The Seedling Mentor Program

for Children of Incarcerated Parents

Annual Evaluation Report

2017-2018

Dr. Karen Looby

November 2018

Commissioned by

Seedling

Mentor. Nurture. Grow.

The Back Story

Their stories are personal and experiences unique. However, they share the heavy burden of social stigma and judgment. They lack the support and empathy that children experiencing other types of loss receive.

> Sonya: “Both of my parents were incarcerated multiple times. Several of those overlapped in one way or another. Not that they spent the same term in prison, but there was a lot of overlap … it was a lot of never knowing what happened next, never knowing how long things would be good, or how long things would be bad. You know what I mean?” (Fiedler, 2016)
>
> Heaven: “It was weird because at school everybody had their dad and mom, and I just had my mom. People would ask where my dad was, and I would say he was at school, but a lot of them already knew that wasn’t true. They knew he was in jail but they didn’t tell me.” (Anspach, 2017)
>
> Ifetayo: "My mom is a single parent of seven kids, and once my dad went away, this put a really big financial strain on my family… [in reference to making something up when asked what her dad did for a living] … It’s hard to explain that to people because there's such a heavy stigma against people who are incarcerated or formerly incarcerated." (NPR, 2014)
>
> Jessica: “Every visit, I went home crying because I knew I wasn’t going home with my dad. I wasn’t understanding why. I was very young. It hurt a lot, and I remember a few times where I was actually crying on the way over there.” (Anspach, 2017)

The National Resource Center on Children and Families (2016) reported more than 2.7 million children in the United States had at least one parent who was incarcerated. Approximately 45% of the children with incarcerated parents were African American, compared with those who were White (28%) or Hispanic (21%). In central Texas, approximately 8,000 children had a biological parent who was incarcerated (Pettit, 2017).

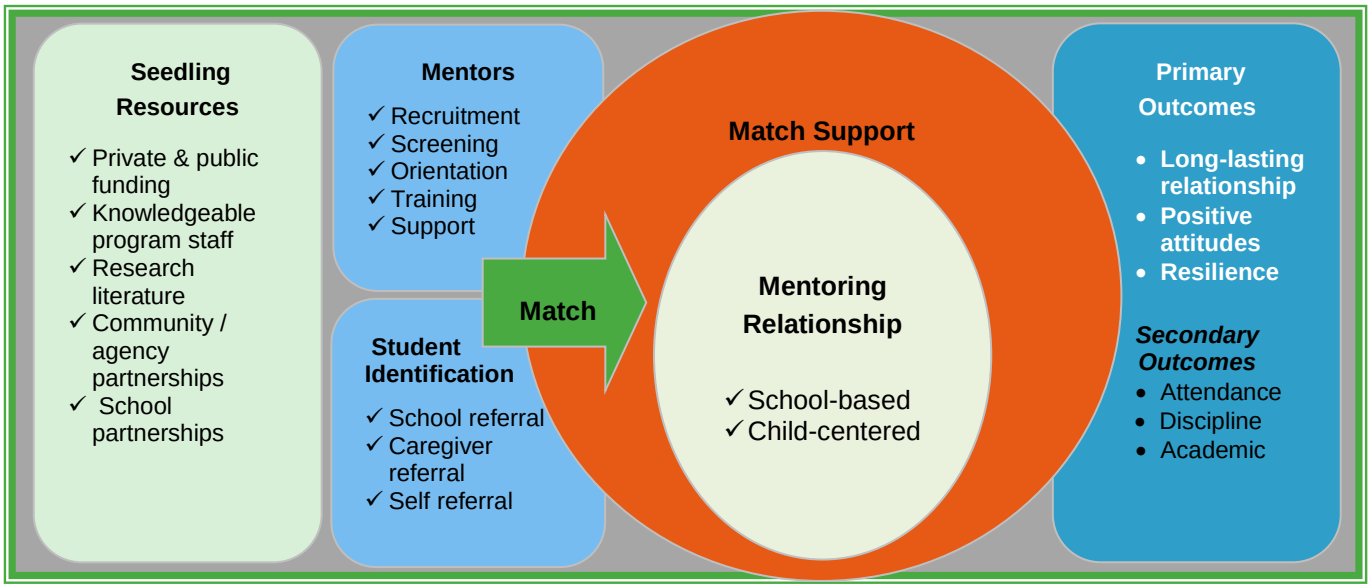
Trauma, stigma, and shame stemming from parental incarceration have long-lasting influence on children’s health, social, and educational outcomes. Children of incarcerated parents have high rates of physical and emotional problems (Turney, 2014). Children with incarcerated parents experience high rates of parental divorce or separation and violence in their homes. Children of incarcerated parents were likely to exhibit anti-social behavior, low levels of school engagement, and higher levels of grade level retention (Murray & Farrington; 2008, 2009, and 2012; Turney and Haskins, 2014; Murphy and Cooper, 2015).

Program Description

The Seedling Mentor Program is a school-based mentoring program for children of incarcerated parents. Since 2006, Seedling staff have actively developed a theory of change and logic model strongly rooted in the underpinnings of attachment theory that informs the program model and mentor training (Figure 1). Seedling's work also draws upon the most recent research on the effects of parental incarceration on children and the outcomes of mentoring.

Figure 1

Seedling Mentor Program Theory of Change



Purpose Statement

The purpose of this program evaluation is to identify program areas of strength and challenge and to use the results for ongoing program development. Details about the evaluation methodology, survey results, and academic outcomes are provided in the Appendices.

Seedling Participants

In 2017-2018, 590 children attending 116 schools in central Texas participated in Seedling's Mentor Program between October 1st and the end of the school year (Figures 2 through 7). Of these mentees, 178 were new to the program in the 2017-2018 school year. Mentees attended 39 Seedling schools where new matches were made and 77 additional schools supported by Seedling. Seedling mentees attended ten school districts (i.e., Austin, Bastrop, Del Valle, Hays County, Georgetown, Manor, Leander, New Braunfels, Pflugerville, and Round Rock) and 15 charter schools. There were 7 mentees who met with their mentor at least once in September before their match ended, but their outcomes were not included in this report. See Appendix A for more information on who was included in the program evaluation.

Figure 2

The number of mentees and mentors stabilized in 2017-2018 in relation to the prior school year.

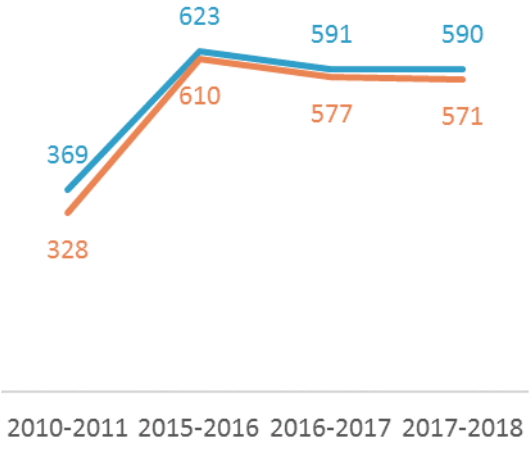
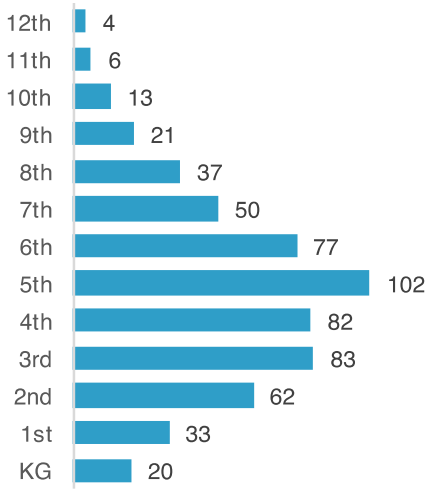


Figure 3

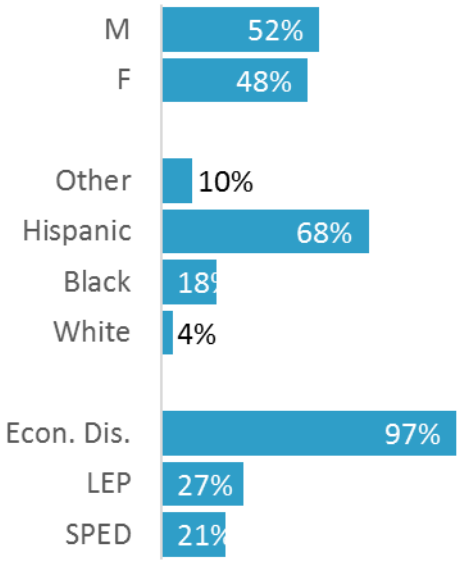
Seedling mentees were enrolled in Kindergarten through 12th grades.



Sources. Student program participation and school enrollment records, 2017-2018

Figure 4

Most Seedling Mentees were Hispanic and economically disadvantaged.



Sources. Student program participation and school enrollment records, 2017-2018

Figure 5

Most Seedling mentees were in elementary school during the 2017-2018 school year.

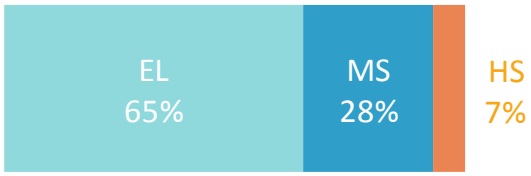


Figure 6

Most Seedling mentees were enrolled in Austin ISD.

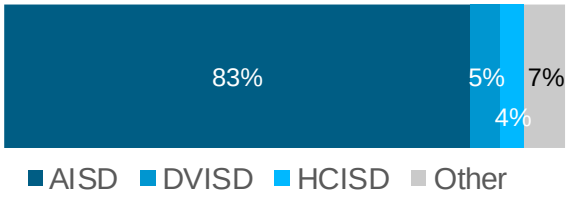
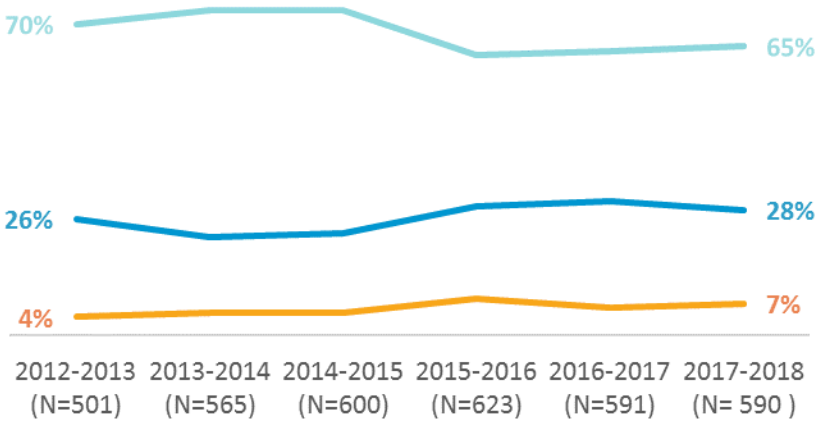


Figure 7

There was a significant decrease in the proportion of mentees served by Seedling who were in elementary school and increases in mentees at the middle, and high school levels over the past five years.



Sources. Student program participation and school enrollment records, 2017-2018

Program Implementation

Seedling staff supported mentors in a a variety of ways throughout the school year. They provided an overall program orientation, specialized training sessions, and focused support materials for new mentors. Seedling staff provided monthly training sessions on a variety of topics and personalized outreach to all mentors (e.g., phone calls, emails, meetings). Overall, 175 mentors attended one or more training events and filled a total of 338 training spots.

Seedling Mentor Directors and School Contacts encouraged mentors to seek assistance as they needed throughout the year. Most mentors reported their Mentor Director (84%) and/or their School Contact (77%) to be helpful overall. About half of the mentors requested assistance from the School Contact and/or the Seedling Mentor Director one or more times during the year.

Mentors committed to meet weekly with their mentees and engage in child-focused activities. Eighty-eight percent of mentors met weekly with their mentees and engaged in child-focused activities (Figures 8 and 9). If a mentor did not meet with the mentee every week, mentors described circumstances related to their own work schedules, mentee availability, or school scheduling that prevented the meeting. When mentors and mentees met, they were youth-focused and spent most of their time together talking with and listening to their mentees.

Figure 8
Most mentors met with their mentees every week.

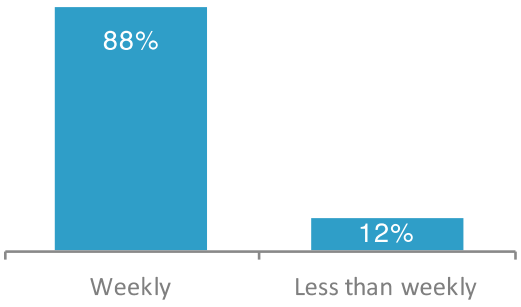
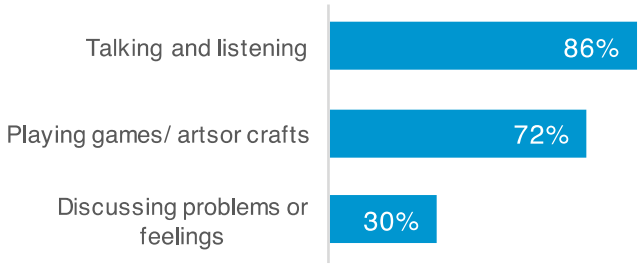


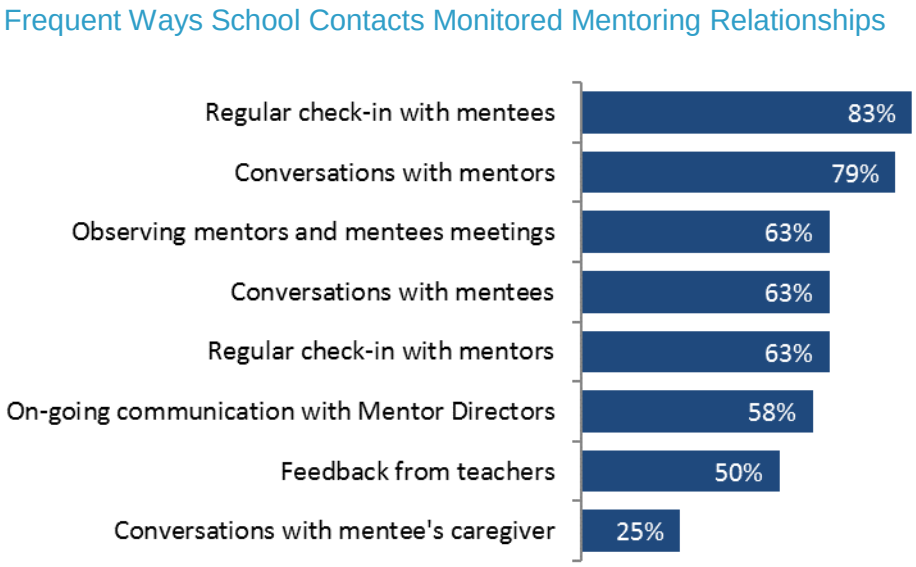
Figure 9
Mentors engaged in child-centered activities.



Source. Seedling Mentor Survey, 2018

Overall, survey responses from School Contacts were highly positive and indicated effective program implementation (Appendix D). Most School Contacts (92%) were very satisfied with their communication with their Seedling Mentor Directors, and 83% reported the Seedling School Contact Guide supported their efforts in implementing the Seedling Mentor Program on their campuses. Ninety-six percent of School Contacts were very satisfied with the quality of mentors. Most often, School Contacts (70%) reported they identified eligible participants through referrals from teachers and other school staff. Consistent with practices in past years, student referrals generally occurred after program information was presented to groups or distributed in print (e.g. emails, flyers, letters, etc.). School contacts also reported diverse ways in which they monitored the mentoring relationships throughout the school year. Most often they checked in with mentees or had conversations with menotrs about how the relationships were proceeding.

Figure 10
School contacts monitored the mentoring relationships in a variety of ways.



Source. Seedling School Contact Survey, 2018

Overall, the Seedling Mentor Program appeared to meet effective program implementation practices related to training, matching, monitoring and support. Mentors often described these practices within open-ended comments on their mentor surveys.

"I appreciate the opportunity to meet with other mentors and learn from experts in the various fields related to working with children."

"I found the training informative. They help me to stay current with what I am doing."

"I always appreciate the Mentor Minute. It's helpful to stay in the loop on everything and occasionally there's helpful guidance on a certain topic."

"My Mentor Director was helpful in always emailing when the school would be closed or closed to visitors. She contacted me monthly and always returned my emails or calls if I had questions."

"My Seedling Mentor Director was extremely helpful. She was always available and helped me think through and process some difficult issues."

"When I have a question I can call my Mentor Director and get an answer in the same day. The staff is here to support the volunteers. They are wonderful."

Source. Seedling Mentor Survey, Spring 2018

Additionally, mentee surveys indicated consistency in program implementation. Ninety-five percent of mentees who completed the Mentee Survey at the end of the school year reported that their mentors came to see them when they were suppose to do so. This aligned with mentor reports of how often they met with their mentees. Mentees also reported that their mentors engaged in activities that were enjoyable and interesting to them.

"She is very kind, sweet and listens to me and she is a very good scrabble player."

"She is a good reader, and I love to read with her."

"I get to have fun with him. We do different activities and sometimes he helps me with work I need to do when I have work."

"She buys some books and crayons for us, and we color together. She always lets me pick the coloring page I like."

"She comes every Friday."

"She is really nice, and she is interesting in what I tell her."

"She plays games with me and listens to what I have to say and she keeps me company."

Source. Seedling Mentee Survey, 2018

Effective Implementation

How does Seedling's program implementation connect to best practice?

The Seedling Mentor Program follows MENTOR's Elements of Effective Practice for Mentoring™ and adheres to research-informed standards for building and supporting quality youth mentoring programs. To create an effective mentoring program, staff carefully recruit, screen, and train mentors; match mentors and mentees; and monitor and support the mentoring relationships.

Seedling mentor training provided information needed to develop effective relationships which may influence the length and quality of the match relationship. Well trained mentors are more knowledgeable about mentoring, have better understanding of the roles necessary to be effective mentors and feel more prepared to facilitate the mentoring relationship (Kupersmidt, Stelter, Rhodes, & Stump, 2017a).

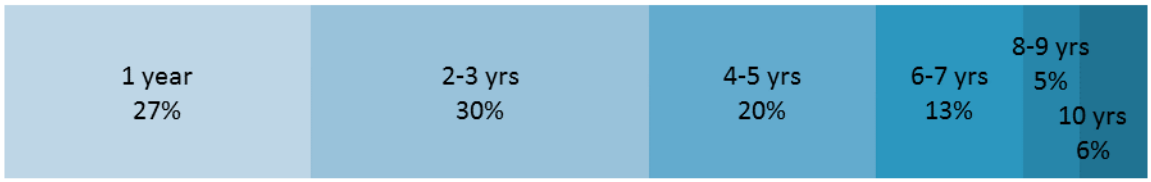
For more information about effective mentor program implementation go to http://www.mentoring.org

Mentoring Matches

Seedling staff supported 571 mentors who mentored one or more children during the school year (Figure 2). The Seedling Mentor return rate remained high at 72% in 2017-2018 compared with the prior school year (71%) (Looby, 2017). In 2017-2018, 73% of Seedling mentors had mentored for more than one year (Figure 11). On average, mentors spent four years supporting the program. Mentor years of service ranged from one to 13 years. The average commitment of Seedling mentors was above the national average of 14 months (Mentoring.org, 2013).

Figure 11

In 2017-2018, 73% of Seedling mentors had mentored for more than one year.

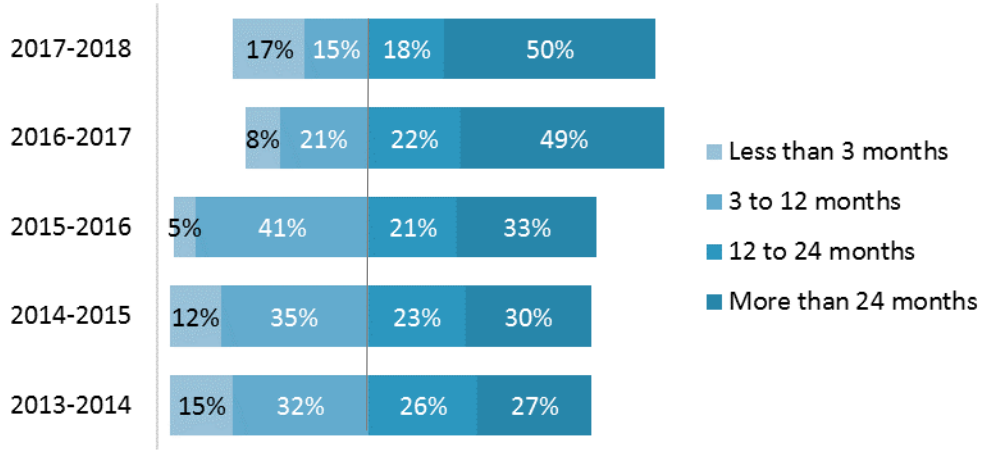


Source. Seedling program records, 2017-2018

Most Seedling mentoring relationships lasted for more than one school year. On average, Seedling mentoring relationships for mentees participating in the 2017-2018 school year was 2 years and 5 months (Figures 12-15). At the end of the school year, active mentoring relationship duration ranged from one month to 10 years, 6 months. The national benchmark for length of mentoring relationships to which programs aspire is 12 months (MENTOR, 2015).

Figure 12

Most Seedling mentoring relationships lasted for more than one school year.

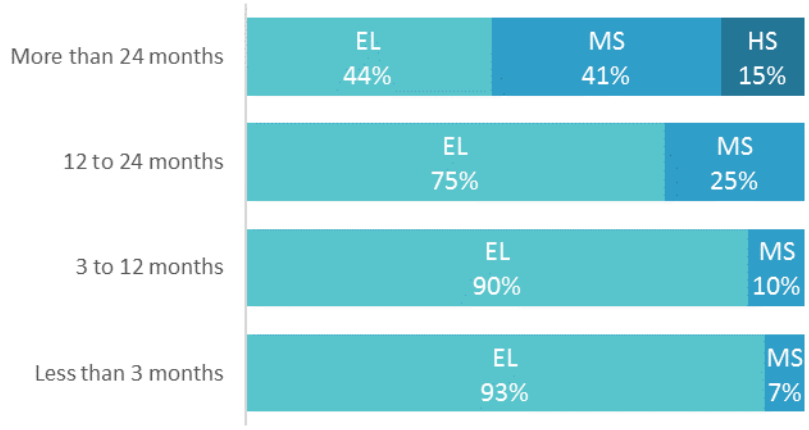


Source. Seedling program records, 2014-2018

Note. Methodology defined by MENTOR, the National Mentoring Partnership (2015) was used to calculate average match length.

Figure 13

Most of the Seedling mentees in mentoring relationships for shorter durations were in elementary school.

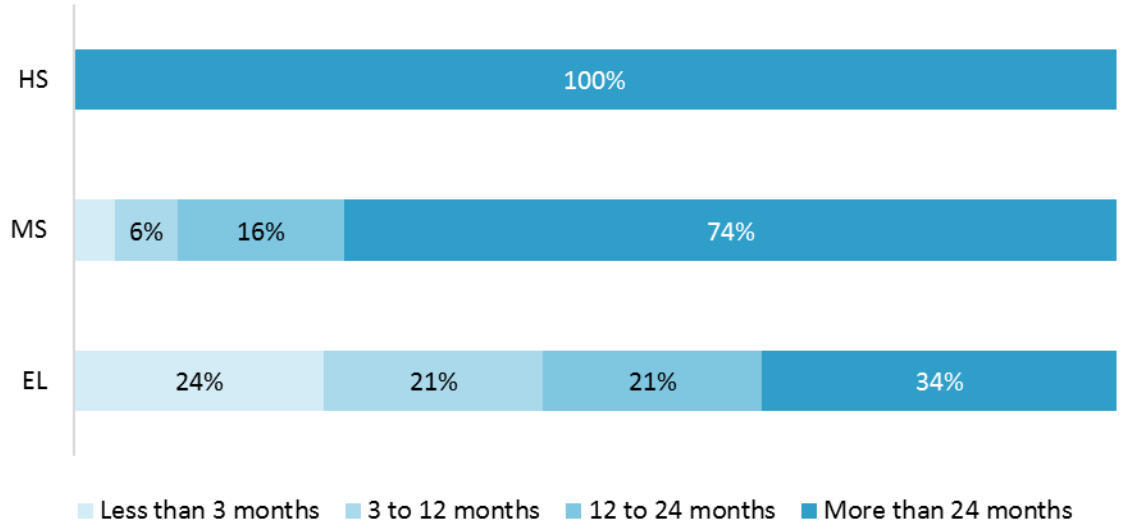


Source. Seedling program records, 2017-2018

Note. Methodology defined by MENTOR, the National Mentoring Partnership (2015) was used to calculate average match length.

Figure 14

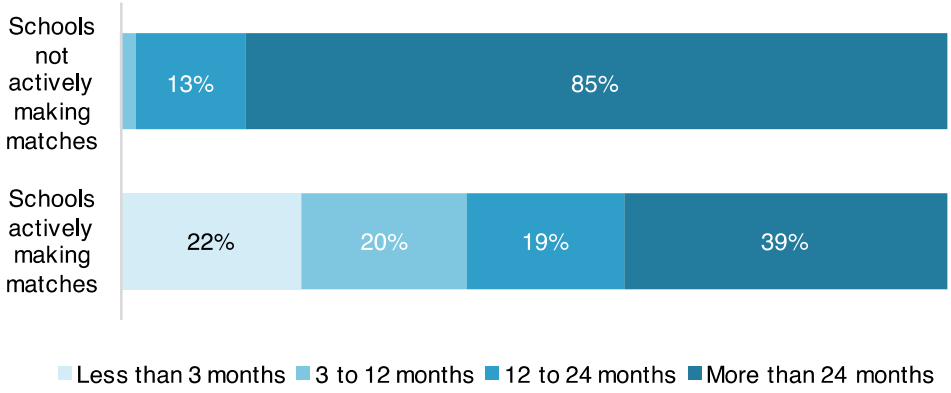
Seedling mentees who were in high school had participated for two years or more.



Source. Seedling program records, 2017-2018

Figure 15

Mentors often followed their Seedling mentees who transferred to schools where the Seedling program was not actively matching students and continued their mentoring relationship.



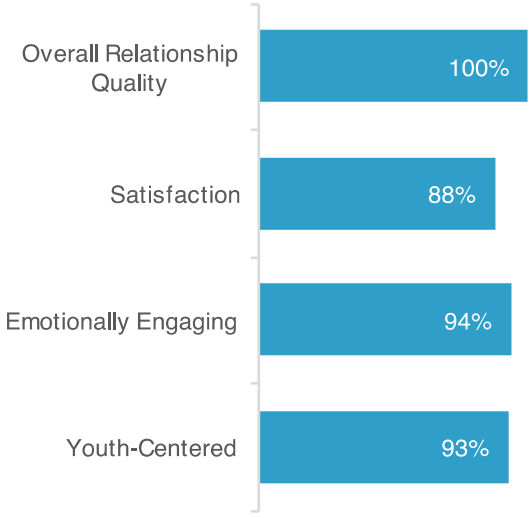
Source. Seedling program records, 2017-2018

Relationship Quality

Analyses of Seedling mentor and mentee surveys found evidence of quality mentoring relationships for most Seedling mentees in 2017-2018 (Figures 16-18). Overall, 100% of mentees experienced high quality relationships evidenced by an overall score of three or greater on the mentee survey items pertaining to relationship quality. Most mentees (96%) reported feeling close to their mentors and their mentoring relationships were youth-centered (93%), satisfying (88%), and emotionally engaging (94%). In alignment, 94% of mentors reported their relationships with their mentees were *excellent* or *good*. Details regarding the mentee and mentor surveys are provided in Appendices D and E.

Figure 16

Seedling mentees highly rated survey items pertaining to mentoring relationship quality indicated by a rating of three or higher.

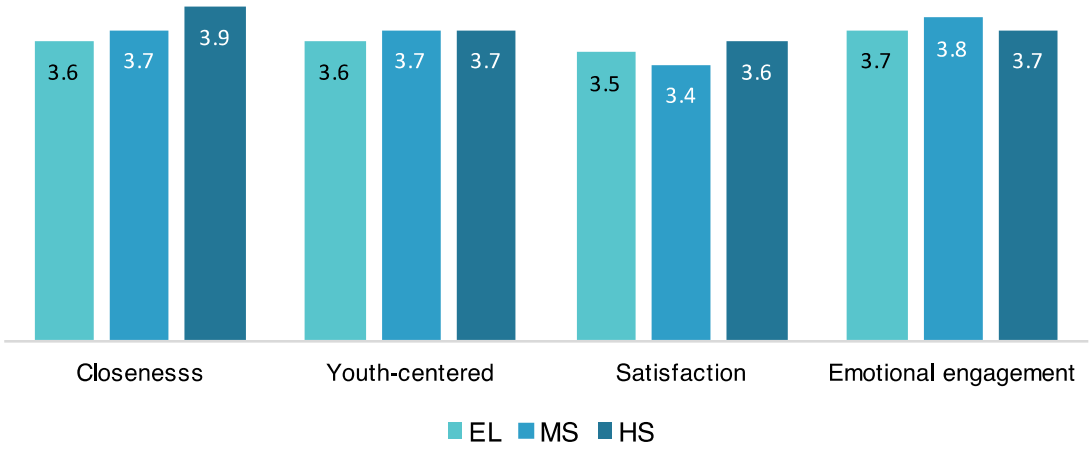


Source. Seedling Mentee Survey, Spring 2018

Note. Ratings of 3 or higher on a 4-point scale were categorized as positive.

Figure 17

Elementary, middle, and high school students similarly rated survey items pertaining to mentoring relationship quality.

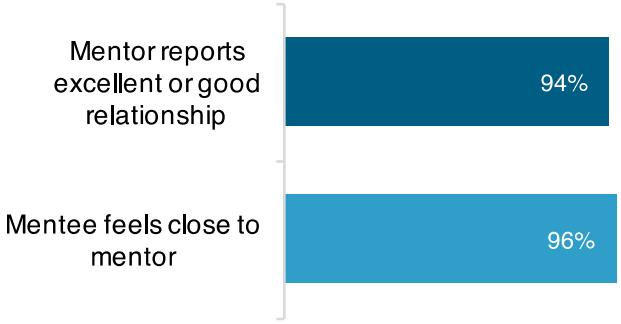


Source. Seedling Mentee Survey, Spring 2018

Note. Ratings of 3 or higher on a 4-point scale were categorized as positive.

Figure 18

Seedling mentees and their mentors had high levels of agreement about the quality of their mentoring relationships.



Source. Seedling Mentee and Mentor Surveys, Spring 2018

Note. Ratings of 3 or higher on a 4-point scale were categorized as positive.

Considering the primary purposes of the program, mentees experienced a high rate of success in their mentoring relationships. Ninety-six percent of mentees reported they were close to their mentor, and most mentees were in child-centered, long-lasting, high quality mentoring relationships. Mentees, mentors, teachers, and school contacts described quality relationships in open-ended survey responses at the end of the school year.

"They are providing great relationships for our students. They are here on a regular basis and the students know they can depend on them to show up."

"My student has mentioned several times that he has had the same mentor for several years. This is wonderful for him!"

"Though he doesn't express a lot of gratitude or emotion, I know that by giving him undivided, one-on-one attention, being child-centered, and a positive, warm presence in his life is very beneficial to both of us…I feel privileged to get to know my mentee and get to see him come out of his shell."

"My mentee has grown more open and comfortable with me over time and genuinely seems to appreciate and enjoy our time together -- he has expressed that it is over too fast"

"She is nice and funny so I'm always laughing when I'm with her."

"He is a very funny and interesting guy. I'm lucky that he's my mentor."

"She gets how I work and how I process things. Sometimes adults don't understand me and how I feel."

"My mentor really supports me when I need it and has really changed my life. I always talk to my parents about her and my parents will like to meet her."

"When we communicate I feel like I can tell her anything. She's like my best friend."

Sources. Seedling School Contact, Teacher, Mentor, and Mentee Surveys, 2018

The Mentoring Relationship

What does the research say about quality mentoring relationships?

Close mentoring relationships typically are developed when the mentor maintains a youth centered approach (Herrera, et al., 2013). These enduring connections are built when mentors adopt a flexible, youth-centered style, whereby the mentee's interests are considered (Rhodes, et al., 2017). Mentee and mentor perceptions of relationship closeness and quality are predictors of the length and quality of the mentoring relationship.

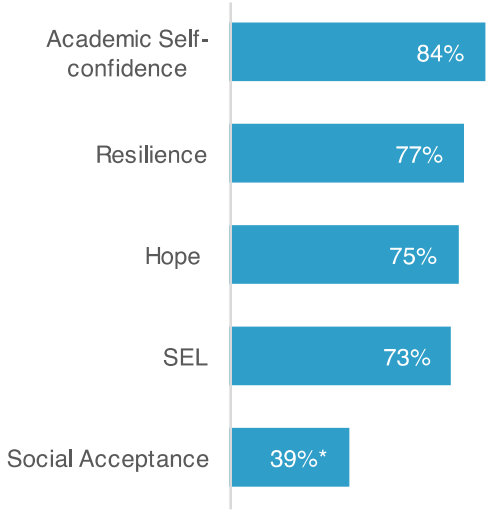
Once established, close mentoring relationships may help youth to interact with others more effectively. Specifically, by providing caring support, mentors can confront negative views that some youth may hold of themselves and show that positive relationships with adults are imaginable. Thus, the mentoring relationship may become a "corrective experience" for youth who have experienced troubled relationships with parents or other caregivers.

Mentee Personal Outcomes

In 2017-2018, most mentees reported positive personal outcomes (Figures 19-24). Most mentees rated survey items pertaining to academic self-confidence, resilience, hope, and social emotional learning (SEL) significantly higher than they did items pertaining to social acceptance. Seedling mentees and the matched comparison group did not differ significantly in their ratings of SEL and academic self-confidence. Seedling mentees also reported positive changes in their interests in doing things, relationships, ability to discuss their feelings since they began meeting with their mentors. Most teachers who completed a program survey reported positive outcomes for mentees as a result of their program participation. All survey results for school contacts, teachers, mentors, and mentee are provided in Appendices B through E.

Figure 19

Most mentees rated survey items pertaining to hope, academic self-confidence, and social emotional learning significantly higher (i.e., score of 3 or higher) than they did items pertaining to social acceptance.

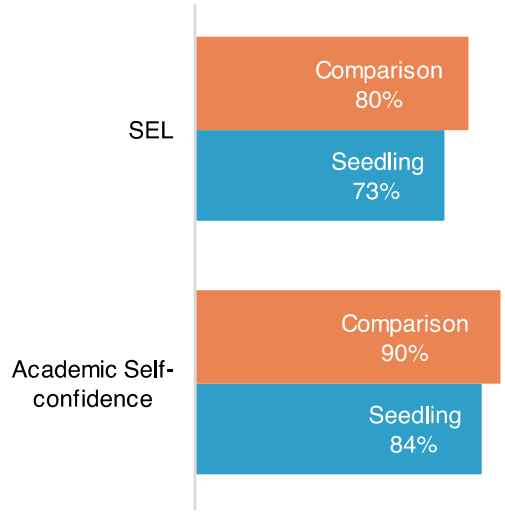


Source. Seedling Mentee and Austin ISD Student Climate Surveys, Spring 2018

Note. Ratings of 3 or 4 were positive. Only AISD mentees took SEL and academic self-confidence items. *Statistically significant at p <.05.

Figure 20

Seedling mentees and the matched comparison group did not differ significantly in their ratings of SEL and academic self-confidence.

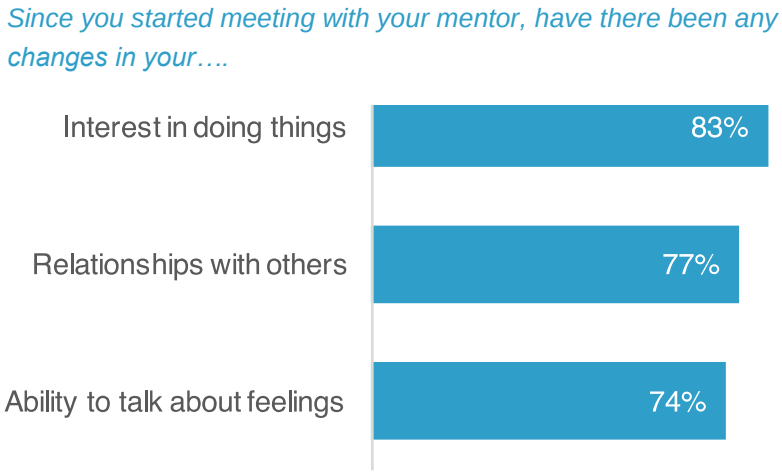


Source. Austin ISD Student Climate Surveys, Spring 2018

Note. Ratings of 3 or higher on a 4-point scale were categorized as positive. Only Austin ISD Seedling mentees and matched comparison group students were included in the summary of SEL and Academic Self-Confidence items.

Figure 21

Most Seedling mentees reported positive changes in their interests in doing things, relationships, and ability to discuss their feelings since they began meeting with their mentors.



Source. Seedling Mentee Survey, Spring 2018

Note. Ratings of 3.5 or higher on a 5-point scale were categorized as positive.

Social Emotional Learning

Why is SEL important?

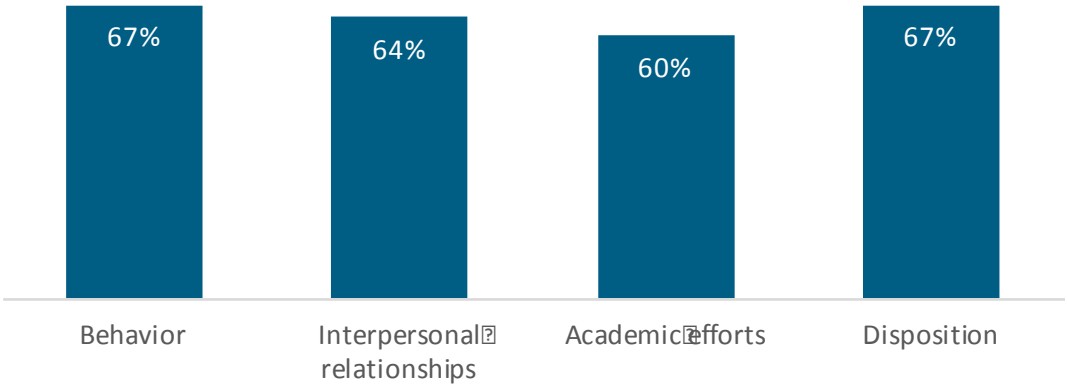
"Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." CASEL (https://casel.org)

Studies have shown SEL programs improve the mental health, social skills, and academic achievement of SEL program participants (Oberle, Durlak, and Weissberg, 2017). School-based SEL interventions also had long lasting benefits for students that converted to economic benefits for participants and society. For example, preventing a single case of conduct disorder may save society nearly $4 million.

Rhodes (2005) asserts mentoring can promote SEL development. Mentoring relationships that are emotionally engaging can produce social and emotional growth in youth that will improve their relationships with peers, parents, and other adults as well as their overall well-being and success in life.

Figure 22

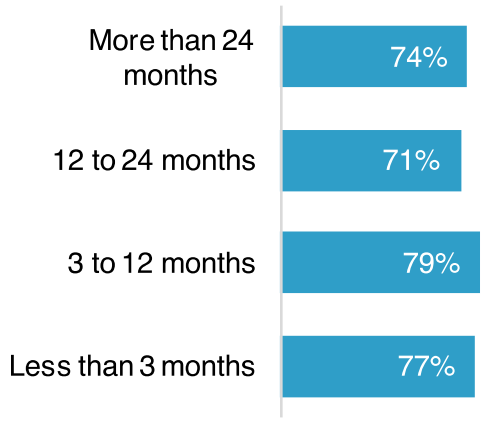
More than half of the mentees' teachers reported that their students experienced positive changes in behavior, relationships, academic efforts, and overall disposition as a result of the program.



Source. Seedling Teacher Survey, Spring 2018

Figure 23

Overall, 73% of Seedling mentees planned to enroll in college, and mentee aspirations were similar even though they had participated in the program for differing lengths of time.

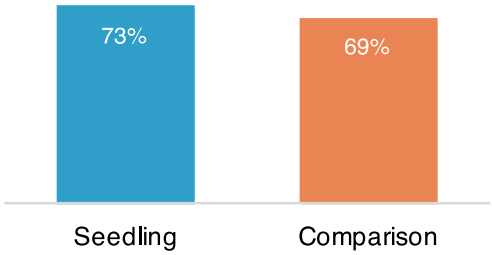


Source. Austin ISD Student Climate Survey, Spring 2018

Note. Only Austin ISD Seedling mentees were included in the summary of college aspirations.

Figure 24

A higher percentage of Seedling mentees aspired to enroll in college than did students in the matched comparison group, although the difference was not significant.



Source. Austin ISD Student Climate Survey, Spring 2018

Note. Only Austin ISD Seedling mentees and matched comparison group students were included in the summary of college aspirations.

Mentee Academic Outcomes

Academic outcome records were available for mentees enrolled in Austin(*n*=490), Del Valle (*n*= 32), and Hayes (*n*=25) Independent School Districts (ISDs), and a matched comparison group from both Austin and Del Valle ISD's (*n*=496). A variety of data analyses were employed in this evaluation and included descriptive and inferential analyses. Refer to Appendix A for additional information related to evaluation methods.

To holistically describe overall academic improvement or achievement, academic outcomes were consolidated into an index. An index is composite measure of variables, or a way of measuring a construct using more than one measure. Each item going into the index was validated, and the validation process was repeated to ensure the index itself was measuring what was intended. In each academic area, data were analyzed to determine whether the mentee had a positive outcome. Then, a total score was assigned based on the accumulation of positive academic outcomes. The total score ranged from zero to five and indicated the number of areas where a mentee achieved a positive academic outcome.

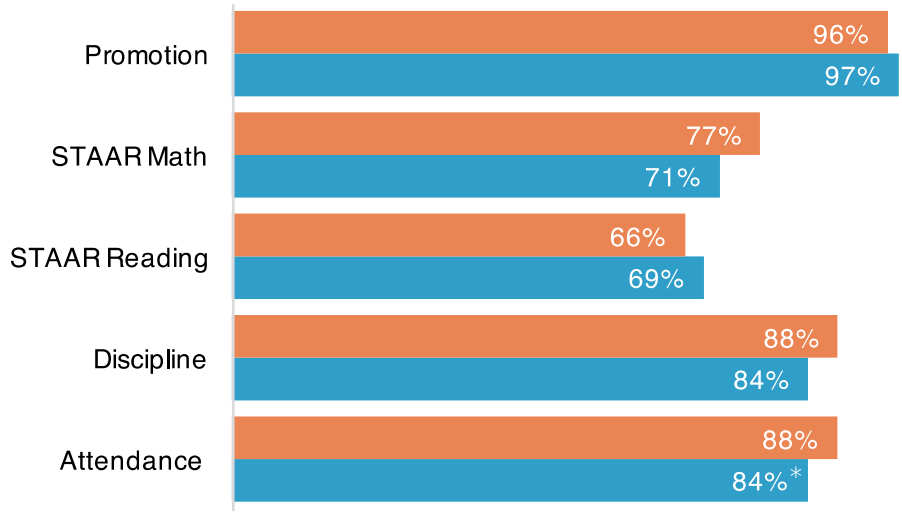
Positive academic outcomes were defined in various ways. A positive outcome in attendance was defined as having an improved attendance rate from the prior school year or an attendance rate greater than 90%. A positive discipline outcome was defined as having either no disciplinary incidents during the school year or a decrease in disciplinary incidents from the prior school year. Positive STAAR assessment outcomes were defined as having met the STAAR passing standards and/or progress measures in reading and in math in spring 2018. Positive grade level promotion included moving from one grade to the next in the following year and high school graduation. High school graduation was not reported separately from promotion because of the low number of 12th graders participating in 2017-2018. Detailed academic outcome information is provided in the Appendix F.

Academic outcomes in each area (e.g. attendance, discipline, STAAR, grade-level promotion) of Seedling mentees were mostly similar to those of the matched comparison group in 2017-2018 (Figure 25). However, the matched comparison group attained a significantly greater number of positive academic outcomes overall than did Seedling mentees. Most academic outcomes also were similar among mentees based on the length of the mentoring relationship. Mentees at the elementary level typically experienced a

greater number of positive academic outcomes than did those at the middle school level (Figures 25 through 30). Detailed academic outcomes for Seedling and comparison group students are provided in Appendices F-I.

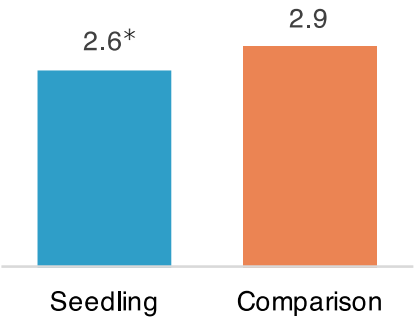
Figure 25

The percentages of Seedling mentees who experienced positive academic outcomes in each area were close to those of the matched comparison group.



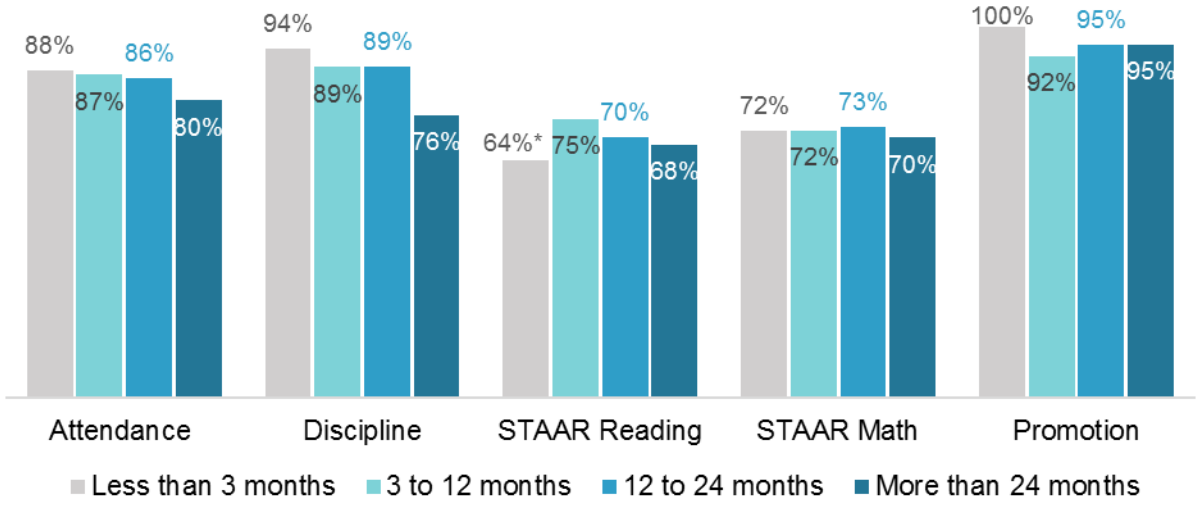
Sources. Attendance, discipline, STAAR, and grade level enrollment data supplied by Austin ISD, Del Valle ISD, and Hayes County ISDs, 2016-2017 and 2017-2018.
Note. *Statistically significant at p <.05.

Figure 26
On average, the matched comparison group attained a greater number of positive academic outcomes overall than did Seedling mentees.



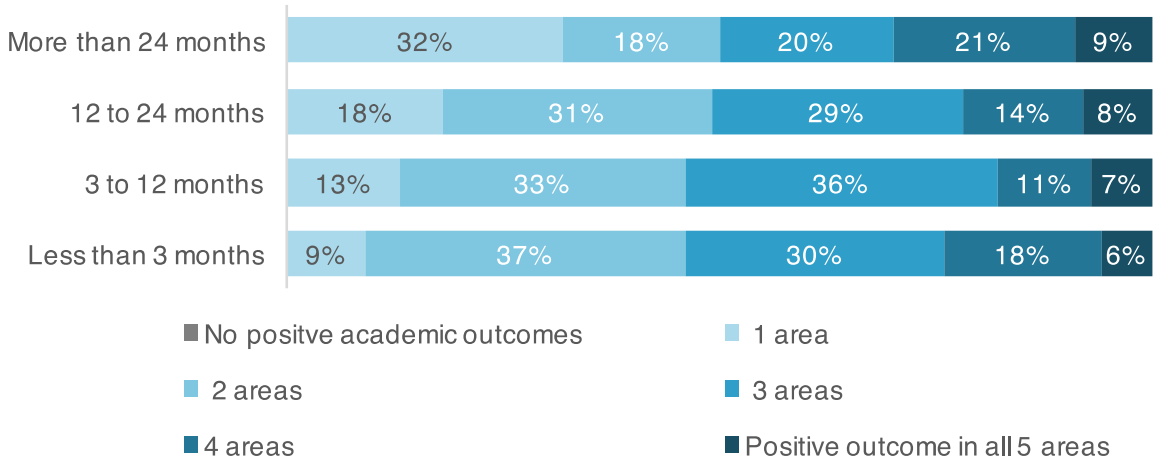
Sources. Attendance, discipline, STAAR, and grade level enrollment data supplied by Austin ISD, Del Valle ISD, and Hayes County ISDs, 2016-2017 and 2017-2018.
Note. *Statistically significant at p <.05.

Figure 27
Considering program participation length, the percentages of Seedling mentees who experienced positive outcomes were similar across most academic areas, with exception of STAAR reading.



Sources. Attendance, discipline, STAAR, and grade level enrollment data supplied by Austin ISD, Del Valle ISD, and Hayes County ISDs, 2016-2017 and 2017-2018.
Note. *Statistically significant at p <.05.

Figure 28
Seedling mentees experienced at least one positive academic outcome in the 2017-2018 school year, and the overall percentages of mentees who had 3 or more positive outcomes were similar for mentees by program participation length.



Sources. Attendance, discipline, STAAR, and grade level enrollment data supplied by Austin ISD, Del Valle ISD, and Hayes County ISDs, 2016-2017 and 2017-2018.

Figure 29
The average number of positive outcomes for Seedling mentees were similar, regardless of how long the mentees had participated in the program.

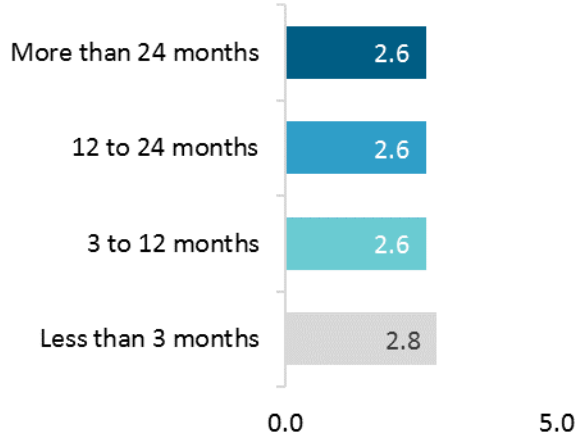
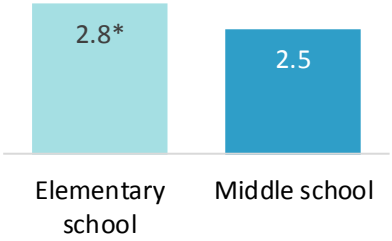


Figure 30
The average number of positive outcomes for Seedling mentees in elementary school was significantly greater than those in middle school.



Sources. Attendance, discipline, STAAR, and grade level enrollment data supplied by Austin ISD, Del Valle ISD, and Hayes County ISDs, 2016-2017 and 2017-2018.

While not the primary focus of the program, most mentees experienced academic success in the 2017-2018 school year. Almost 60% of teachers who completed a program survey reported mentee academic efforts improved as a result of their participation in Seedling mentoring. Thirteen percent of mentors reported that they assisted with mentee school work on occasion or activities to support academic development. Some mentees also described how their mentors supported them academically.

Teachers

"I can tell you that he made immense academic gains this school year unlike past years, and his relationship with his mentor could have attributed to it. I can also state that both the student and mentor always seemed to look forward to their lunches together. Because I know he really cares for his mentor I would strongly recommend that they continue their participation with the program and with the mentor too."

When I was with my mentee, we often spent time…

Mentors

"Doing his math problems, he was usually behind."

"Critical thinking activities, current events/problem solving, college awareness, career choices/activities."

"Pursuing activities that develop creative thinking, problem solving or expand vocabulary."

"Learning about one new topic/activity/person a week. Something positive, inspirational, and that which is something we can pass on to others!"

Sources. Seedling Teacher and Mentor Surveys, 2018

The best thing about my mentor is…

"She helps me with school and helps me when I need help for school"

"He helps me when I need help for school."

"He helps me with my school work and is motivating"

"I get to have fun with him. We do different activities and sometimes he helps me with work I need to do when I have work."

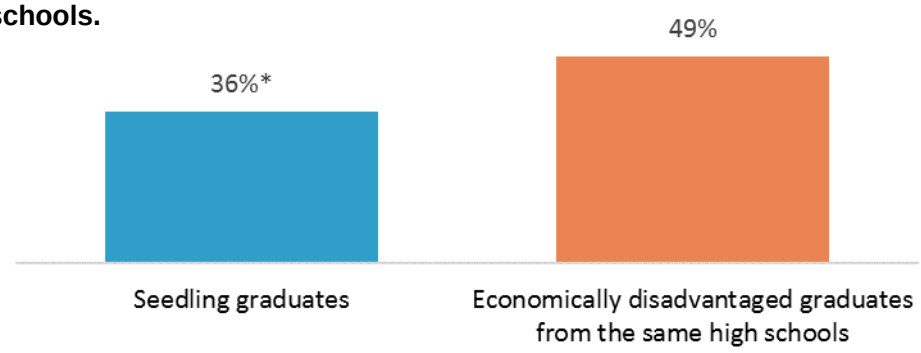
"She helps me do my homework."

"She is fun, and she helps me with my homework and tells me to achieve."

Source. Seedling Mentee Survey, 2018

Additionally, follow up on former Austin ISD Seedling mentees who participated in the program at the time of high school graduation was conducted. A total of 22 graduates from the Classes of 2015, 2016, and 2017 were included, and their postsecondary enrollment rates were compared to their economically disadvantaged peers graduating from the same high schools. Thirty-six percent of the former Seedling mentees were found enrolled in a postsecondary institution (e.g. colleges, universities, career schools, certification programs) in the year after high school graduation, a significantly lower rate than their peers graduating from the same high schools. College-aged children of incarcerated parents may face additional challenges and have difficulty accessing resources for college.

Figure 31. Former Seedling mentees did not enroll in postsecondary institutions in the year after high school graduation at the same rates as economically disadvantaged graduates from the same high schools.



Sources. Austin ISD graduation and the National Student Clearinghouse files, 2015-2017.
Notes. Seedling mentees included 22 seniors who graduated with the Austin ISD Classes of 2015 to 2017 from Akins, Anderson, Austin, Crockett, Eastside, LBJ, Lanier, McCallum, Reagan, And Travis High Schools. Postsecondary refers to any enrollment in colleges, universities, career schools, 5ertification programs, etc. and includes 2-year, 4-year, short-term programs in public and private institutions in and out of the state.
Note. *Statistically significant at p <.05.

Mentee Outcomes

How do mentoring relationships influence mentee outcomes?

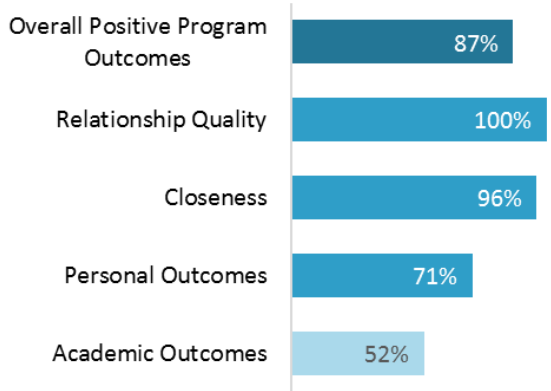
In The Role of Risk, Herrera, DuBois, and Grossman (2013), emphasized that the development of quality mentoring relationships was critical to creating beneficial outcomes for the children. Through caring relationships with adults, mentees may begin to adopt increasingly positive attitudes and develop cognitive and social skills they can apply to other important relationships. Studies suggested that quality of mentoring relationships may be linked with other favorable outcomes for youth (Grossman, Rhodes 2002; Herrera et al. 2007; Rhodes, DuBois 2006).

Bayer, Grossman and Dubois (2015) found mentee perception of closeness to their mentor influenced their academic outcomes. If mentees reported their relationship to be at least "somewhat close," they were more likely to experience positive academic outcomes. Additionally, relationship closeness was a stronger influence than both match status and match length as predictors of academic outcomes. Academic outcomes may include school attendance, disciplinary actions, and academic achievement overall.

Summary of Outcomes

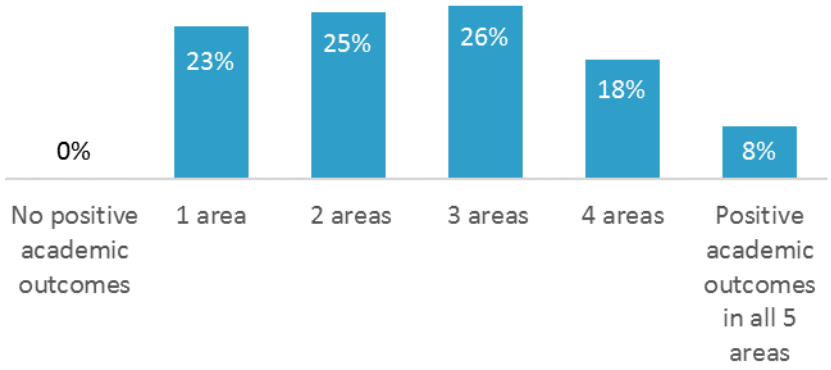
Seedling mentees experienced a high rate of success when considering the primary purposes of the program (Figure 32). Eighty-seven percent of mentees (n=204) who completed the survey and had academic data reported experienced a positive outcome in at least 3 of 4 program outcome areas that included relationship quality, closeness to their mentor, personal outcomes, and academic outcomes. Of the mentees who completed a survey (n=263), 96% reported they were close to their mentor, and all mentees experienced a high-quality mentoring relationship as indicated by their overall average survey response score on relationship quality items. Seventy-one percent of mentees experienced positive personal outcomes as measured by an overall rating of greater than three on survey items pertaining to hope, social acceptance, resilience, social emotional learning, and academic self-confidence. Over half of mentees (n=547) had positive academic outcomes in at least three areas that included attendance, discipline, STAAR reading, STAAR math, and grade level promotion and/or graduation outcomes (Figure 33). Mentee academic outcomes were often similar to those of a matched comparison group. There were no significant differences in overall program outcomes based on mentee demographic characteristics or length of program participation.

Figure 32
Eighty-seven percent of mentees experienced 3 or more positive program outcomes and most mentees experienced positive outcomes related to the primary program objectives.



Sources. Seedling program records and surveys; District enrollment, attendance, discipline, STAAR assessment, and grade-level promotion/graduation files for Seedling mentees, 2017-2018
Note. Overall positive program outcome was determined as having a positive outcome in at least 3 of 4 program areas.

Figure 33
Looking across all academic measures, 52% of mentees experienced success in 3 or more academic areas.



Sources. District enrollment, attendance, discipline, STAAR assessment, and promotion records for Seedling mentees, 2017-2018

Additional Considerations

The Seedling Mentor Program has been serving the Austin community for over 10 years. The program has partnered with local school districts, community agencies, and local work places to positively influence the lives of hundreds of children with incarcerated parents who have participated in mentoring in each of those years. (Refer to the following site to review evaluation reports for prior years: https://seedlingmentors.org/impact/#EVALUATIONS). The Seedling Mentor Program addresses a critical need by supporting children of incarcerated parents who are often invisible in the community and in their schools and vulnerable to experiencing continuing adversity. The mentees are provided with a long-lasting and positive relationship focused solely on the child.

The Seedling Mentor Program provided chances to level the playing field for these students who typically may not thrive emotionally, behaviorally, or academically. As the mentoring relationship creates opportunities to grow personally, develop healthy relationships, and learn effective academic habits, the children have the chance they might not have had otherwise to succeed. The initial influences of the mentoring experience are likely to have long-lasting effects in multiple areas of the children's lives.

The Seedling Mentor Program offered opportunities for the community and schools to work closely together to promote the health, well being, and learning of all children in the Austin area. The Seedling Mentor Program fosters partnership among schools, families, and community members where resources can be maximized to help the children achieve their maximum potential. The resulting community conversations related to supporting children with incarcerated parents may contribute to a better understanding of the challenges these families face and the creation of enhanced family services to meet their needs.

APPENDICES

Appendix A: Description of Statistical Analyses

A variety of qualitative and quantitative data were used in this evaluation study. School contacts, teachers, mentors, and mentees completed program surveys designed to determine the quality of program implementation, describe mentoring relationships, and identify mentee outcomes. Program participation, school enrollment, and mentee demographic information were used to describe the mentees and their program participation. Student attendance, discipline, state assessment, grade level promotion/graduation, and postsecondary enrollment data also were used to determine outcomes for program participants.

In this evaluation, demographic data were summarized for 590 of 597 Seedling mentees who were served by the program in 2017-2018. Mentees who ended match relationships before October were not included in the program evaluation, since they had only a few mentoring meetings that may or may not have contributed to program outcomes. Further, some mentees also may not have stayed enrolled in the school district and did not have program, survey, or academic outcomes date on which to report.

Academic outcome records were available for mentees enrolled in Austin(n=490), Del Valle (n= 32), and Hayes (n=25) Independent School Districts (ISDs), and a matched comparison group from both Austin and Del Valle ISD's (n=496). Seedling Mentee Survey data presented in this report was gathered through a stratified random sample of all Seedling mentees. A variety of data analyses were employed in this evaluation and are described below.

Descriptive statistics. Descriptive statistics help describe or summarize data in a meaningful way that enable patterns in the data to emerge. Descriptive statistics are very important in providing a visual picture and interpretation of the data. Some descriptive measures that are commonly used to describe a data set are frequencies, percentages, means, and minimum or maximum values of the variables. Descriptive statistics do not, however, allow us to make conclusions beyond the data we have analyzed.

Inferential statistics. Inferential statistics are concerned with making predictions or inferences about a population from observations and analyses of a sample. Inferential statistics enable us to reach conclusions that extend beyond the immediate data alone. The following analyses were utilized in this study:

T-tests. The t-test is a statistical test that is used to determine if there is a significant difference between the mean or average scores of two groups. A t-test asks whether observed differences between the outcomes of interest for the student groups were greater or lesser than would be expected only by chance.

Analysis of variance (ANOVA). ANOVA also refers to statistical tests used to analyze the differences between group means. ANOVAs are used in comparing three or more means for statistical significance.

Correlations. Correlation refers to statistical tests that indicate whether two variables are related. The correlation may be positive or negative. If it is positive, then the two sets go up together. If it is negative, then one goes up while the other goes down. Correlation does not mean that the relationship is causal. It is very possible that there are other factors involved.

Chi square. The Chi Square statistic is commonly used for testing relationships between categorical variables (e.g. Seedling or non-Seedling) to answer the question of whether the groups in question differ significantly based on a single characteristic.

Appendix B: Seedling School Contact Survey, Spring 2018

To elicit feedback on program implementation and outcomes for the 2017-2018 school year, the School Contact at each Seedling supported school was asked to complete a program survey. Sixty percent of the school contacts (N=40) completed a survey. At a 95% confidence level, the margin of error was 12.81%.

Survey Results

1. Compared to the prior school year, more School Contacts were very satisfied with their communication with their Seedling Mentor Directors.

Table. How satisfied are you with the communication between you and your Seedling Mentor Director?

	2015	2016	2017	2018
Very satisfied	87%	92%	77%	91.7%
Somewhat satisfied	10%	8%	20%	8.3%
Not satisfied	3%	0%	3%	0.0%

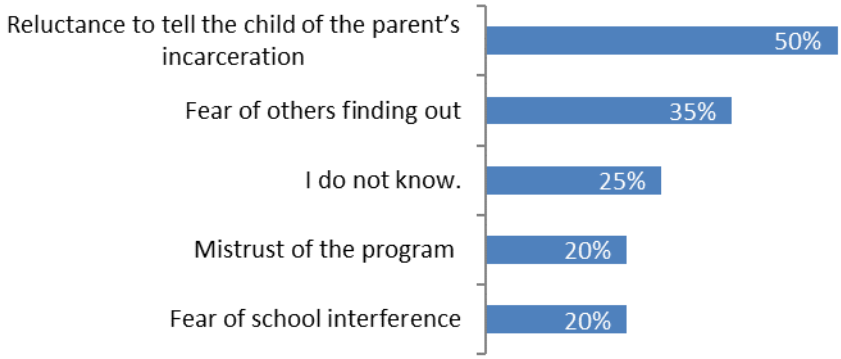
2. Most School Contacts reported the Seedling School Contact Guide supported their efforts in implementing the Seedling Mentor Program on their campuses, and 100% said their roles outlined in the guide were manageable.

Table. Does the Seedling School Contact Guide support your program implementation efforts?

	2015	2016	2017	2018
Yes	72%	84%	89%	83%
Somewhat	18%	5%	9%	13%
No	3%	0.%	0%	0%
Unsure, I did not use it.	8%	10%	3%	4%

3. School Contacts provided information about the methods and sources of information they used in identifying prospective mentees.
    - Most often, School Contacts (70%) reported they identified eligible participants through referrals from teachers and other school staff. Consistent with practices in past years, student referrals generally occurred after program information was presented to groups or distributed in print (e.g. emails, flyers, letters, etc.).
    - Students or parents (30%) also may have self-identified as being eligible for program participation.
4. School Contacts typically introduced the program through phone calls (52%) or in parent meetings (39%).
5. Seventy percent of School Contacts introduced themselves to Seedling match transfers during the school year.

6. If caregivers declined the program, what were the most common reasons?



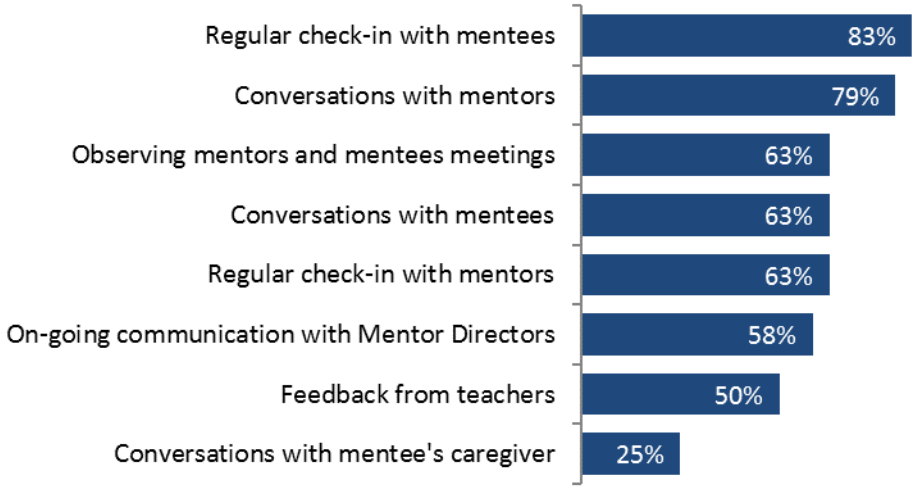
7. School Contacts (100%) prepared their mentees for the mentoring experience by meeting with them personally to talk about what mentors were and the benefits of having a mentor.
8. Most often, School Contacts used their personal knowledge of the child when matching them with a new mentor.

Table. When matching a student with a new mentor, how do you determine the best fit?

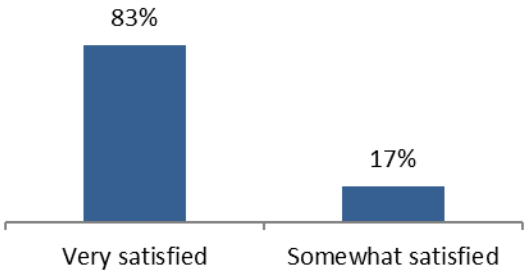
	2015	2016	2017	2018
Information from student's teacher	54%	57%	50%	61%
Personal knowledge of the student	95%	89%	84%	91%
Student interest survey, Seedling School Contact Guide	32%	34%	41%	48%
Other student interest survey	8%	14%	6%	4%

9. Ninety-six percent of School Contacts were very satisfied with the quality of mentors recruited by the Seedling Mentor Program and reported mentors to be high quality, caring, committed, and consistent.
10. School Contacts monitored Seedling mentoring relationships in multiple ways and described all of the different ways they monitored the relationships.

Most Frequent Ways School Contacts Monitored Mentoring Relationships



11. Most School Contacts were very satisfied with their Seedling experience in 2017-2018.



12. School Contacts described the valuable contributions of the Seedling program on their respective campuses.

School Contacts reported Seedling mentors were important role models and provided committed and caring relationships for their mentees.

As a result of mentoring, School Contacts believed mentees developed a sense of well-being and engaged in personal improvement.

13. When asked for program improvement recommendations**,** School Contacts requested the following:

- More mentors to serve eligible students currently on their waiting lists
- Additional assistance in identifying eligible participants
- More flexibility in meeting spaces and times

Appendix C: Seedling Teacher Survey, Spring 2018

To elicit feedback on Seedling mentee outcomes for the 2017-2018 school year, the teachers of Seedling mentees at the elementary level were asked to complete a program survey. The teacher survey response rate was 34%, significantly lower than in the prior school year (64%). At a 95% confidence level, the margin of error was 12.31%.

Survey Results

1. In my class, the child...

	Almost always	Often	Sometimes	Almost never
does the best he/she can.	29%	24%	43%	5%
refuses to put forth effort on academic activities.	12%	12%	44%	32%
works only as hard as necessary to get by.	24%	27%	27%	22%
does more than is required of him/her.	12%	21%	19%	48%
participates constructively in class.	19%	29%	48%	5%
is open and receptive to learning.	26%	36%	36%	2%

2. As a result of the child's participation in the mentoring program, his/her academic efforts improved throughout the school year.

Strongly agree	10%
Agree	50%
Disagree	17%
Strongly disagree	2%
Not Sure	21%

3. In my class, the child...

	Almost always	Often	Sometimes	Almost never
works without disturbing others.	24%	29%	33%	14%
respects school personnel.	55%	19%	24%	2%
follows school and class rules.	40%	31%	26%	2%
respects others' rights and property.	48%	19%	31%	2%

4. As a result of the child's participation in the mentoring program, his/her classroom behavior improved throughout the school year.	
Strongly agree	17%
Agree	50%
Disagree	12%
Strongly disagree	5%
Not Sure	17%

5. In my class, the child.....	Almost always	Often	Sometimes	Almost never
finds it hard to make friends.	5%	17%	21%	57%
has a lot of friends.	38%	24%	31%	7%
is popular with others his/her age.	38%	24%	26%	12%
is confident in communicating with others.	33%	33%	29%	5%
trusts and builds relationships with others.	29%	26%	33%	12%
expresses feelings appropriately.	24%	33%	24%	19%

6. As a result of the child's participation in the mentoring program, his/her classroom interpersonal relationships improved throughout the school year.	
Strongly agree	7%
Agree	57%
Disagree	10%
Strongly disagree	5%
Not Sure	21%

7. In my class, the child ...	Strongly agree or Agree
looks forward to meeting with his/her mentor each week.	96%

8. As a result of the child's participation in Seedling's Mentor Program, his/her overall disposition improved throughout the school year.	
Strongly agree	14%
Agree	52%
Disagree	14%
Strongly disagree	2%
Not Sure	17%

9. I would recommend that the child or children in my class continue participating in Seedling's Mentor Program.	
Strongly agree	64%
Agree	29%
Disagree	2%
Strongly disagree	0%
Not Sure	5%

Appendix D: Seedling Mentor Survey, Spring 2018

Seedling mentors completed a comprehensive survey to provide feedback on program implementation and mentee outcomes for the 2017-2018 school year. Survey questions focused on program implementation, mentor program satisfaction, and their perceived student outcomes are summarized.

A web-link to the survey was emailed to 554 mentors with verified email addresses in May 2018, and 43% responded. This response rate was determined to be representative of the group at a 95% confidence level. Of those responding, 33% were mentors who just completed their first year in the mentoring program and 67% mentored in previous years. The participation of new and returning mentors was consistent with mentor respondents in prior years.

Survey Results

1. Is this the first year you have mentored for Seedling?	
Yes	33%
No	67%

New Mentors

2. How frequently do you refer to the New Mentor Orientation Manual?	
Frequently	3%
Sometimes	33%
Rarely	49%
Never	16%

3. Please select the primary reasons why you do not use the New Mentor Orientation Manual (select all that apply).	
I feel I am totally proficient.	54%
I am too busy.	38%
I have misplaced the manual.	15%
It is not relevant.	8%
Other	15%

4. Please indicate how satisfied you were with the following activities:	Extremely or mostly satisfied	Sometimes or not at all satisfied
New mentor recruitment	100%	0%
New mentor orientation	100%	0%
Support from Mentor Director in the first few weeks of match	88%	12%

5. Did you receive the articles emailed to you by Seedling staff?	
Yes, I received the articles and read all of them.	39%
Yes, I received the articles and read some of them.	52%
Yes, I received the articles but did not read any of them.	3%
No, I did not receive the articles.	6%

6. Overall, were the articles helpful to you, as you began your mentoring match?	
Extremely helpful	26%
Mostly helpful	41%
Somewhat helpful	33%
Not at all helpful	0%

7. Overall, was the mentoring experience what you expected?	
Yes	86%
No	14%

Returning Mentors

8. How many school years have you been mentoring with Seedling?	
2 years	23%
3-4 years	31%
5-6 years	26%
7-9 years	13%
10 or more years	8%

Seedling Support: All Mentors

9. In general, was the Mentor Director helpful to you this year?	
Extremely helpful	53%
Mostly helpful	31%
Sometimes helpful	14%
Not at all helpful	2%

10. During your mentoring experience this year, did you contact a Seedling Mentor Director for assistance ?	
Yes	50%
No	50%

11. At the school where you mentored, was the School Contact helpful?	
Extremely helpful	52%
Mostly helpful	27%
Sometimes helpful	14%
Not at all helpful	3%
Does not apply. I mentored at an unofficial (satellite) campus.	4%

12. During your mentoring experience this year, did you request assistance from the Seedling School Contact?	
Yes	53%
No	41%

13. Where do you usually meet with your mentee during your mentoring sessions?	
Library	45%
Commons or courtyard	18%
Cafeteria	11%
Staff office space	9%
Hallway	7%
Conference room	4%
Playground	4%
Classroom	3%

14. Would you describe your campus as "friendly" to mentors?	
Extremely friendly	72%
Mostly friendly	24%
Sometimes friendly	4%
Not at all friendly	0%

15. Did you attend any of the monthly training sessions?	
Yes	36%
No	64%

16. If you did not attend a monthly training session, please tell us why you did not participate.	
I cannot be away from work twice in one week.	53%
I cannot attend sessions during the lunch hour.	36%
I prefer reading about the topics in an electronic newsletter.	22%
I feel well-prepared and do not require additional training.	21%
I prefer online training (e.g., webinars, videos, recorded events, etc.)	12%
I do not think the topics are relevant to my situation.	4%

17. I would be more likely to attend a training event if…	
Training sessions were held on a weekday evening.	24%
The training topics were relevant to my situation.	14%
The training was provided using an online format.	43%
Training sessions were held on Saturday morning.	14%
Training sessions were closer to my workplace.	30%
None of these. I feel well prepared and do not require additional training.	24%

18. As a result of the monthly training sessions I attended with Seedling, I feel more confident in the mentoring experience.	
Yes, definitely	24%
Somewhat	17%
No, definitely not	1%
Not applicable. I did not attend any training sessions.	58%

The Mentoring Experience

19. If you have met your mentee's caregiver, where did you meet?	
I have not met my mentee's caregiver.	68%
Lunchtime	13%
School program	11%
School office	7%
Seedling event	2%

20. How would you describe your relationship with your mentee?	
Excellent	53%
Good	41%
Fair	5%
Poor	1%

21. Generally, I was able to see my mentee…	
Weekly	88%
Less than weekly	12%

22. If you did not see you mentee every week, how often do you see your mentee?	
Three times a month	37%
Twice a month	41%
Once a month	15%
Less than once a month	7%

23. When I spend time with my mentee, we most often engage in the following:	
Talking/listening	86%
Playing games/ art or craft activities	72%
Discussing problems/processing feelings	30%
Supporting academic development	13%
Reading	12%
Engaging in outdoor activities	12%

24. Do you believe that your time together was helpful for your mentee?	
Extremely helpful	30%
Mostly helpful	52%
Sometimes helpful	13%
Not at all helpful	1%
Do not know	4%

25. How do you rate your overall experience with Seedling's Mentor Program?	
Excellent	71%
Good	26%
Fair	3%
Poor	0%

26. Do you plan on continuing your relationship with your mentee next year?	
Yes	82%
No	10%
Undecided	8%

27. If your mentoring relationship ended, how did you close the relationship?	
With a visit	84%
Sent a letter	16%

28. If your current relationship ended, would you be interested in mentoring another child?	
Yes	28%
No	33%
Undecided	38%

Appendix E: Seedling Student Survey, Spring 2018

Each year, the Seedling Foundation surveys mentees enrolled in Austin ISD, Del Valle ISD, and Hayes ISD at the end of the school year. Stratified random sampling was used to select survey participants for the annual student survey. Of the Seedling mentees in grades three through twelve, 323 were asked to complete a survey. Overall, there was an 81% response rate with 59% of the respondents in elementary school, 33% in middle school, and 8% in high school. The overall response rate was representative of the group at a 95% confidence level.

The Seedling student survey had multiple parts. Part 1 of the survey used questions from the *Measuring the Quality of Mentor-Youth Relationships* Survey developed for the evaluation of Big Brothers Big Sisters agencies. Part 2 of the survey contained questions from Snyder's *Children's Hope Scale (1997),* the *Brief Resilience Scale (BRS)* designed by Smith et.al. (2008) to assess the ability to bounce back, and the *Big Brothers Big Sisters Youth Outcomes Survey*.

Seedling mentees in Austin ISD and a matched comparison group also completed the district's Student Climate Survey that was administered in the spring semester of the 2017-2018 school year. About 56% of the Seedling mentees and the matched comparison group completed the district Student Climate Survey. From this survey, questions pertaining to academic self-confidence and social emotional learning were used to assess student mentoring outcomes.

Seedling Student Survey, Part 1

Part 1: Mentoring Relationship Quality	2016		2017		2018	
Percentages reflect combined ratings of *very* or *sort of true on a 4-point scale*	%	Avg.	%	Avg.	%	Avg.
My mentor helps me take my mind off things by doing something with me.	97%	3.7	96%	3.7	97%	3.8
Sometimes my mentor promises we will do something, then we don't do it. +	15%	3.5	17%	3.4	14%	3.5
My mentor is always interested in what I want to do.	98%	3.9	96%	3.8	97%	3.8
When I am with my mentor, I feel mad. +	4%	3.9	5%	3.8	4%	3.9
My mentor and I like to do a lot of the same things.	90%	3.3	88%	3.3	91%	3.3
It helps me when my mentor gives me advice.	99%	3.8	97%	3.7	94%	3.6
I wish my mentor spent more time with me.	80%	3.3	75%	3.1	79%	3.2
When I am with my mentor, I feel important.	93%	3.6	92%	3.5	91%	3.5
I do not tell my mentor some things, because my mentor might tell someone else. +	21%	3.3	17%	3.4	16%	3.5
When I am with my mentor, I feel happy.	99%	3.9	95%	3.7	98%	3.8
When I am with my mentor, I feel disappointed. +	2%	3.9	3%	3.8	5%	3.8
My mentor comes to see me when he or she is supposed to.	89%	3.5	90%	3.5	95%	3.6
When I am with my mentor, I feel bored. +	10%	3.7	15%	3.5	10%	3.6
When something is bugging me, my mentor listens while I talk about it.	96%	3.8	95%	3.7	95%	3.6
My mentor and I are pretty close.	95%	3.6	88%	3.4	94%	3.6

Source. Seedling Mentee Survey, 2016-2018

Notes. **+**Item was reverse coded for survey reliability purposes. The average rating reported was normalized to ensure consistent interpretation of results. It is desirable to have an average response rating of at least 3.0

Seedling Student Survey, Part 2

Part 2: Mentee hope	2016	2017	2018
Percentages reflect combined ratings of most or much of the time on a 4-point scale			
I think I am doing pretty well.	90%	88%	85%
I can think of many ways to get the things in life that are most important to me.	92%	84%	83%
I am doing just as well as other kids my age.	81%	77%	76%
When I have a problem, I can come up with a lot of ways to solve it.	76%	73%	73%
I think the things I have done in the past will help me in the future.	84%	79%	77%
Even when others want to quit, I know I can find ways to solve the problem.	87%	79%	83%

Part 2: Mentee social acceptance	2016	2017	2018
Percentages reflect combined ratings of *very* or *sort of true on a 4-point scale*			
I am always doing things with a lot of kids.	89%	86%	87%
I wish that more people my age liked me.	52%	53%	50%
I find it hard to make friends.	34%	36%	29%
I would like to have more friends.	54%	50%	54%
I am popular with others my age.	64%	65%	66%
I have a lot of friends.	82%	83%	84%

Part 2: Mentee resilience	2016	2017	2018
Percentages reflect combined ratings of strongly agree or agree on a 5-point scale			
I tend to bounce back quickly after hard times.		64%	62%
I have a hard time making it through stressful events.		54%	51%
It does not take me long to recover from a stressful event.		50%	51%
It is hard for me to snap back when something bad happens.		46%	44%
I usually come through difficult times with little trouble.		49%	49%
I tend to take a long time to get over set-backs in my life.		44%	39%

Since you have started meeting with your mentor, have there been any changes in your...	2016	2017	2018
Percentages reflect ratings of *very positive* or *some positive* changes *on a 5-point scale*			
Interest in doing things	89%	82%	83%
Relationships with others	77%	78%	77%
Ability to talk about your feelings	89%	76%	74%

Part 2: Mentee academic self-confidence	2016	2017	2018
Percentages reflect combined ratings of most or much of the time on a 4-point scale			
I can do even the hardest schoolwork if I try.	87%	85%	
I try hard to do my best work.	92%	98%	
I feel successful in my schoolwork.	87%	85%	
I can reach the goals I set for myself.	91%	92%	

Part 2: Social Emotional Learning	2016	2017	2018
Percentages reflect combined ratings of most or much of the time on a 4-point scale			
I use ways to calm myself down.		87%	
I don't give up even when I am frustrated.		90%	
I know what people may be feeling by the look on their face.		93%	
I get along with my classmates		89%	
I say no to friends who want me to break the rules.		90%	

I will go to college after high school.	2016	2017	2018
Percentages of mentees who answered *Yes*			
Elementary School	79%	73%	
Middle School	87%	67%	
High School	73%	62%	
All	80%	70%	

Sources. Seedling Mentee Survey and the Austin ISD Student Climate Survey, 2016-2018

Appendix F: Seedling Academic Results Summary, 2017- 2018

Attendance

Program Group	n	Average attendance rate in 2018	Percentage Chronically absent (<90%)	Percentage with Improved attendance rate in 2018	Percentage with positive attendance outcome overall
Comparison	496	94.3%	14.9%	39.5%	88.1%
Seedling	547	93.3%	19.6%	40.1%	83.7%*

Sources. District attendance files, 2016-2017 and 2017-2018

Note. *Statistically significant at p <.05

Seedling Participation Length	n	Average attendance rate in 2018	Percentage Chronically absent (<90%)	Percentage with Improved attendance rate in 2018	Percentage with positive attendance outcome overall
Less than 3 months	98	93.9%	18.5%*	40.2%*	88.0%
3 to 12 months	89	93.8%	17.7%*	48.2%*	87.1%
12 to 24 months	101	94.1%*	16.1%*	43.7%*	86.2%
More than 24 months	259	92.6%*	22.0%*	35.7%*	79.7%

Sources. District attendance files, 2016-2017 and 2017-2018

Note. *Statistically significant at p <.05

Seedling School Level	n	Average attendance rate in 2018	Percentage Chronically absent (<90%)	Percentage with Improved attendance rate in 2018	Percentage with positive attendance outcome overall
Elementary	370	94.3%	16.4%*	44.6%*	87.2%*
Middle school	145	91.8%	21.4%*	24.1%*	81.0%*
High school	32	88.8%	48.3%*	31.8%*	55.2%*

Sources. District attendance files, 2016-2017 and 2017-2018

Note. *Statistically significant at p <.05

Appendix G: Seedling Discipline Results Summary, 2017- 2018

Discipline

Program Group	n	Percentage with disciplinary incident in 2018	Average count of disciplinary incidents in 2018	Percentage with positive discipline outcome overall in 2018
Comparison	469	16.2%*	4.2	88.3%
Seedling	490	22.7%*	4.1	83.9%

Sources. District discipline files, 2016-2017 and 2017-2018

Note. *Statistically significant at p <.05

Seedling Participation Length	n	Percentage with disciplinary incident in 2018	Average count of disciplinary incidents in 2018	Percentage with positive discipline outcome overall in 2018
Less than 3 months	92	9.8%*	2.8	93.5%*
3 to 12 months	85	13.0%*	4.0	89.4%*
12 to 24 months	87	15.0%*	5.1	88.5%*
More than 24 months	226	34.5%*	4.1	76.1%*

Sources. District discipline files, 2016-2017 and 2017-2018

Note. *Statistically significant at p <.05

Seedling School Level	n	Percentage with disciplinary incident in 2018	Average count of disciplinary incidents in 2018	Percentage with positive discipline outcome overall in 2018
Elementary school	336	10.4%*	2.3*	92.9%*
Middle school	125	50.4%*	5.2	64.0%
High school	29	44.8%*	5.0	65.5%

Sources. District discipline files, 2016-2017 and 2017-2018

Note. *Statistically significant at p <.05

Appendix H: Seedling STAAR Results Summary, 2017- 2018

STAAR Reading

STAAR Reading by Program Group	n	Percentage Met Standard in 2018	Percentage Met Progress Measure in 2018	Percentage with positive STAAR outcome overall
Comparison	317	55.8%	55.2%	65.9%
Seedling	334	54.5%	52.6%	68.6%

Sources. District STAAR assessment files, 2016-2017 and 2017-2018

Note. *Statistically significant at p <.05

STAAR Reading by Seedling Participation Length	n	Percentage Met Standard in 2018	Percentage Met Progress Measure in 2018	Percentage with positive STAAR outcome overall
Less than 3 months	50	44.0%	58.8%	64.0%*
3 to 12 months	47	70.2%	63.6%	74.5%
12 to 24 months	59	55.9%	55.0%	69.5%
More than 24 months	178	52.8%	49.1%	68.0%

Sources. District STAAR assessment files, 2016-2017 and 2017-2018

Note. *Statistically significant at p <.05

STAAR Reading by Seedling School Level	n	Percentage Met Standard in 2018	Percentage Met Progress Measure in 2018	Percentage with positive STAAR outcome overall
Elementary school	218	60.6%	59.4%	73.4%
Middle school	116	43.1%	43.8%	59.5%

Sources. District STAAR assessment files, 2016-2017 and 2017-2018

Note. *Statistically significant at p <.05

STAAR Math

STAAR Math by Program Group	n	Percentage Met Standard in 2018	Percentage Met Progress Measure in 2018	Percentage with positive STAAR outcome overall
Comparison	315	67.9%	57.1%	76.5%
Seedling	330	60.6%	50.0%	70.9%

Sources. District STAAR assessment files, 2016-2017 and 2017-2018

Note. *Statistically significant at p <.05

STAAR Math by Seedling Participation Length	n	Percentage Met Standard in 2018	Percentage Met Progress Measure in 2018	Percentage with positive STAAR outcome overall
Less than 3 months	50	58.0%	55.6%	72.0%
3 to 12 months	47	70.2%	56.5%	72.3%
12 to 24 months	59	62.7%	53.7%	72.9%
More than 24 months	174	58.1%	46.8%	69.5%

Sources. District STAAR assessment files, 2016-2017 and 2017-2018

Note. *Statistically significant at p <.05

STAAR Math by Seedling School Level	n	Percentage Met Standard in 2018	Percentage Met Progress Measure in 2018	Percentage with positive STAAR outcome overall
Elementary school	218	67.4%	62.1%	77.1%
Middle school	116	47.3%	34.2%	58.9%

Sources. District STAAR assessment files, 2016-2017 and 2017-2018

Note. *Statistically significant at p <.05

Appendix I: Grade Level Promotion Summary, 2017- 2018

Grade Level Promotion

Promotion by Program Group	n	Percentage promoted to next grade level in Fall 2019
Comparison	469	97.2%
Seedling	490	95.5%

Source. District grade-level promotion and graduation files, 2017-2018

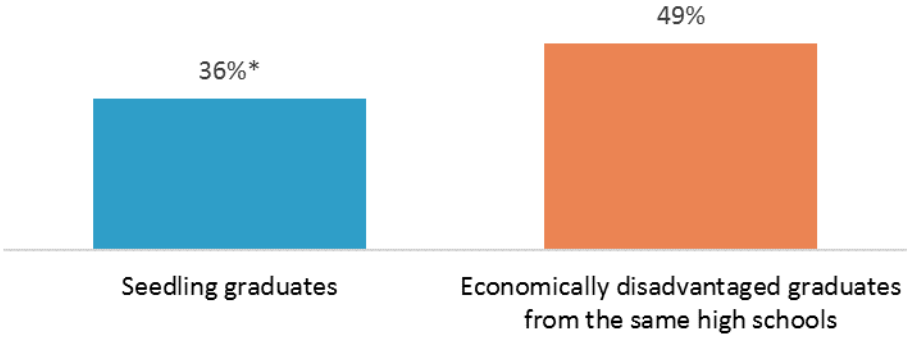
Promotion by Seedling Participation Length	n	Percentage promoted to next grade level in Fall 2019
Less than 3 months	92	100%
3 to 12 months	85	91.8%
12 to 24 months	87	95.4%
More than 24 months	226	95.1%

Source. District grade-level promotion and graduation files, 2017-2018

Promotion by Seedling School Level	n	Percentage promoted to next grade level in Fall 2019
Elementary school	336	94.6%
Middle school	125	98.4%
High school	29	93%

Source. District grade-level promotion and graduation files, 2017-2018

Figure. Postsecondary Enrollment of Seedling Mentees and Graduates across the District



Sources. Austin ISD graduation and the National Student Clearinghouse files.

Notes. Seedling mentees included 22 seniors who graduated with the Classes of 2015, 2016, and 2017.

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