percent	Number	Percent
<i>The mentor at my school has helped me do better with my schoolwork and grades.</i>	210	58.7	74	20.7	74	20.7
<i>The mentor at my school has helped me get along with my teachers and classmates.</i>	225	62.8	66	18.4	67	18.7
<i>The mentor at my school has been helpful to me.</i>	285	79.6	25	7.0	48	13.4

Source: Student survey of mentor effectiveness, WellFlorida, 2007-2008.

Appendix C
Faculty/Staff Responses
for Survey of Mentor Effectiveness

Table C1. Faculty responses to mentor effectiveness survey for eight SDFS Middle Schools in Marion County.

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<i>The mentor has helped make a positive difference with the academic performance of the students with whom he/she is working.</i>	104	56.2	49	26.5	11	5.9	0	0	21	11.4
<i>The mentor has helped make a positive difference in the behavior of the students with whom he/she is working.</i>	112	60.5	56	30.3	8	4.3	0	0	9	4.9
<i>The mentor is a valuable member of our staff.</i>	128	69.2	41	22.2	6	3.2	0	0	10	5.4

Source: Faculty survey of mentor effectiveness, WellFlorida, 2007-2008.

Appendix D

Student Alcohol Survey

Table D1. Student responses to mentor effectiveness against alcohol use survey for nine SDFS Middle Schools in Marion County, 2007-2008.

Question	TRUE		FALSE		NOT SURE	
	Number	Percent	Number	Percent	Number	Percent
<i>I feel comfortable going to the mentor at my school to discuss alcohol use?</i>	321	75.4	40	9.4	65	15.3
<i>The mentor at my school has spoke to me about alcohol use?</i>	217	50.9	142	33.3	67	15.7
<i>The mentor at my school has been helpful to me for issues involving alcohol use?</i>	199	46.7	129	30.3	98	23.0
<i>The mentor at my school helps me make decisions not to drink alcohol?</i>	277	65.0	77	18.1	72	16.9

Source: Student survey of mentor effectiveness, WellFlorida, 2007-2008.

Appendix E

Focus Group Instruction and Questions

Focus Group Introduction and Questions

Marion County Safe and Drug Free Schools

2007-2008

Hello and welcome to our focus group. A focus group is basically just a chance to talk with people who have something in common. So I'd like to thank you for joining our *discussion* group as we try understanding what the mentor program means to each of you.

My name is Shane Bailey and I work with WellFlorida Council. The Council is a group out of Gainesville that is working with the mentor program here in Marion County. The Safe and Drug Free Schools program provides the mentor, _____, which you have in your school. We are working on a report that will show the changes that having a mentor has brought to your school. It is very important that you participate, because what you say will help us better understand _____'s role at the school. The information you give us will be an important part of the final report. Are there any questions about the Council or the project we are doing for the mentor program?

I will be taking notes today to help make the written report of our talk.

All of you were asked to be here because you have worked with _____ in the past. You are not here because you are in trouble. We want to know what you think about the mentor program, how you use it, and any problems that students may have with the mentor. There are no right or wrong answers to any of the questions I am going to ask, and it is ok to disagree with someone else's ideas. Please feel free to tell me what *you* think.

I want to tell you a few rules before we get started. The first rule is that everything you say will stay between us. You have put only your first name on the cards we don't need to know who you are. We will not include your name in the written report. You may notice the tape recorder that is recording what we are saying. This is to make sure that what we write is what you have said, but the tape will be broken once the report is written.

As a second group rule, please do not repeat what we talk about today outside this room. It is important that we trust each other because we want you to feel comfortable talking.

The only other rule that I need you to follow is to speak only one person at a time. We don't want to miss anything anyone says, so it is important to not talk over one another or break into separate conversations.

Are there any questions about the focus group or what we are going to do today?

I have some questions, but they are only to help make sure we cover all of the ideas. I will use them to get us started and to keep our talk going, but you can talk about other things that you might think of along the way. Please feel free to share whatever you think is important for me to understand what the mentor program is at your school.

Are there any other questions?

Okay, let's get started. As a way of warming up, I would like to ask each of you what your favorite hobby is.

- 1.) When you hear the word "mentor" what comes to mind?
- 2.) Did you know you have a mentor program at this school? Your mentor is
_____.
- 3.) What would you tell a friend or a family member about the mentor program at school?
- 4.) What are some reasons why you would go to the mentor?
- 5.) What do your friends say about the mentor program? What do your teachers say?
Family?
- 6.) Do you think the mentor program makes a difference at your school? Why or Why Not?
- 7.) How has the mentor program helped you personally? A friend?
- 8.) Have you discussed alcohol use with your mentor? How comfortable are you talking
about alcohol use with your mentor?
- 9.) Have you ever discussed smoking or using tobacco with your mentor? How comfortable
are you talking about smoking or using tobacco with your mentor?
- 10.) Can you describe what a "bully" is? Have you ever discussed "bullying" with your
mentor?
- 11.) What is frustrating about the mentor program at your school?
- 12.) What advice can you give us to improve the mentor program at your school?
- 13.) Do you have any additional comments, questions, or concerns?