



Annual Program Evaluation

2024-2025

Prepared By :



Table of Contents

Introduction	3
Overview of Evaluation	4
Summary of Key Evaluation Findings	5
Social-Emotional Learning (SEL) Assessment	6
Curriculum Cycle Survey: Comprehension	8
Curriculum Cycle Surveys: Personal Growth	10
Grade Point Average and Attendance	12
Grade Promotion	13
Mentee Focus Groups (e-Works)	14
Mentee Focus Groups (ClassWorks)	26
Mentor Focus Groups	28
Appendix 1:	
Social-Emotional Learning (SEL) Assessment Items and Responses (e-Works)	36
Appendix 2:	
Curriculum Cycle Survey Items and Responses	
e-Works	45
ClassWorks	67

Introduction

Los Angeles Team Mentoring (LATM), a non-profit organization, provides team-based mentoring to address the challenges faced by youth attending inner-city middle schools. LATM's unique team-based approach assigns college student mentors and corporate/community mentors to groups of youth mentees to provide insight and support to this population. Mentoring sessions occur after school and include an interactive, activity-based curriculum to help youth develop a positive self-image, build strong relationships with peers and adults, and acquire skills integral to establishing successful collaborative relationships (i.e., teamwork).

During 2024-25, 261 mentors served 1,419 student mentees from 20 middle schools in the Los Angeles Unified School District (LAUSD) and 4 middle schools in the San Diego Unified School District (SDUSD). In LAUSD, LATM offered TeamWorks, its traditional in-person mentoring program, and e-Works, its virtual mentoring model. Using the team-based approach, mentees progressed through six-week curriculum cycles, attending one virtual mentoring session per week in grade-based cohorts as follows. In SDUSD, a classroom mentoring model was piloted, an extension of eWorks, in which LATM mentors provided mentoring to students during the regular school day.

LATM Curriculum Cycles 2023-24

e-Works & Classworks	TeamWorks
Grades 6 & 7 1. Teambuilding & Communication 2. Self-Efficacy & Body Image 3. Healthy Relationships 4. Anger Management & Conflict Resolution 5. Health & Wellness*	Grade 6 & 7 1. Health & Wellness 2. Self-Esteem & Healthy Relationships 3. Teambuilding, Leadership & Communication
Grade 8 1. Self-Awareness & Healthy Relationships 2. Resiliency & Life Skills 3. Financial Awareness 4. Health & Wellness 5. College/Career Readiness & Leadership*	Grade 8 1. Problem Solving 2. Teambuilding & Communication 3. Leadership Development

** This curriculum cycle was included in Classworks only*

Overview of Evaluation

LATM engaged an external evaluator, ERC, to conduct a comprehensive, annual, third-party evaluation of the mentoring program. Established in 1999, ERC has extensive experience in evaluating after-school and expanded learning programs. The lead evaluator, Stephen Price, Ed.D., has overseen evaluations of after-school programs, youth leadership initiatives, and mentoring programs for California K-12 school districts, including the Los Angeles Unified School District and San Diego Unified School District.

Evaluation Components

The 2024-25 evaluation analyzed multiple outcomes to assess program impact:

- **Social-Emotional Skill Development:**
ERC evaluated social-emotional learning (SEL) through pre- and post-assessments featuring scenario-based items aligned with the five competencies defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL).
- **Curriculum Comprehension:**
To measure understanding of the curriculum, ERC administered criterion-based surveys to mentees after each curriculum cycle.
- **Perceptions of Personal Growth:**
Personal growth outcomes were also assessed through post-cycle surveys.
- **Quality of the Mentoring Experience:**
ERC facilitated virtual focus groups with LAUSD mentees and mentors in April 2025, to gather qualitative feedback on the mentoring experience.

Additional Outcomes Analyzed for the 2023-24 School Year

Because school outcome data is not available until the following school year, the following outcomes were analyzed using 2023-24 data:

- **School Attendance:**
ERC compared the attendance rates of e-Works mentees with a matched comparison group of students from the same grade levels and schools. Attendance rates were further analyzed based on mentees' levels of program participation (10 or more, 15 or more, and 20 or more sessions).
- **Grade Point Average (GPA):**
Similarly, ERC compared the GPAs of e-Works mentees to those of a matched comparison group from the same schools and grade levels. GPA outcomes were also examined by levels of participation (10 or more, 15 or more, and 20 or more sessions).

Longitudinal Study

- **On-Time Grade Promotion Rates:**
ERC conducted a longitudinal study tracking grade promotion rate of a cohort of e-Works mentees who were in 8th grade during 2020-21 and entered 11th grade in 2023-24. Their promotion rates were compared to a matched comparison group of students from the same schools who were also in 8th grade in 2020-21.

Summary of Key Evaluation Findings

Social-Emotional Learning (SEL) Assessment

e-Works mentees demonstrated growth across all five social-emotional competencies, with increases in the percentage of students selecting most optimal responses: Self-Awareness (+5%), Self-Management (+6%), Social Awareness (+7%), Relationship Skills (+5%), and Responsible Decision-Making (+9%).

Curriculum Comprehension

Survey data showed high levels of comprehension among e-Works mentees across all curriculum cycles. Classworks participants also demonstrated moderate to high comprehension.

Personal Growth Outcomes

Mentees in both e-Works and Classworks reported notable gains in self-awareness, communication, relationship skills, and goal setting. Grade 6–7 students highlighted improvements in understanding personal strengths and healthy relationships, while grade 8 students showed growth in stress management, financial literacy, and values clarification.

Academic Outcomes: GPA and Attendance

Students who participated in 10 or more e-Works sessions had a significantly higher GPA (+0.41) compared to non-participants, with gains increasing to +0.60 for those attending 20+ sessions. Attendance rates followed a similar pattern, with participating students averaging 5% higher attendance than their peers.

Grade Promotion

Longitudinal data showed that 8th-grade mentees who participated in e-Works during 2020–21 were promoted to 11th grade at a rate 11.4% higher than non-participants from the same schools.

Mentee Feedback (Focus Groups)

Students described e-Works and ClassWorks as enjoyable, supportive, and transformative. Most ClassWorks mentees said they would like to have the program again next year. Highlights included:

- Fun activities and safe spaces for self-expression
- Strong connections with caring mentors
- Improved self-confidence, mental health, and social skills
- Better understanding of parental perspectives
- Increased classroom participation and peer friendships
- Suggestions for improvement (for e-Works) centered on adding more field trips; otherwise, most mentees felt the program was already “perfect.”

Mentor Feedback (Focus Groups)

Mentors found the experience personally meaningful and professionally enriching. Key themes included:

- Joy in building relationships and supporting youth
- Personal growth in communication, flexibility, and empathy
- Effective strategies such as “What’s Good with You?” check-ins
- Observations of mentees’ improvements in confidence, mental health, and engagement
- Strong willingness to mentor again and recommend the program to others

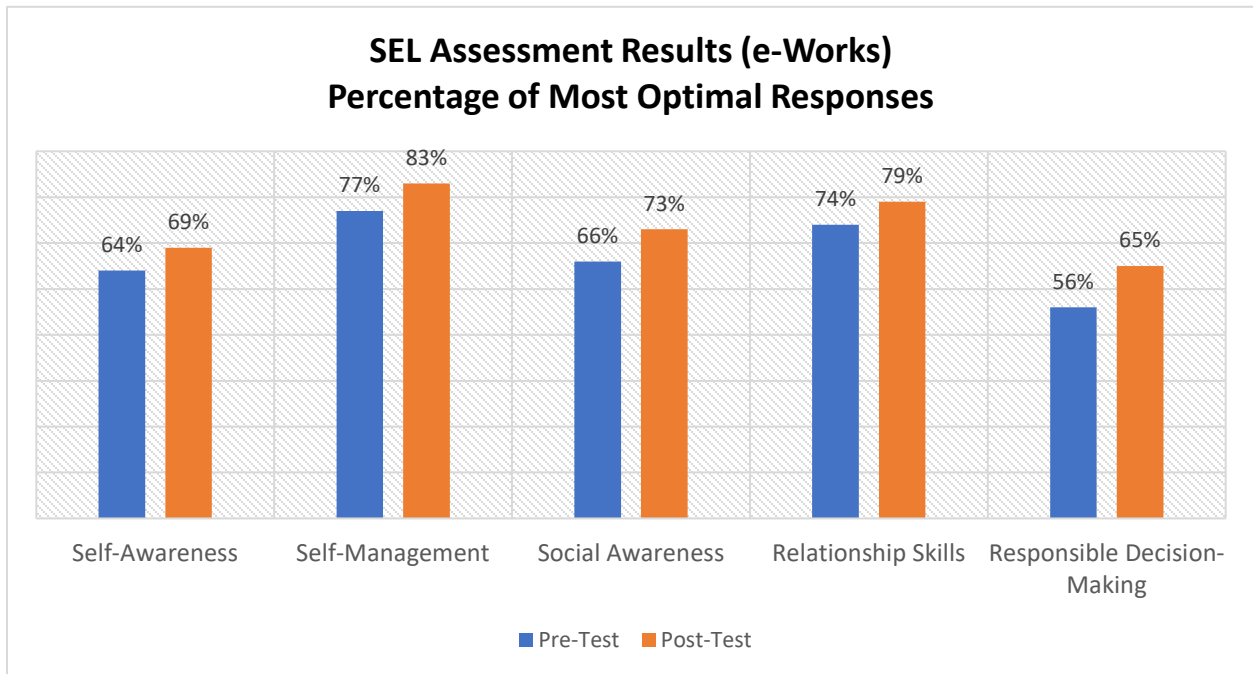
Social-Emotional Learning Assessment

Social-emotional learning (SEL) was measured by giving mentees a pre-assessment at the beginning of the year and a post-assessment at the end of the year. Both the pre- and post-assessments contained 15 items, which presented students with real-life scenarios and asked them to select from multiple response options, ranging from most to least optimal. Scenarios were designed to measure mentees' skills related to five specific social-emotional competencies, defined by the Center for Academic and Social-Emotional Learning (CASEL):

- **Self-awareness:** The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.
- **Self-management:** The ability to effectively manage one's emotions, thoughts, and behaviors in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress, and feel motivation and agency to accomplish personal or collective goals.
- **Social-Awareness:** The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.
- **Relationship Skills:** The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacity to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with different social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.
- **Responsible Decision Making:** The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

After participating in e-Works, the percentage of mentees choosing the most optimal responses increased for all five social-emotional competencies (see Figure 1 on next page). Mentees showed positive gains in Self-Awareness (+5%), Self-Management (+6%), Social Awareness (+7%), Relationship Skills (+5%), and responsible Decision-Making (+9%). Most optimal responses to scenario-based assessment items indicated the highest mastery level for each SEL competency. Only mentees who took both the pre- and post-assessment (n = 105) were included in this comparison.

Figure 1



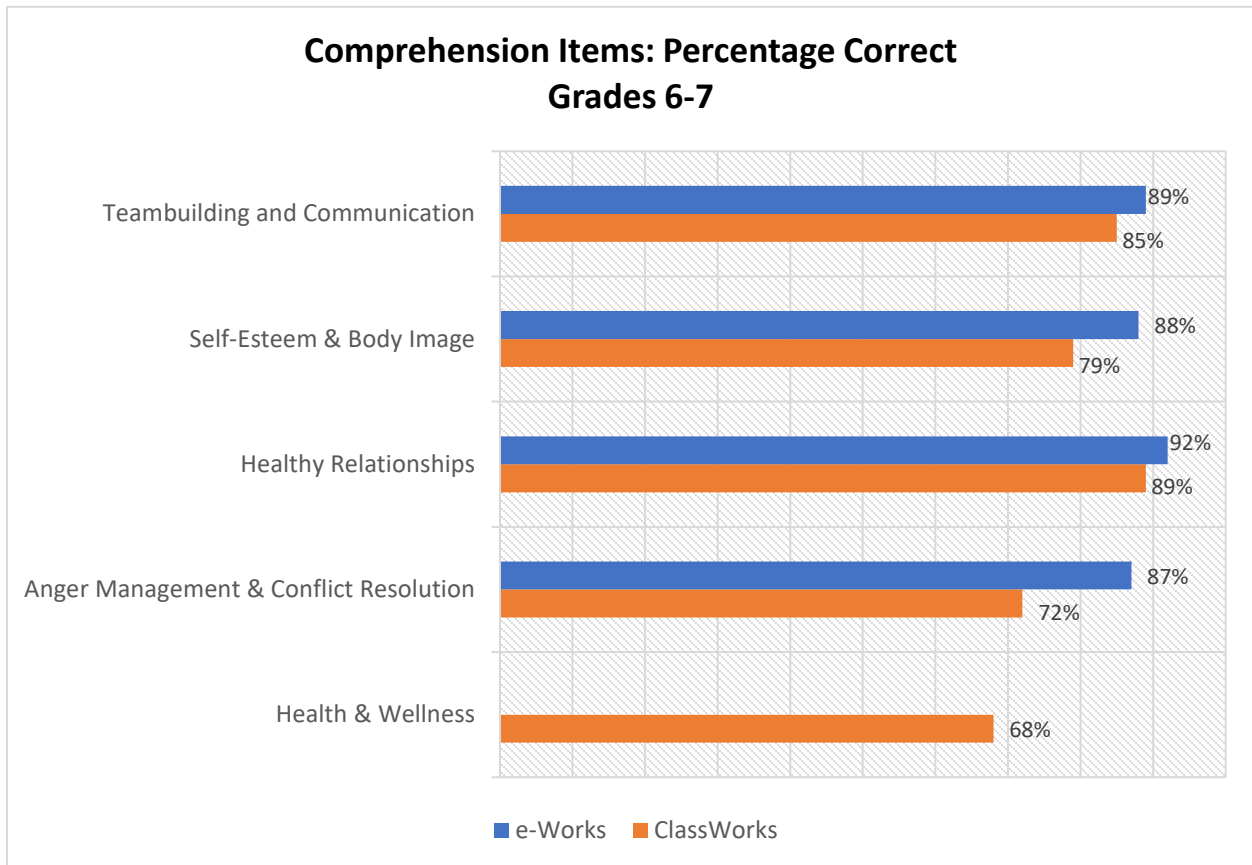
SEL assessment results were not reported for TeamWorks due to the small sample size. The SEL assessment will be included for Classworks mentees next year, when the program is implemented for the full school year on a consistent basis. In 2024–25, Classworks was offered only during the spring semester at pilot school sites.

Curriculum Cycle Survey Findings: Comprehension

Surveys given at the end of each curriculum cycle included comprehension items designed to measure mentees' understanding of the information covered. In general, LATM mentee cohorts showed moderate to high levels of comprehension of all aspects of the curriculum. Response distributions and sample sizes for individual survey items appear in the Appendices of this report. Curriculum cycle survey results were not reported for TeamWorks due to the small sample sizes.

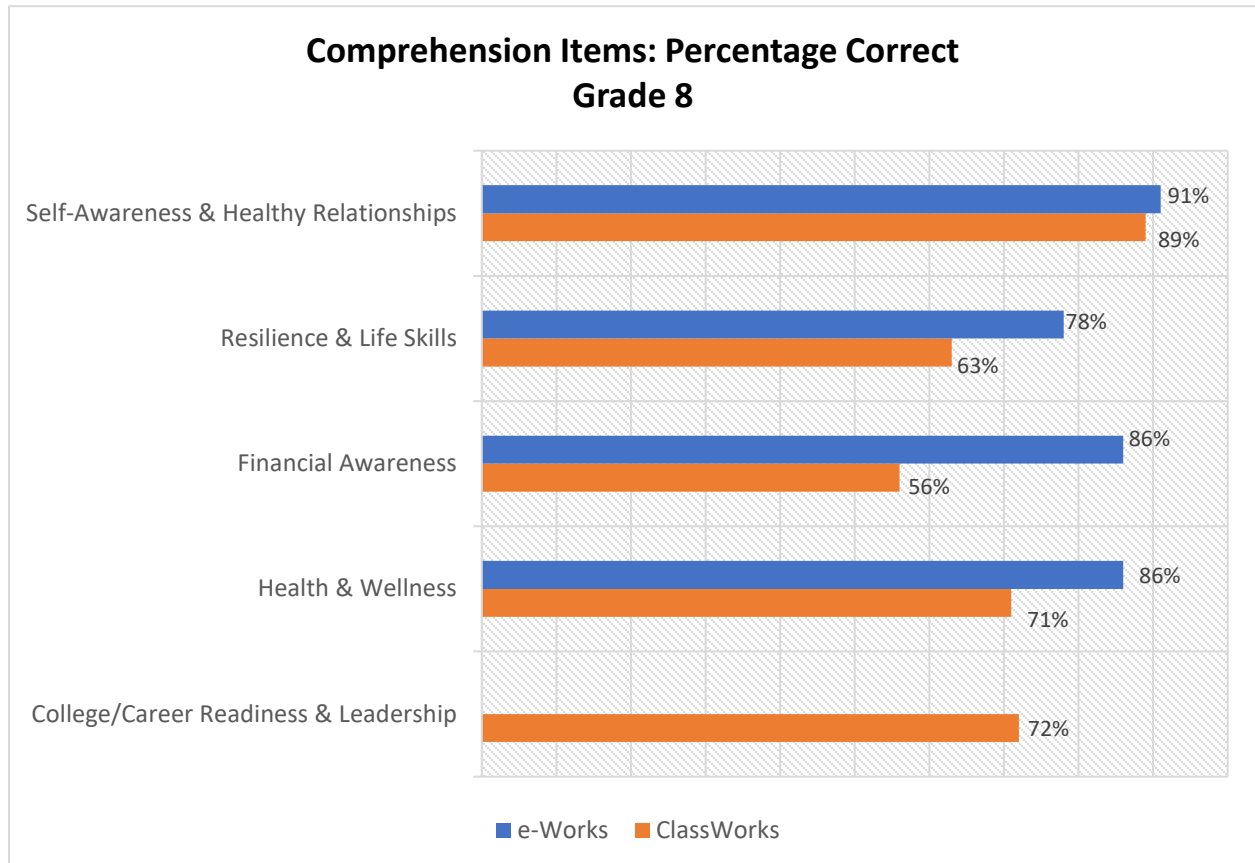
e-Works mentees in grades 6 and 7 demonstrated high comprehension levels on survey items related to all four curriculum cycles. Classworks mentees demonstrated moderate to high comprehension levels on survey items related to five curriculum cycles (see Figure 2). (Classworks included additional material on health and wellness.) Sample sizes varied, depending on the curriculum cycle.

Figure 2



e-Works mentees in grades 8 demonstrated high comprehension levels on survey items related to all four curriculum cycles. Classworks mentees demonstrated moderate to high comprehension levels on survey items related to five curriculum cycles (see Figure 3). (Classworks included additional material on college/career readiness and leadership.) Sample sizes varied, depending on the curriculum cycle.

Figure 3

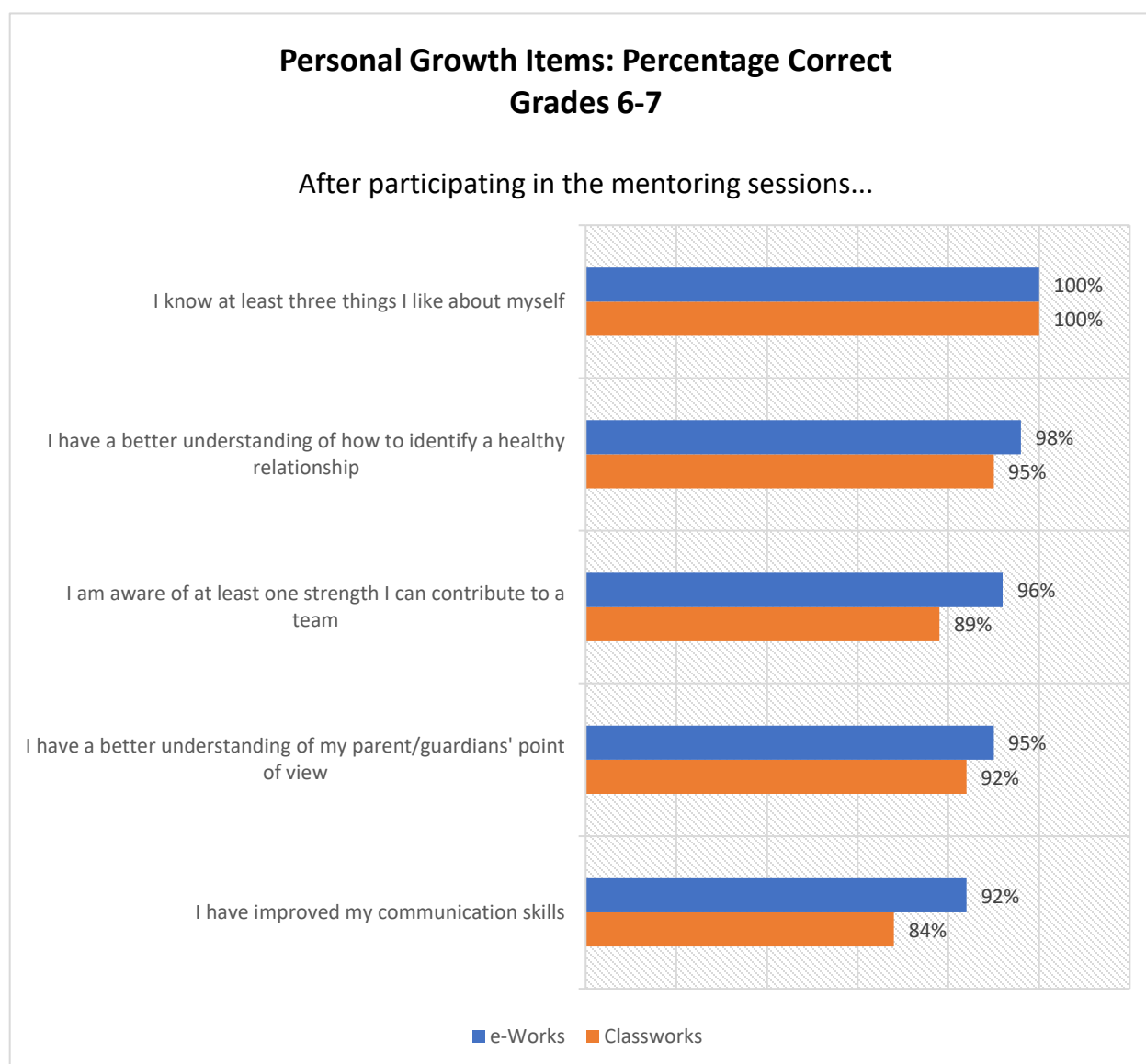


Curriculum Cycle Survey Findings: Personal Growth

Surveys given at the end of each curriculum cycle included items designed to measure mentees' perception of personal growth related to the development of life skills covered during mentoring sessions. Response distributions and sample sizes for individual survey items appear in the Appendices of this report.

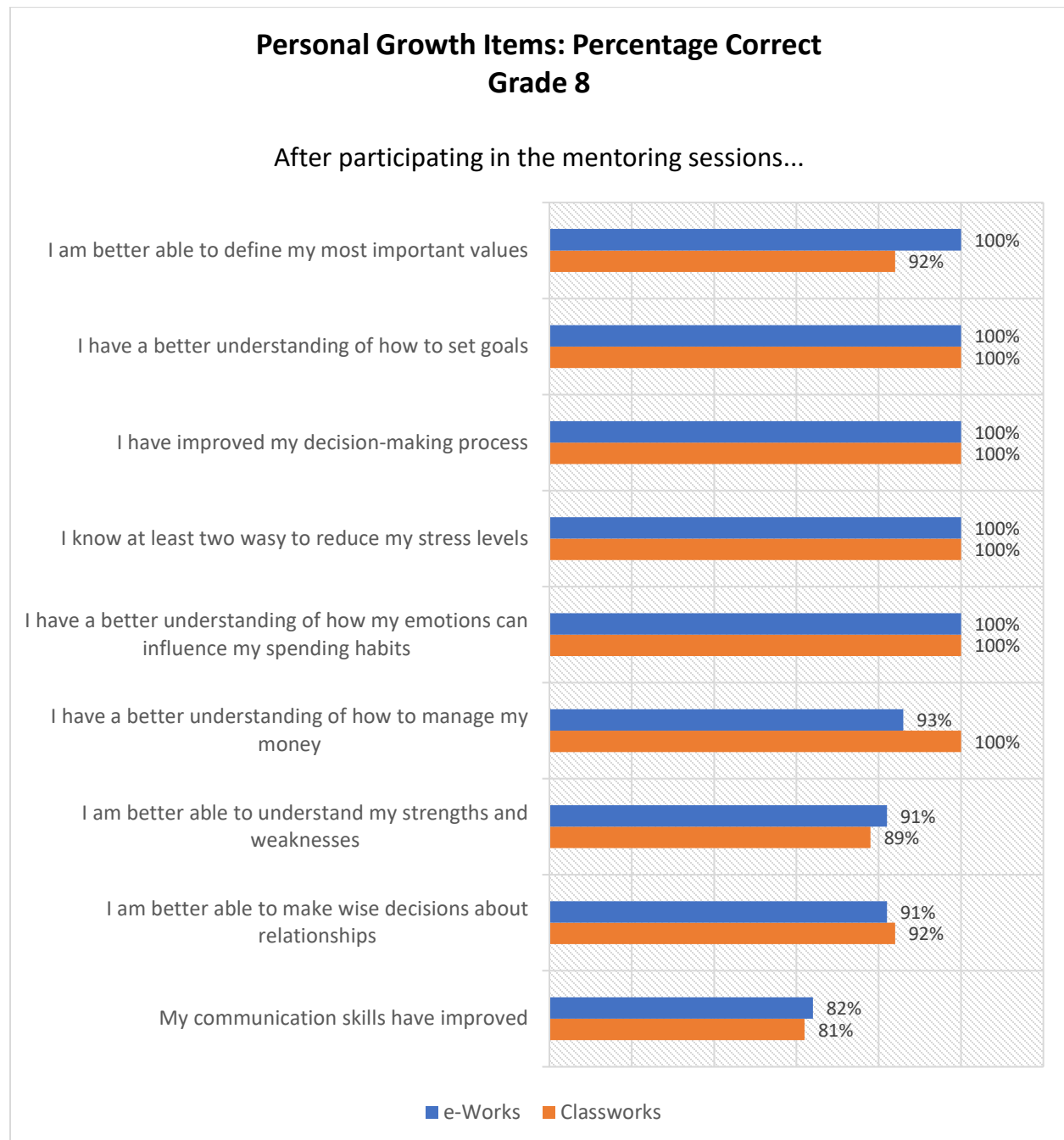
Survey results indicated that after participating in e-Works or Classworks, most mentees in grades 6 and 7 improved their communication skills, became aware of personal strengths and positive attributes, were better able to identify healthy relationships, and better understand their parent or guardian's point of view (see Figure 4). Results were not reported for TeamWorks due to small sample sizes.

Figure 4



Survey results indicated that after participating in e-Works or Classworks, most mentees in grade 8 were better able to define their most important values, better able to understand their strengths and weaknesses, better able to set goals, Improved their decision-making process, learned ways to reduce stress, gained a better understanding of how to manage money, were able to make better decisions about relationships, and improved their communication skills (see Figure 5). Results were not reported for TeamWorks due to small sample sizes.

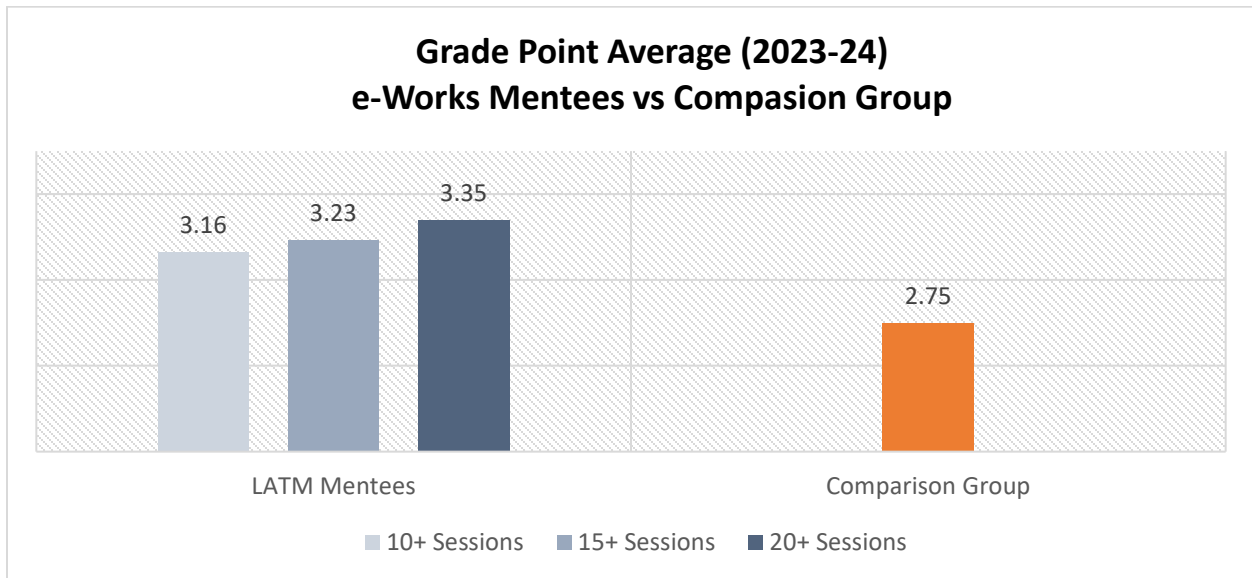
Figure 5



Grade Point Average (GPA) and Attendance

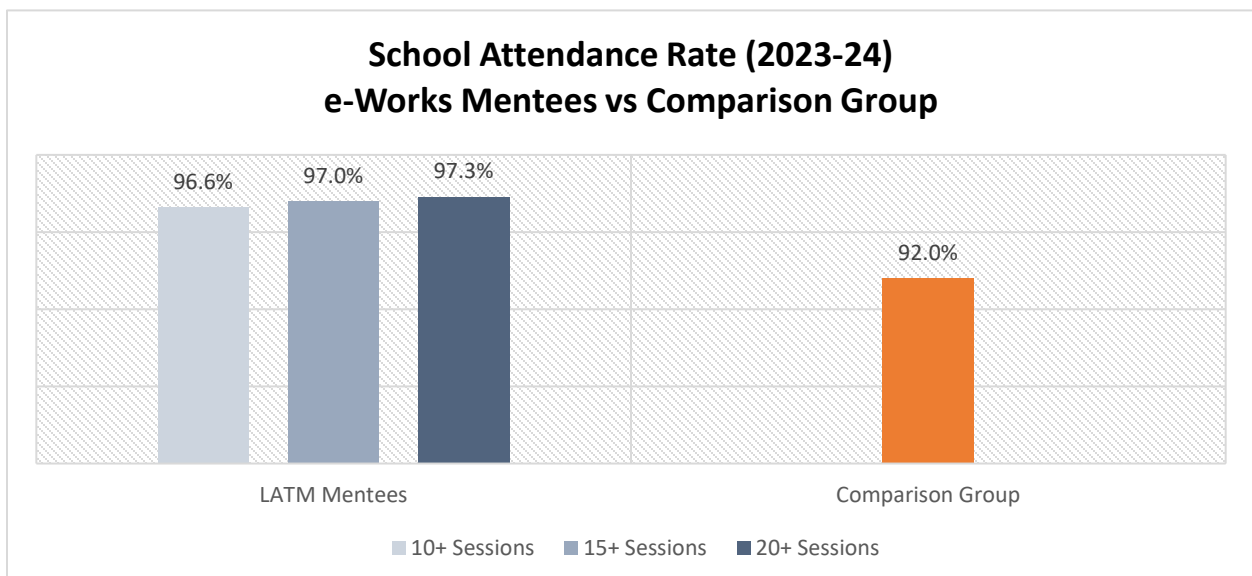
Students (grades 6-8) who participated in 10 or more e-Works mentoring sessions in 2023-24 had a significantly higher mean GPA (+.41) than a comparison group of students in the same grades at the same schools (see Figure 6). This difference was +.48 for students who participated in 15 or more sessions, and +.60 for students who participated 20 or more sessions, showing a positive correlation between the number of sessions and GPA. This data was not reported for Teamworks due to the small sample size or for ClassWorks since it was piloted in 2023-24.

Figure 6



A similar difference was observed for school attendance (see Figure 7). Mean attendance rates of e-Works mentees who participated in 10, 15, or 20 or more sessions were roughly 5% higher than the comparison group.

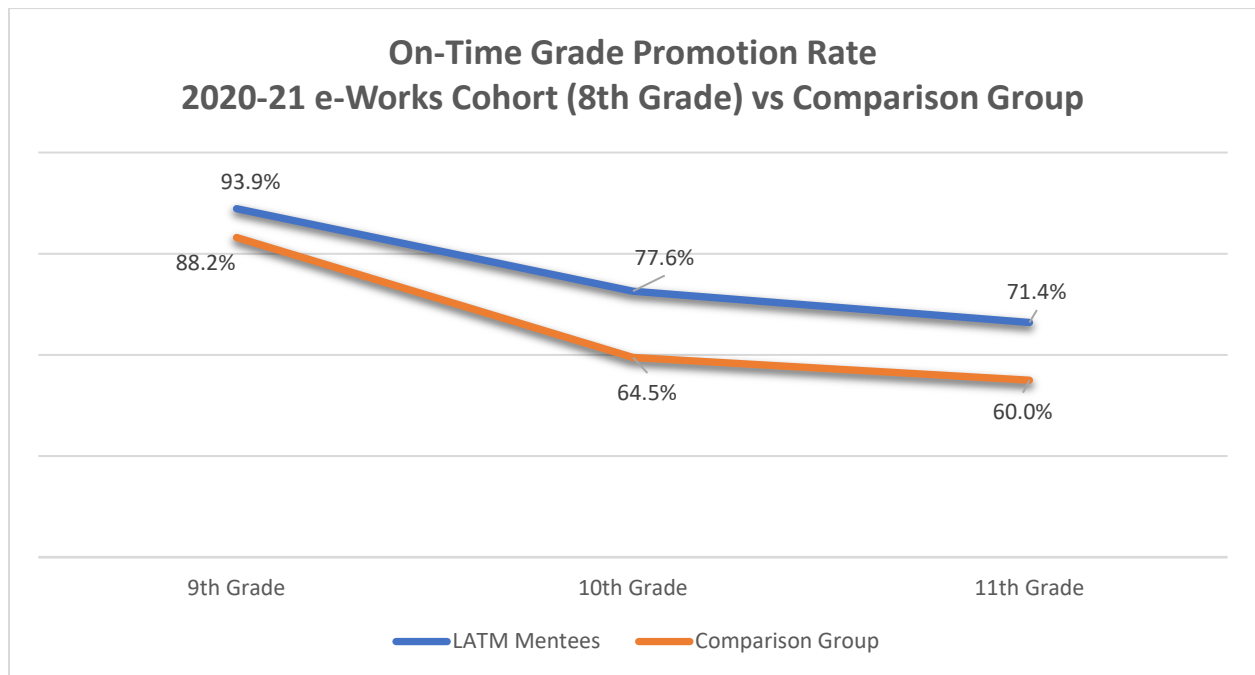
Figure 7



Grade Promotion

Longitudinal evaluation data shows that students who were mentored by LATM during middle school were successfully promoted to the next grade during high school at a higher rate than students from the same schools and grade levels. The cohort of mentees who attended e-Works for at least 15 sessions as 8th graders in 2020-21 successfully reached 11th grade in 2023-24 at a 11.4% higher rate (see Figure 8).

Figure 8



Note: These students entered 12th grade in 2024-25. This study will continue when data is available.

Mentee Focus Groups (e-Works)

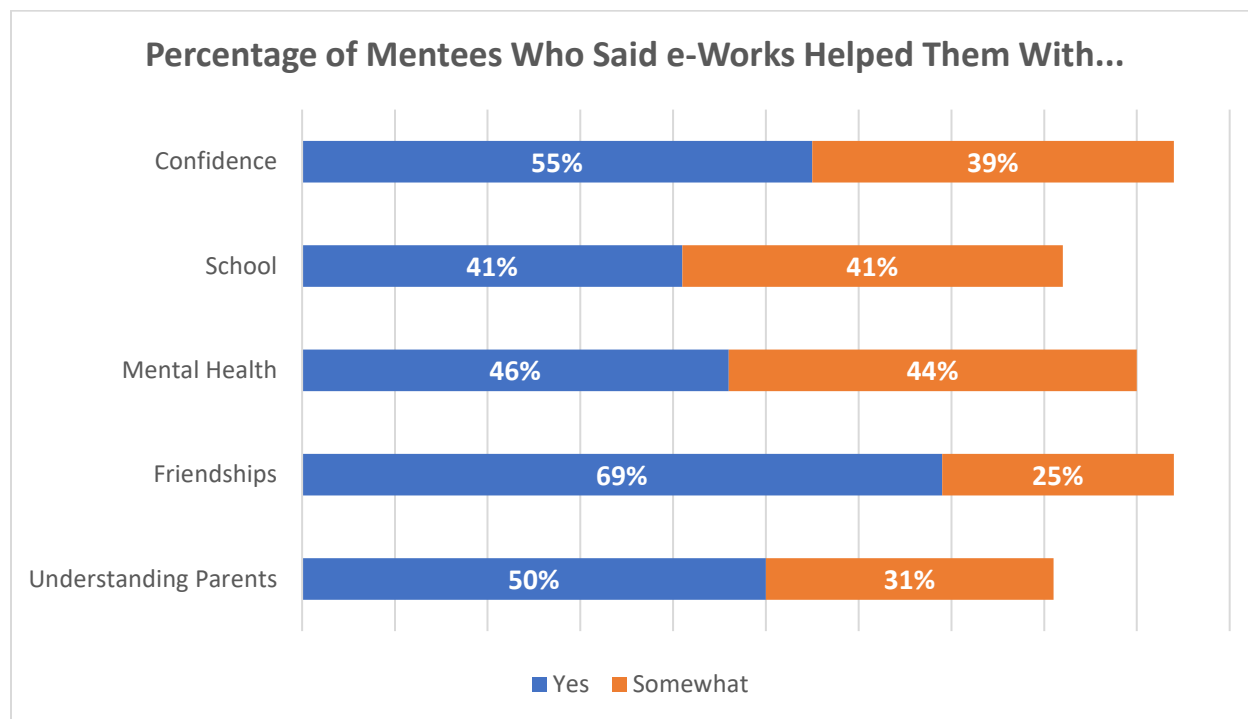
The external evaluator conducted fourteen virtual focus groups consisting of 111 e-Works mentees in grades 6-8 between April 1-7, 2025. The purpose of the focus groups was to better understand mentees' experience with the team e-mentoring sessions and their perception of the benefits.

Key Findings – Mentee Focus Groups

- Nearly all students said they enjoyed the e-Works program. When asked to share specific reasons why they enjoy the e-Works program, mentees most frequently mentioned:
 - Fun games and activities
 - Opportunity for self-expression in a safe environment
 - Social connection
 - Learning skills that were valuable for the future
- All mentees said they felt like the mentors cared about them personally. Mentees noted that mentors showed interest in them, were excited to see them, and regularly asked questions about their day or how they were feeling.
- Mentees described the mentors as good listeners, responsive, and supportive.
- Mentees credited the e-Works program with building their confidence by teaching them to love themselves and be less sensitive to judgment from others.
- Mentees said that e-Works helped them speak up in the classroom, participate in discussions, answer questions, or ask for help if needed.
- Mentees said that e-Works helped them make friends at school, which increased their sense of belonging.
- Mentees said they improved their mental health through e-Works because they learned how to have more positive thoughts, identify their feelings, manage their emotions, such as anger, use strategies to relieve stress and anxiety, and improve their concentration.
- Mentees credited the e-Works program with improving their friendships. Mentees cited learning how to identify the difference between good and bad friends, develop the ability to choose better friends, and make improvements in social skills and conflict resolution skills
- Mentees said that e-Works lessons helped them better understand their parents' motives for making decisions and setting limits. Some mentees said the lessons helped them share their feelings with and appreciate their parents.
- Most mentees stated that the program needs no additions or improvements – it is “perfect” as it is.
- The most common element mentees suggested adding to the program was more field trips. Locations mentioned by mentees varied (to colleges, neighboring high schools, LACMA, professional sports events, county fairs, etc.)

Mentee focus groups included “poll questions” for which mentees participated in an electronic poll, indicating whether or not e-Works had helped them in each of five domains related to the curriculum. For poll questions, mentees were asked to select from three response choices (‘yes,’ ‘somewhat,’ or ‘no’).

Results from poll questions are shown below:



In summary, findings from mentee focus groups suggest that mentoring in the e-Works program was successful in developing important character traits and life skills in mentees. These include increased self-confidence, communication and conflict resolution skills, and the ability to cope with stress and anxiety. The mentoring sessions also helped mentees become more comfortable expressing themselves among both peers and adults in a group setting, which is likely to promote increased engagement in the classroom.

Mentee Focus Groups (e-Works): Questions & Responses

Below is a summary of mentee responses by question, with representative quotations included.

1. Do you enjoy e-Works? Why or why not?

Major themes from mentee responses:

- Fun activities
- Safe self-expression
- Social connection
- Learning skills

Nearly all students said they enjoyed the e-Works program. When asked to share specific reasons why they enjoy the e-Works program, mentees most frequently mentioned the fun games and activities, being able to express themselves in a safe environment, making social connections, and learning important skills that will be valuable in the future. A few mentees described the program as a place to relieve stress after school.

- *"There are fun activities."*
- *"We get to do activities and make up scenarios to understand other people's perspectives."*
- *"It brightens my day to share my feelings."*
- *"I really like it because I feel like I can talk about my day when I don't have anybody else."*
- *"It's a place where I can be myself and others can show their true self."*
- *"You can voice opinions without judgement."*
- *"I like it because it's cool to hear people talk and their opinions."*
- *"You can make friends and tell the mentors everything you want to tell that happened at school."*
- *"I like learning new things like finance. This is real-world knowledge, valuable for life."*
- *"They are teaching us about self-control and patience, which could be really valuable in the future."*
- *"It's a stress reliever after school."*

2. Do you feel like the mentors care about you as a person? Why or why not? Do the mentors listen to you when you have something important to say?

Major themes from mentee responses:

- Showing personal interest
- Excitement to see mentees
- Asking about mentees feelings
- Listening
- Supportive

All mentees said they felt like the mentors cared about them personally. Mentees noted that mentors showed interest in them, were excited to see them, and regularly asked questions about their day or how they were feeling. Mentees described the mentors as good listeners, responsive, and supportive.

Some mentees cited specific examples of mentors noticing their emotions, checking in with students who were feeling down, asking thoughtful questions, or offering a chance for a private conversation. A few students mentioned the consistency of the mentors in attending sessions, and the fact that mentors were volunteers, as additional indicators of caring.

- *"They are always asking how we are doing and listening to what we have to say."*
- *"Every time we begin our session, they ask how our day was, how our weekend was, and how we feel."*
- *"They respond to everyone. They remember details about us, show empathy, passion, and excitement to see us. They listen to what we are doing during the week, and smile when they listen to us."*
- *"They ask us what's wrong if we seem sad or upset. They let us have time to talk."*
- *"They check in with you and support you."*
- *"They listen to what you say. They are thoughtful and respectful. They pay attention and include everyone."*
- *"They help you express yourself and give you advice on what to do or not do at school."*
- *"Someone was feeling down, and one of our mentors asked if they wanted a private chat. That showed they cared."*
- *"They always help us when we're feeling down. They want to help in any way they can."*
- *"They are always here every single meeting. They show up for us."*
- *"Since most of them volunteer, that means they must like to help kids and see them grow."*

3. Would you feel comfortable talking to one of your mentors if you needed help with a personal problem?

Major themes from mentee responses:

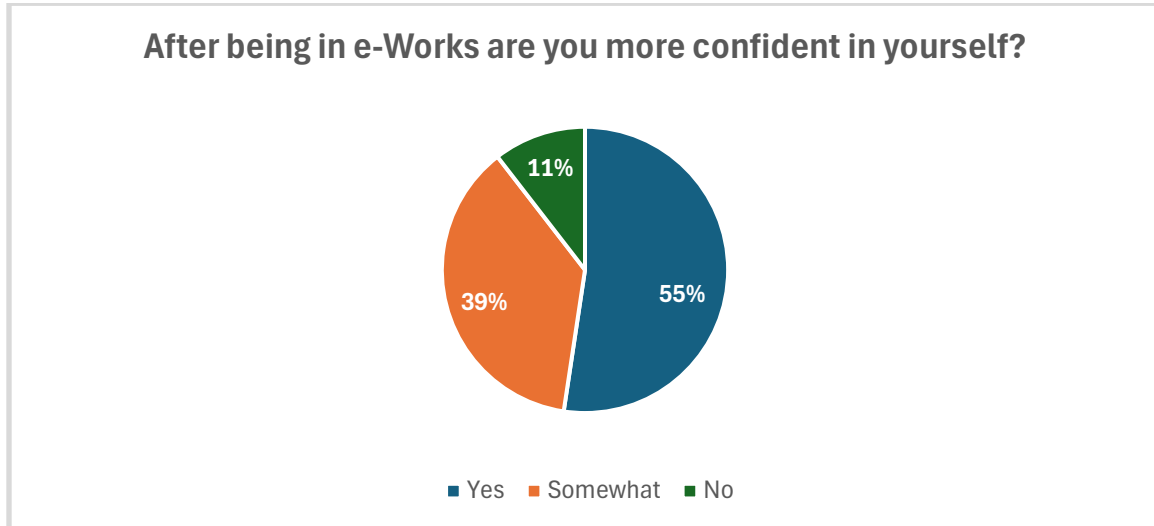
- Mentees are safe people
- Depends on the situation

Most mentees said they would feel comfortable talking to one of their mentors about a personal problem. Nearly all mentees experienced mentors as safe people to talk to. Mentees who did not answer this question affirmatively explained it would depend on the situation, such as how personal the problem was. A few mentees stated that they felt more comfortable sharing personal matters with people they know in real life or trusted family members.

- *"It depends on what I am sharing."*
- *"There are things I wouldn't share with anyone."*
- *"I feel like I can share stuff that's not super personal. It's a judgement free zone. But if it's personal, I wouldn't."*
- *"I only talk to people I personally know."*
- *"I only talk to my uncle."*

4. Poll Question: After being in e-Works, are you more confident in yourself?

Over half (55%) of mentees responded “yes” when asked if they were more confident in themselves after being in e-Works. Another 39% responded with “somewhat.”



Follow-up Question: Please share anything you have learned from the mentoring sessions that has made you feel more confident or better about yourself.

Major themes from mentee responses:

- Self-love
- Self-acceptance
- Decreased concern about judgment from others

Mentees credited the e-Works program with helping them learn to love themselves and be less sensitive to criticism or judgment from others. Mentees also credited the program with helping them see the good in themselves and gaining the confidence to face challenges. Some mentees felt more comfortable expressing themselves. One mentee shared that she learned how to have the confidence to ignore bullies.

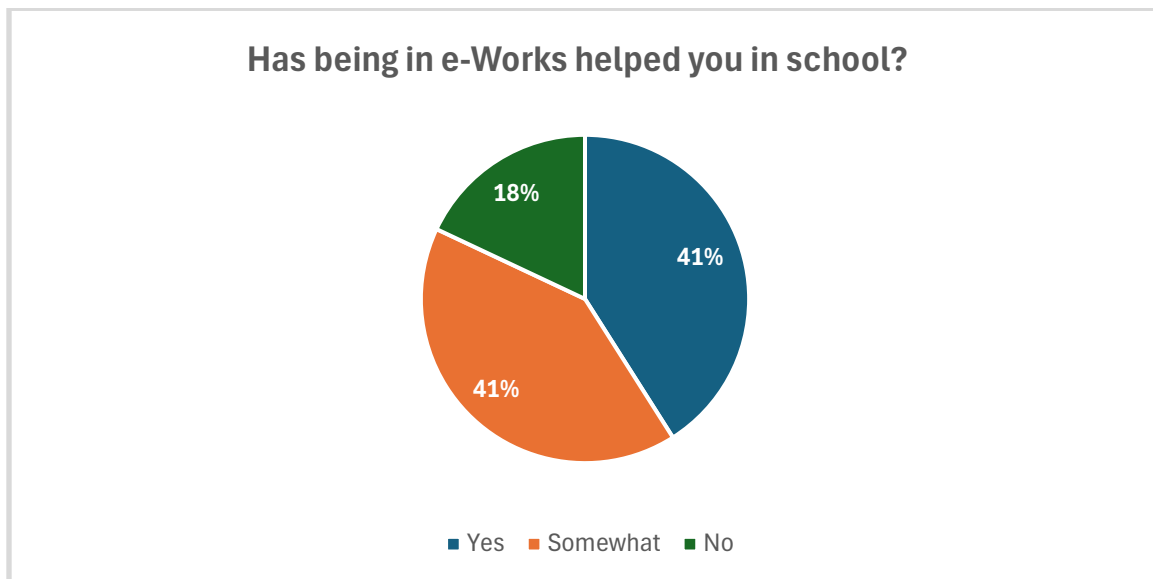
- “I feel more confident. They helped me learn not to care if people judge me. I can like what I like.”
- “They taught me how to love myself and not care what others think.”
- “We had lessons on how to love yourself. This made me more confident in my body.”
- “I learned how we all have imperfections and shouldn’t be ashamed of them.”
- “They teach us how to accept compliments and believe in ourselves.”
- “We write three things that are good about ourselves and share them.”
- “It helps me handle obstacles in my life and build stronger relationships with friends.”
- “I feel more comfortable sharing now.”
- “One of the lessons was about bullies and that you don’t have to respond to a bully.”

5. Poll Question: Has being in e-Works helped you in school?

Evaluators clarified this question for mentees by asking if being in e-Works helped mentees:

- Maintain or improve grades?
- Maintain or improve your attendance?
- Feel more comfortable asking teachers for help, speaking up in class, or participating in group activities?

Forty-one percent (41%) of mentees answered “yes” that e-Works has helped them in school, while another 41% answered “somewhat.”



Follow-up Questions: Please share something you have learned that has helped you in school or with your classwork.

Major themes from mentee responses:

- Increased classroom engagement
- Courage to speak up in class, participate in discussions, or ask for help
- More friends
- Increased sense of belonging

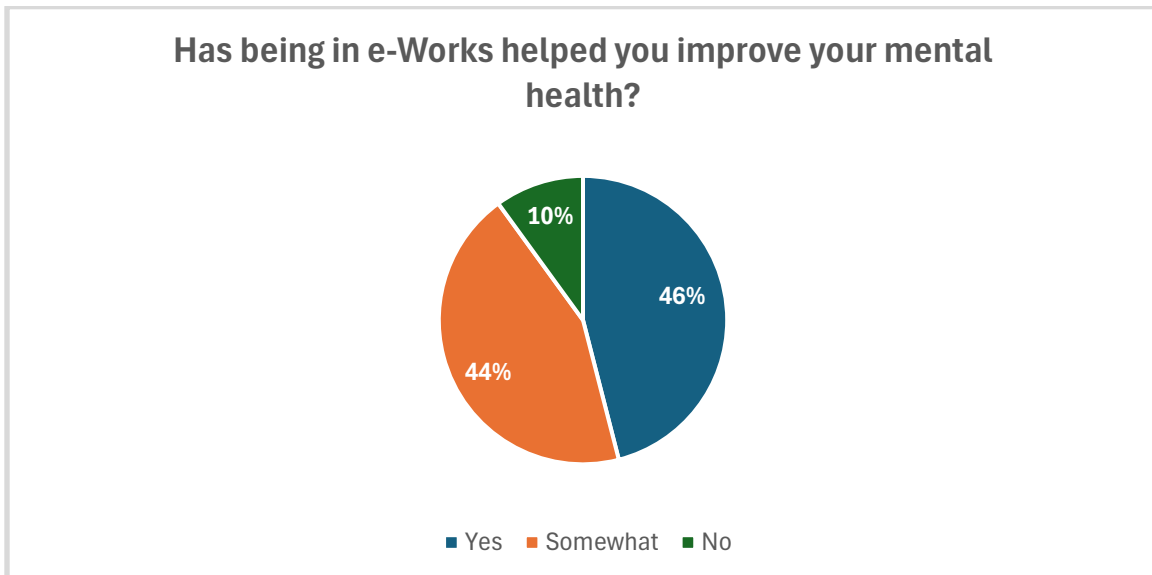
The majority of mentees who said e-Works has helped mentees in school credited the program for helping them have the courage to speak up in class discussions, answer questions, or ask for help if needed. Mentees also reported improvements in being able to make friends at school, which increased their sense of belonging. A few mentees said that e-Works helped them find motivation to attend school, earn higher grades, or improve their presentation skills.

- “Before, I used to not participate in any of my classes. I was shy. I overcame that fear. Now I participate more in class.”
- “I am getting the confidence to raise my hand and participate in class.”
- “I participate in class now. I can speak up. I used to be pretty shy.”

- “It helps me be more confident to answer questions in class. I used to be shy and embarrassed.”
- “I have more courage to speak out and talk more.”
- “I outgrew my fear of asking for help. Now I go to tutoring.”
- “It makes me want to go to school more because I like e-Works.”
- “e-Works has motivated me to do more work and get better grades.”
- “It made me more confident presenting my projects.”
- “It helped me be more social and make friends.”

6. Poll Question: Has being in e-Works helped you improve your mental health?

Nearly half (46%) of mentees responded “yes” when asked if being in e-Works had helped them improve their mental health. Another 44% answered “somewhat.” When asking this question, focus group facilitators defined mental health as the ability to cope with anxiety, relieve stress, or improve one’s mood, especially when difficult things happen.



Follow-up Question: Please share anything you have learned during the mentoring sessions that has helped you cope with stress, relieve anxiety, or improve your mood.

Major themes from mentee responses:

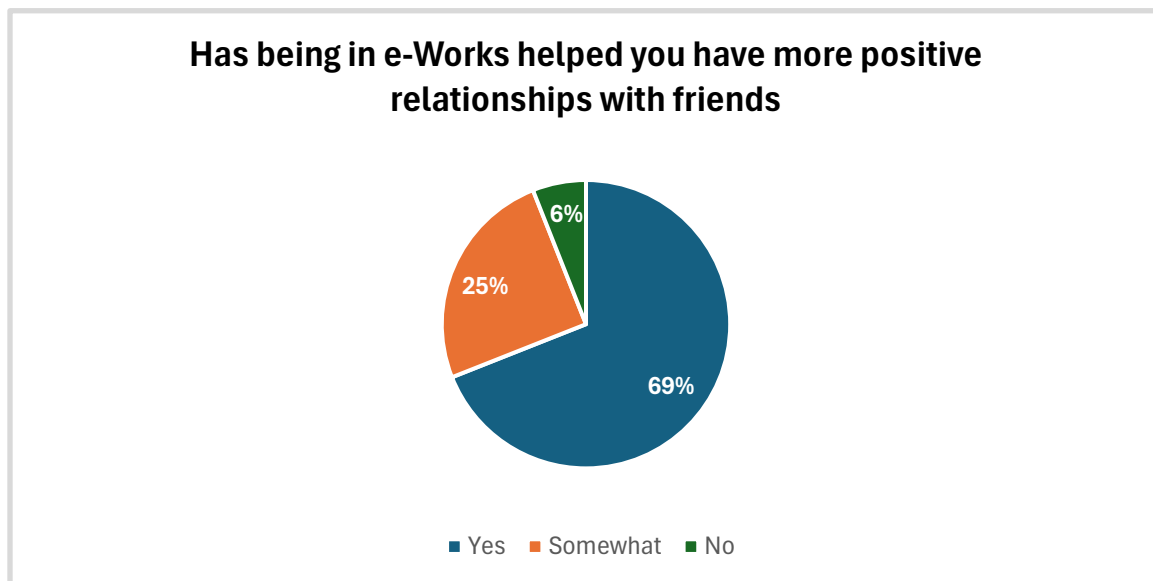
- Positive thoughts
- Identifying feelings
- Managing anger
- Relief from stress and anxiety
- Improved concentration

When asked to share what they had learned to improve their mental health, mentees shared that they learned how to have more positive thoughts, identify their feelings, manage their emotions, such as anger, use strategies to relieve stress and anxiety, and improve their concentration. Some mentees stated that they are in a better mood because of increased ability to be social. One mentee reported an increased motivation to get out of bed in the morning. Mentees’ comments included:

- “Before I had a lot of negative thoughts. Now I don’t really have that anymore.”
- “I have a more positive mind because of the love yourself lesson. It got me to be more confident and comfortable with myself.”
- “I used to have anger issues. Now I’m able to calm down.”
- “We had a lesson about managing emotions. I learned ways to control my anger.”
- “I learned a strategy to calm down and relax, because I used to get really mad.”
- “It helped me to identify my feelings.”
- “We do lessons and watch videos that help us with stress and controlling feelings.”
- “I learned that listening to music or playing basketball helps me relieve stress.”
- “I learned deep breathing, which helps me have patience. I also use it when I get stressed or can’t think.”
- “I learned that drawing can help me calm down the anxiety and put me in a better mood.”
- “It helped me concentrate better.”
- “Before, I didn’t really have friends. Now I have more and I am more social.”
- “I am able to talk to people more, which puts me in a good mood.”
- “Usually, I wouldn’t be able to get motivated to get out of bed in the morning, but now I feel a little bit motivated to get up.”

7. Poll Question: Has being in e-Works helped you have more positive relationships with friends?

More than two-thirds (69%) of mentees answered “yes” when asked if e-Works helped them have more positive relationships with friends. Another 25% answered “somewhat.”



Follow-up Question: Please share anything you have learned during the mentoring sessions that has helped you have more positive relationships with friends, such as how to be a better friend, recognizing the qualities that make for a healthy friendship, how to deal with conflict, or how to be more respectful.

Major themes from mentee responses:

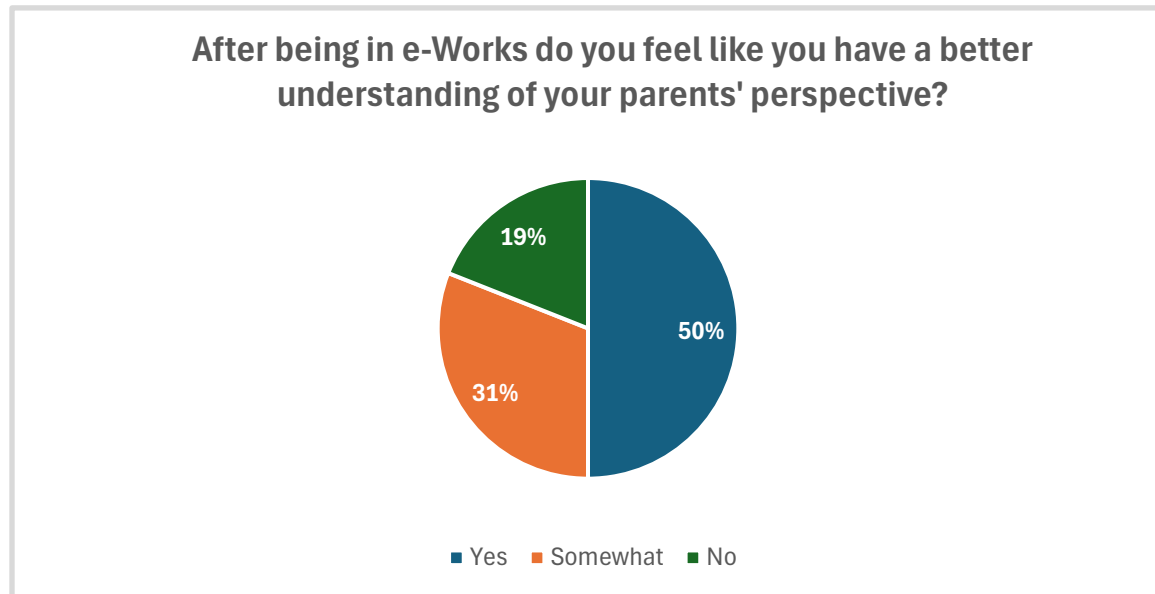
- Difference between good and bad friend
- Improved friend section
- Improved social skills
- Improved conflict resolution skills

When asked what they learned in e-Works that helped them have more positive relationships with friends, mentees cited learning how to identify the difference between good and bad friends, develop the ability to choose better friends, and make improvements in social skills and conflict resolution skills to become a better friend. Mentees' comments included:

- "e-Works helped me with a friend from elementary school. Our friendship had deteriorated in middle school. Since we both joined e-Works, our friendship is better. There were lessons on how to be a better friend and on kindness."
- "It taught me to know if my friends were real or just using me, and how to be a good friend."
- "I learned how to tell good, loyal friends apart from people that might be a bad influence."
- "It helped me to realize the positive traits in a friend and decide if that friend is good for me. I also learned how to be a good friend."
- "I learned about 'Frenemies' and how to recognize the signs."
- "I learned how to get out of toxic relationships. When a friend asks for more than they give, it's time to stop being friends."
- "It helped me know what my boundaries are."
- "It helped my communication skills, and that helped my relationships improve."
- "It helped me talk to my friends more and get to know them better."
- "It helped me have more patience with my friends."
- "It kind of helped my way of talking. Instead of ignoring a problem, I deal with it."
- "It helped me to explain my side of a problem. To share my perspective, be understood, and have a healthier relationship."

8. Poll Question: After being in e-Works, do you feel like you have a better understanding of your parents' perspective (where your parents are coming from)?

Over half (56%) of mentees answered “yes” when asked if e-Works had helped them better understand their parents’ perspectives. Another 22% answered “somewhat.”



Follow-up Question: Please share anything you have learned from the mentoring sessions that has helped you understand or get along better with your parent(s), such as being able to resolve conflicts with them, communicate your feelings, or respect them more.

Major themes from mentee responses:

- Understanding motives for decisions and limits
- Communicating feelings with parents
- Increased appreciation

When asked how e-Works helped them understand their parents, many of the mentees described a scenario-based lesson that was very effective in helping them understand their parents’ motives for making decisions and setting limits. Mentees also described improved ability to communicate and share emotions with their parents, as well as increased appreciation for them.

- “e-Works had a lesson about perspectives where the goal was to have an idea about parents’ perspectives on situations. They taught us to be more respectful, understanding they may have good reasons behind their positions.”
- “We had a lesson on how to understand parents better. I figured out it’s not easy being a parent and I understand where they are coming from.”
- “I can understand their thinking – why they let me go or not go somewhere. I’ve learned they have my best interest.”
- “I used to not listen to my mom. Now I listen to her.”
- “I learned to share my emotions with my parents.”

- “I can speak up with my parents now.”
- “I learned to appreciate my parents because they do a lot for us. I learned how much they care about us.”

9. What do you like most about e-Works?

Major themes from mentee responses:

- Fun games
- Safe place
- Self-expression
- Meeting people
- Making friends
- Caring mentors
- Help with relationships

When asked what they liked most about e-Works, mentees’ most frequently mentioned the fun games and activities. Mentees also enjoyed the safe space for self-expression, the opportunity to meet people and make new friends, receiving care from the mentors, and receiving help in their relationships with friends and parents. A few students stated that they enjoyed field trips the most.

- *“The mentors make it a safe space. I love the activities and sharing what’s coming up.”*
- *“Doing activities and having the chance to speak freely.”*
- *“All the activities we do.”*
- *“Games and fun group stuff.”*
- *“The activities are fun and interesting.”*
- *“The art projects.”*
- *“The drawing activities.”*
- *“We get to talk to each other and make new friends from other schools.”*
- *“Making new friends.”*
- *“They help me with my parents and friends.”*
- *“I like being asked how we are or if we are okay.”*
- *“The field trips.”*
- *“Everything.”*

10. Is there anything else you would like to see in e-Works?

Major themes from mentee responses:

- Program is perfect as is
- More field trips

Most mentees did not give suggestions for adding to e-Works. They expressed satisfaction with the program as it is.

- *“The program is perfect.”*
- *“It’s perfectly fine.”*
- *“Nothing else is needed.”*

- “Nothing is wrong.”
- “I don’t want to add anything else.”

Mentees frequently mentioned they would like more field trips. When asked about specific locations, mentees expressed interest in visiting colleges (especially UCLA), neighboring high schools, Los Angeles County Museum of Art, the California Science Center, Los Angeles Superior Court, Dodger Stadium, The Intuit Dome, and county fairs.

Individual mentees shared topics they would like to learn more about, which included how to get a job, art, dance, and overcoming performance anxiety. Some mentors were interested in having additional lessons on friendship. Some mentees said they would like to play more games. Two mentees suggested playing more educational games using Blooket.

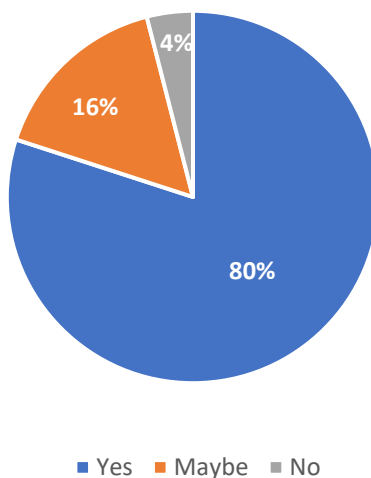
Mentee Focus Groups (ClassWorks)

In April 2025, the external evaluator conducted a series of 12 virtual focus groups with a total of 120 mentees who participated in ClassWorks mentoring sessions. These focus groups were designed to gather direct feedback from students about their experiences with the classroom-based mentoring format.

Across the focus groups, mentees consistently highlighted the following:

- They enjoyed the fun games, interactive activities, and videos incorporated into the sessions.
- Many appreciated the opportunities for interaction with their peers, especially through activities that allowed them to get to know one another better.
- Students particularly mentioned enjoying the drawing exercises and the “What’s Good with You” check-ins, where mentors asked them how they were doing and feeling. These check-ins gave students a space to express themselves and feel heard.
- Mentees experienced ClassWorks as a refreshing break from their regular academic routine. Rather than feeling like another class or homework assignment, the sessions were perceived as a fun, low-pressure experience that allowed students to relax and engage in a different kind of learning. This sense of relief from the usual demands of schoolwork contributed to their positive perceptions of the program.
- Mentees noted that ClassWorks had a positive impact on their overall classroom environment. By spending time in the mentoring sessions, students felt they were able to connect with their classmates on a deeper, more personal level. This helped create a sense of community within their classrooms, making the school experience more supportive and enjoyable.

Does ClassWorks help create a more positive environment in your classroom?



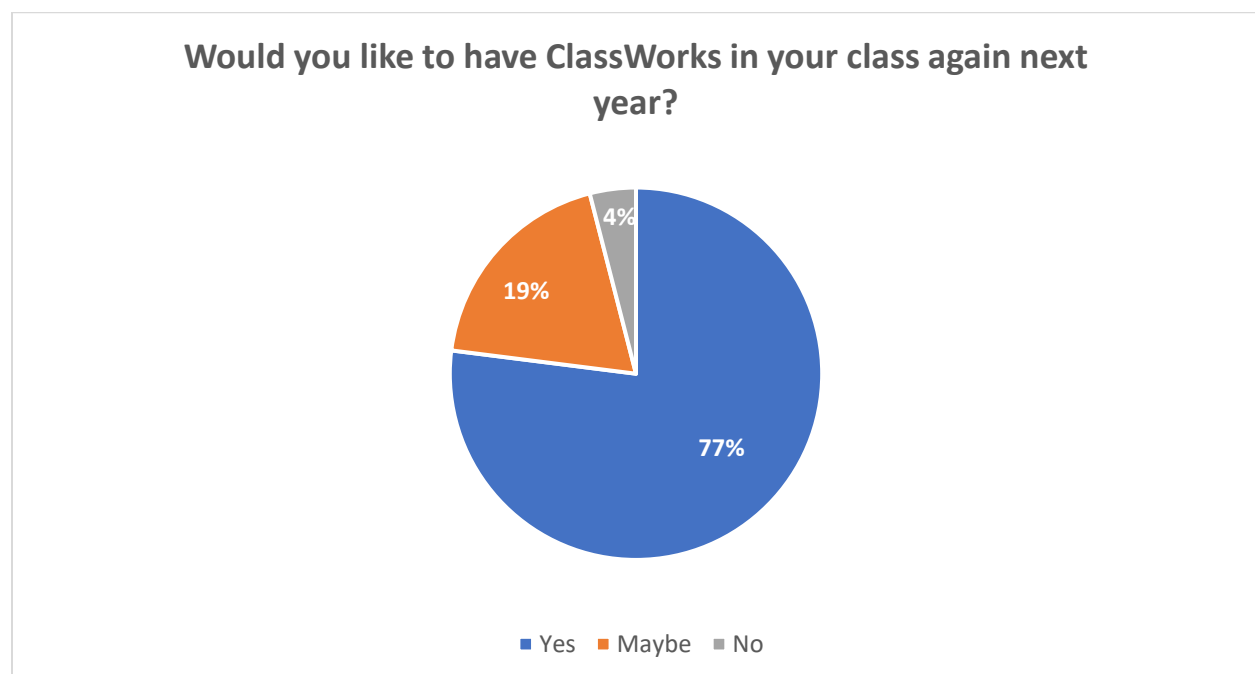
These findings suggest that beyond individual benefits, ClassWorks contributed to building stronger social bonds and a more cohesive school culture.

When mentees were asked how ClassWorks helped them the most, many shared that:

- The program helped boost their confidence. Several students mentioned that they felt less shy about asking for help in class and were more comfortable participating in group activities. The supportive and interactive nature of the mentoring sessions helped them overcome hesitations they previously had about speaking up or engaging with others which carried over into the classroom and allowed them to become more actively involved in learning.
- They developed a more positive mindset as a result of Classworks.
- They were better able to listen to and understand other people's thoughts and feelings, which improved their social interactions.

Through structured activities and discussions in the mentoring sessions, students gained skills in empathy, communication, and collaboration. These personal and social growth outcomes suggest that ClassWorks not only provided enjoyable experiences but also helped students learn important developmental skills that can contribute to students' long-term academic and social success.

When asked whether they would like ClassWorks offered in their class again next year, the majority of mentees responded positively, as shown in the chart below. This suggests that students not only enjoyed the sessions but also recognized their value and impact.



Mentor Focus Groups

Three focus groups consisting of twelve mentors were conducted in a virtual format on March 31, 2025. The purpose of the focus groups was to learn how mentors experienced e-Works, their motivation for mentoring, and how the program benefited them and the mentees.

Of the twelve mentors, nine were college mentors and three were community/corporate mentors. One of the community/corporate mentors had experience serving as e-Works mentors in previous years.

Key Findings

- All twelve mentors found their experience with e-Works to be enjoyable and meaningful. The most enjoyable and meaningful aspects of the mentoring experience were:
 - Building relationships with students over time.
 - Guiding youth through a challenging and uncertain period of life
 - Creating a safe space for mentees to share
 - Understanding the mentees' experience
 - Seeing engagement in the sessions increase from week to week
- The most common sources of motivation among mentors were:
 - Meeting requirements for service and participation hours in UCLA's Alumni Scholarship Program
 - Having benefited from having a mentor when they were in middle school, and wanting to "pay it forward."
 - Preparation for an advanced degree program and career
 - Interest in working with youth
- All mentors agreed they experienced personal growth as a result of the mentoring process. Specific areas of growth included:
 - Communication and listening skills
 - Increased flexibility, or the ability to adapt to unexpected situations
 - Broadened perspective (understanding the perspective of youth)
- Mentors described building rapport as a gradual process influenced by trust, relatability, and humor. Learning and asking questions about mentees' interests was a key to rapport-building.
- "What's Good with You?" check-ins were instrumental in helping students open up, build trust, and share their feelings and experiences.
- Mentors observed mentees' growth in the areas of self-esteem, school engagement, mental health, and communication/relationship skills.
- All mentors said they would serve as mentors again and be willing to refer a friend to e-Works. This was based on the rewarding nature of their experience and the benefits to both mentees and mentors.
- Mentors experienced the e-Works program as a convenient opportunity to make a positive impact in a short amount of time.

Recommendations Based on Mentor Feedback

- Provide more opportunities for in-person interaction among individual mentoring groups
- Increase the clarity of curriculum instructions – provide adaptations based on group size
- Provide earlier opportunities for collaboration among co-mentors to increase familiarity with one another before working with mentees
- Find ways to remind students to be prepared for the sessions was also mentioned.
- Add a lesson about online safety that addresses how to identify misinformation on social media

Mentor Focus Groups: Questions & Responses

Below is a summary of mentor responses by question, with representative quotations included.

1. How have you enjoyed your experience as a mentor? Have you found the experience meaningful? If so, what aspects of the experience did you find enjoyable and/or meaningful?

Major themes from mentor responses:

- Building relationships
- Guiding youth through challenges
- Creating a safe space
- Understanding mentees' experience
- Increasing engagement in sessions

All twelve mentors found their experience with e-Works to be enjoyable and meaningful. The most enjoyable and meaningful aspect of the mentoring experience was building relationships with students over time. Some mentors shared about the initial difficulty of connecting with mentees, but all mentors agreed that meaningful connections with mentees developed over time. Mentors shared that the “What’s Good with You?” check-ins were instrumental in helping students open up, build trust, and share their feelings and experiences.

Other enjoyable and meaningful aspects of the mentoring experience were guiding youth through a challenging and uncertain period of life, creating a safe space for them to share, understanding their experience, and seeing their engagement in the sessions increase.

- *“It was great seeing the same kids from week to week, building relationships, understanding their experience, and seeing their progress over time.”*
- *“It was rewarding to see how they have opened up, not only with the expression of their feelings, but with trust and confidence.”*
- *“Just knowing that you are getting through to them is kind of awesome.”*
- *“Checking in with ‘What’s Good with You?’ was enjoyable and helped us establish connections. The lessons were important, but the connection was really enjoyable.”*
- *“‘What’s Good with You?’ helped with making connections. We could follow up in later weeks about things they had told us. For example, one student had a violin concert coming up, and we were able to ask how it went.”*

2. Why did you volunteer to be a mentor?

Major themes from mentor responses:

- Meeting requirements for the scholarship program
- Paying it forward
- Preparation for an advanced degree program and career
- Interest in working with youth

The most common motivators for becoming a mentor were to meet requirements for service and participation hours in UCLA's Alumni Scholarship Program, or because they had benefited from having a mentor when they were in middle school and wanted to "pay it forward." One mentor was seeking experience in preparation for an advanced degree in psychology and a career as a therapist. Another had previous mentoring experience in a mental health setting and wanted more. Some mentors either liked working with youth or wanted to see if they liked working with youth. Others said they wished they had a mentor during their middle school years and wanted to give others the benefit of having a mentor.

- *"I originally was meeting a requirement for service hours for my scholarship. But this seems meaningful."*
- *"I wanted to meet the alumni scholarship hours requirement, but I love working with the kids."*
- *"I remember my own middle school experience and the guidance I received. I wanted to do this for others. I'm paying it forward."*
- *"I'm trying to get into a graduate program to become a therapist. Right now, I have a job working with autistic kids and a suicide text hotline."*
- *"I'm a college freshman and I wanted to help eighth graders prepare for high school, be like an older brother, and let them talk about things they may not talk to their family about."*
- *"I wanted to see if I liked working with kids as much in practice as in theory."*
- *"I was looking for a meaningful volunteer opportunity post-COVID. I wanted to contribute positively to youth. This would have been great if I'd had it in school."*
- *"I wish I had a mentor in middle school...I wanted to be a source of guidance, comfort, and advice."*

3. What skills did you improve while being a mentor? Have you grown as a person during your experience as a mentor? In what ways?

Major themes from mentor responses:

- Communication and listening skills
- Flexibility
- Broadened perspective and understanding

All mentors agreed they experienced personal growth. Most described improvement in their communication and/or listening skills. Others talked about increased flexibility, or the ability to adapt to unexpected situations. One mentor described a broadened perspective and better understanding of middle school youth.

1) Communication/listening skills

- *"Being able to talk to different personality types. My students have varying personalities. Some are quiet, and some love to share. I am learning what makes each student tick and how to interact with them, which is an important life skill."*
- *"I am learning to interact with different personalities and how to get kids to open up. I have learned to be open to myself and keep trying."*
- *"I have learned how to be more communicative and expressive, keep people's attention, and use hand gestures. I'm also learning how to get kids to open up."*
- *"Trying to speak without sounding too serious or angry. This has helped me improve my tone."*
- *"I am improving my listening skills - being able to respond well and understand what they are saying behind the words."*
- *"I've grown as an active listener."*
- *"I am learning to empathize with kids, which will help me as a therapist."*

2) Flexibility

- *"I learned to adapt to changing activities and deal with mentor absences."*
- *"I am learning how to be creative, think outside the box, and play games."*
- *"I've learned to adapt in the moment when interacting with kids."*

3) Broadened perspective and understanding

- *"This had given me perspective on what it's like at that age – how they deal with emotions and conflict. I am learning to give them support. I am learning the power of open-ended questions, which has helped me as a consultant."*

4. Describe the rapport that you built with your mentees. Describe any challenges you faced in building rapport with mentees and how you addressed them.

Major themes from mentor responses:

- Gradual
- Overcoming awkwardness
- Learning about mentees
- Showing interest through questions
- "What's Good with You?"

Mentors described building rapport as a gradual process influenced by trust, relatability, and humor. Learning about and asking questions about mentees' interests was a key to rapport-building. Challenges included mentees' initial reluctance to participate and the awkwardness of virtual engagement. Persistence in inviting students to turn on cameras and participate worked with some mentees. Other successful strategies were using humor and playful banter, using personal storytelling to relate to mentees, and allowing shy students to use the chat. Treating students as peers rather than acting as authority figures also helped mentors build trust.

- *"The challenge is finding the connecting point. Finding one subject of interest can open them up."*
- *"It was initially challenging. I didn't know them or their interests. One student was giving one-word answers. Then I learned about his love for music, and talking about music opened him up. Once you find a kid's interests, it gets easier."*
- *"Being persistent and consistent is the key. One student wouldn't turn his camera on to talk, but I kept inviting him to participate and showing interest. He finally turned on his camera and shared."*
- *"Remembering what the students like helped build rapport. Asking questions like, 'What did you crochet?' Showing interest in their hobbies."*
- *"When they mention something personal and I call back to it later, it really hits them. They see I remembered."*
- *"I try to say anything funny, even weird stuff, to bring us closer."*
- *"I give a lot of personal examples. That way I can better understand where they're coming from."*
- *"I don't talk to them as if I'm above them. That helps level the playing field."*

5. In what ways have you seen e-Works benefiting student mentees? Please describe specific examples of positive changes that you witnessed in your mentees. Have you observed mentees improving in:

Self-esteem School engagement Mental health Relationship/communication skills

Self-Esteem

Major themes from mentor responses:

- Body image unit
- Increased confidence

Mentors shared about the impact of the unit on body image and self-esteem, after which students demonstrated greater confidence and self-awareness. Mentees who were initially shy showed increases in self-esteem by demonstrating the confidence to participate more during mentoring sessions.

- *"The self-esteem unit, especially the body image lessons, was a big turning point. Everyone shared, even the mentors."*
- *"By the end, the comments they were making showed increased confidence in themselves."*
- *"Students on the quieter side grew in their confidence to participate."*
- *"Lots of students who were shy began participating more. Their answers became longer."*

School Engagement

Major themes from mentor responses:

- Academic goals
- Study plans

Mentors reported that some students began stating goals for school achievement or sharing about their plans to study.

- *"There are at least two kids who specifically talk about how they want to get a 4.0 GPA. Having these goals lets us see their growth in a concrete way."*
- *"Students don't always share about school directly, but say it went well. They provide examples of skills they learned during mentoring sessions applied to class."*
- *"Students have shared their plans to study."*

Mental Health

Major theme from mentor responses:

- Overcoming fear

One mentor shared about a student who decided to take steps to overcome fear after participating in mentoring sessions.

- *"One kid who was scared of everything in the beginning took up skateboarding to face his fear."*

Communication/Relationship Skills

Major theme from mentor responses:

- Increased engagement
- Sharing opinions
- Encouraging peers
- Better friendships

Many mentors cited improvement in mentees' communication and relationship skills. These included increased engagement in conversation, sharing opinions, encouraging one another, and choosing better friends.

- *"Students became comfortable sharing their opinions."*
- *"Students are learning how to take turns talking and respect each other."*
- *"We have seen an increase in camaraderie among students. They are responding to each other and encouraging each other."*
- *"Students are more thoughtful about their answers."*
- *"A number of students have talked about 'frenemies' and have applied what they learned. They are able to identify bad friends and make better choices when selecting friends."*

6. Do you feel that the length of the sessions allows sufficient time? If you feel the sessions should be longer, how much extra time would you recommend?

Major theme from mentor responses:

- Time matches the student's attention span

Most mentors agreed that the length of sessions (75 minutes) was sufficient. Although some did not always finish every lesson, they felt that extending the sessions would risk losing student engagement.

- *"There is just enough time for the lesson and 'What's Good with You?'"*
- *"A few times we didn't finish, but the time is adequate to cover most everything."*
- *"The time of the session is the same as students' attention span."*

- *"I think it's (session length) is perfect."*
- *"Any longer and we'd lose them."*

One mentor suggested that a 90-minute session would make it easier to cover the lesson content but also acknowledged that a longer session might exceed students' attention span.

7. In what ways could e-Works be enhanced, if any?

Major themes from mentor responses:

- In-person interaction
- Clearer instructions
- Earlier collaboration among mentoring teams

Mentors suggested improvements, including more opportunities for in-person interaction with their individual mentor groups, clearer curriculum instructions, and earlier collaboration with co-mentors. These changes, they felt, would build stronger connections and support better facilitation. The need to remind students to be prepared for the sessions was also mentioned. One mentor suggested adding a lesson about online safety.

- *"It would be nice to have something where it's just the mentees and mentors in our specific group – more relaxed than the big field trips."*
- *"Sometimes the guide we get could be clearer. The instructions can be confusing."*
- *"The notes in the slides are sometimes unclear. Sometimes the instructions don't match what we are doing, like breakout sessions for a group of only 4-5 students. Adaptions are needed for group size."*
- *"Maybe have a way to remind students to have pencil and paper ready at the start of the session."*
- *"I felt really formal at first with my co-mentor, but now it's more casual and smoother."*
- *"It would be great if we had a lesson on being smarter online and identifying misinformation. The mentees are on social media and impressionable."*

8. Would you consider being a mentor again in the future? Why or why not?

Major themes from mentor responses:

- Giving back
- Positive impact
- Online convenient
- Personal growth

All mentors unanimously said they would consider mentoring in the future. Some acknowledged busy schedules and the potential conflict of availability, but all expressed interest in returning. One mentor suggested that the opportunity to work with the same group of mentees over multiple years would increase the likelihood of returning.

The reasons that mentors would consider mentoring in the future included the opportunity to give back to the community and make a positive impact, the convenience of mentoring online, and the

opportunity for personal growth. Some of the college mentors said the program is a good way to take a break from studying and to get outside the “college bubble.” One mentor stated that the mentoring experience is good preparation for parenting.

- *“It’s a great way to give back to the community – to guide people through their teenage years, which can be confusing. It’s a good way to bridge the disconnection between the privileged and underprivileged.”*
- *“The program is easily accessible. It only takes an hour or so per week on Zoom. It’s nice to talk to people I wouldn’t get the chance to talk with otherwise.”*
- *“It’s rewarding to spend a few hours a week this way.”*
- *“I like being able to hop on Zoom but still have an impact. I had between 3:15 pm and 6:00 pm open, and it fit right into my schedule. If I had needed to drive to and from another location on the freeways, this might not have worked.”*
- *“I live in Northern California and like being able to volunteer for this program online.”*
- *“I was able to do a last session from Northern California when I was home from college.”*
- *“It’s very accessible, you can make a big impact in a short time. It also gives me a break from studying.”*
- *“It gets me outside the college bubble.”*
- *“I think it’s a meaningful experience. I like teaching the social-emotional learning topics that I was never formally taught myself.”*
- *“It’s an opportunity to develop the skills to communicate with middle schoolers. The mentoring experience could help someone prepare to be a parent.”*

9. Would you refer a friend to become a mentor in this program? Why or why not?

Major themes from mentor responses:

- Only committed friends
- Rewarding experience
- Mutual benefits

Mentors unanimously supported referring a friend to e-Works. One mentor said he would recommend the program to friends with the caveat that the friend was dependable and committed. In general, mentors emphasized the rewarding nature of mentoring and the benefits for both mentees and mentors.

- *“Certain friends --- someone who is consistent, who will show up every week.”*
- *“It’s rewarding on both sides – seeing mentees grow from week to week while learning as a mentor.”*
- *“It’s a good challenge. Mentors benefit from the program just as much as mentees.”*
- *“I’ve learned more about myself through the curriculum and interaction with the kids.”*

Appendix 1:

Social-Emotional Learning (SEL) Assessment

Items and Responses

Social-Emotional Learning Assessment (e-Works)					
Q1	Cindy is organizing a bake sale to raise money for cancer research. Cindy loves to organize and be in charge of things. She recruits her friends Joan, Margarita, and Julie to help. Joan works part time at a bakery, Margarita works in marketing, and Julie is an accountant. They will each take one job to make this bake sale a success. If Cindy chooses the job that is best suited for her, which job would she choose? (Self-Awareness)				
	Responses [99]	Counting the money.	Promoting the bake sale.	Making baked goods to sell.	Managing the bake sale.*
Pre	Number	15	15	14	55
	Percentage	15%	15%	14%	56%
Post	Number	11	21	11	56
	Percentage	11%	215	11%	57%
Q2	Kayla has been put in charge of organizing this year's school dance. She is responsible for making sure tickets are sold, the gym is decorated for the dance, and that posters have been put around the school. In the last three days, Kayla has been extremely busy and has barely had any time to sit down. Noticing that Karla looked very stressed out, her friend Alex asked if she was ok. What should Karla do? (Self-Awareness)				
	Responses [99]	Keep working.	Tell Alex that she's fine.	Ignore Alex, she has too much to do	Take a deep breath and reflect on how she's feeling.*
Pre	Number	6	8	9	76
	Percentage	6%	8%	9%	77%
Post	Number	4	6	8	81
	Percentage	4%	6%	8%	82%

Appendix 1: SEL Survey Items and Responses

Q3	Maria and her group are responsible for creating a presentation. In this group, everyone is going to choose what job they will have. The team needs a leader who manages the group, an artist to draw the pictures, and someone to do research. Maria's other team members are Edward and Ashley. Maria knows that Edward is the captain of the football team and Ashley takes art classes. Maria herself enjoys staying away from attention and reading. Knowing the strengths of Maria and her teammates, what job should Maria sign up for? (Self-Awareness)				
	Responses [99]	She should just have a job assigned to her rather than choosing one.	Researcher*	Team leader	Artist
Pre	Number	10	60	15	14
	Percentage	10%	61%	15%	14%
Post	Number	13	67	12	7
	Percentage	13%	68%	12%	7%
Q4	Felix is good at art, however, he has a desire to be on the school basketball team even though he has no experience playing basketball. This year, Felix tried out for the basketball team but got cut. What should Felix do? (Self-Management)				
	Responses [99]	Stick to drawing.	Harass the coach until he folds and lets him on the team.	Hope someone gets injured and see if the coach takes him now	Practice for one year to learn the game and develop skills, then try out again.*
Pre	Number	4	3	9	83
	Percentage	4%	3%	9%	84%
Post	Number	5	2	8	84
	Percentage	5%	2%	8%	85%

Appendix 1: SEL Survey Items and Responses

Q5	Ezra is a huge “Swiftie.” She has been looking forward to the Taylor Swift concert this Friday ever since she announced the dates. However, Erza also has a book report that’s worth 40% of her grade due the same day. She forgot about it and now has only two days to turn it in. What should Erza do? (Self-Management)				
	Responses [99]	Make a plan to ask a friend what the book was about and then quickly type something up. This way she can have the report done before the concert.	Make a plan to read the book today and write the report tomorrow. This way, she will be able to do the report without rushing and still go to the concert.*	Just rush and do her best to get the report done before the concert starts.	Tell herself that’s a problem for tomorrow and have confidence that she can get the book report done at the last minute.
Pre	Number	14	69	6	10
	Percentage	14%	70%	6%	10%
Post	Number	10	81	3	5
	Percentage	10%	82%	3%	5%

Appendix 1: SEL Survey Items and Responses

Q6	Amari tends to be a spender and buys new things to make himself feel better. This makes it difficult for him to save money for a car. What should he do to get the money for a car? (Self-Management)				
	Responses [99]	Make a plan to save money each week.*	Ask a rich relative for a loan.	Sell the watch that was gifted to him by his late grandfather.	Find a place to buy a car for no money down, then worry about earning money for payments later.
Pre	Number	78	7	6	8
	Percentage	79%	7%	6%	8%
Post	Number	82	3	5	9
	Percentage	83%	3%	5%	9%
Q7	Janet and her friend Priya were talking about their plans over winter break. Janet invited Priya to her house for Christmas, but Priya said her family doesn't celebrate Christmas. How should Janet respond? (Social Awareness)				
	Responses [99]	Tell Priya that if her family doesn't celebrate it, it's okay to go against her family's beliefs and celebrate it anyway.	Tell Priya that the whole point of winter break is to celebrate Christmas, and try to force Janet's religious beliefs on her.	Understand that everyone has different beliefs and make an effort to learn about Priya's religion.*	Tell Priya that it's weird her family doesn't celebrate Christmas.
Pre	Number	18	9	67	5
	Percentage	19%	9%	68%	5%
Post	Number	18	8	72	1
	Percentage	18%	8%	73%	1%

Appendix 1: SEL Survey Items and Responses

Q8	During class when the teacher passes back the graded tests, Ava's desk partner, Sophia, started crying. Sophia had studied really hard for this test, but still didn't pass. Ava overheard the teacher telling Sophia that her score on the test was not that big of a deal and that she can do better next time. What should Ava do? (Social Awareness)				
	Responses [99]	Avoid getting involved because it doesn't have to do with Ava's grade.	Call her out in front of the class and tell her to stop being a drama queen.	Tell Sophia that she's been there, and that the teacher is right, and that it's really not that big of a deal.	Tell Sophia that she's been in the same situation before and is here to talk.*
Pre	Number	12	8	23	56
	Percentage	12%	8%	23%	57%
Post	Number	5	6	19	69
	Percentage	5%	6%	19%	70%
Q9	Marley and her friend Cameron made plans to hang out over the weekend. They first got lunch and then planned to go shopping. However, while eating her food, Cameron's stomach started hurting. Cameron said she should probably go home since her stomach was starting to feel worse. What should Marley do? (Social Awareness)				
	Responses [99]	Tell Cameron that it's ok and she'll call other friends to go shopping with.	Tell Cameron that she should take a pain reliever and then still go shopping.	Assure Cameron that it's ok and they can go shopping another time.*	Ditch Cameron and go shopping anyway.
Pre	Number	11	11	74	3
	Percentage	11%	11%	75%	3%
Post	Number	12	9	75	3
	Percentage	12%	9%	76%	3%

Appendix 1: SEL Survey Items and Responses

Q10	During lunch, Max was playing basketball by himself. During this time, another kid, Cameron, came up to him and made fun of him for having no friends. His mean words made Max feel really mad, and he thought about hitting Cameron. What should Max do next? (Relationship Skills)				
	Responses [99]	Pause, take a deep breath, and think about how he can address the situation calmly.*	Throw the basketball at Cameron's head.	Hold a grudge and tell Cameron's friends to stay away from him.	Go behind Cameron's back and spread rumors.
Pre	Number	68	8	8	15
	Percentage	69%	8%	8%	15%
Post	Number	82	4	8	5
	Percentage	83%	4%	8%	5%
Q11	Malia and her twin sister Moana do everything together, they're in the same classes, clubs, and even play the same sports together. Recently however, Malia has started getting really competitive with Moana. She's not wanting to work on homework together and is constantly trying to beat Moana in their cross-country runs. What should Moana do? (Relationship Skills)				
	Responses [99]	Be aggressive and try not to let Malia win every time.	Talk to Malia and see if something is on her mind. Try to be open and understanding and work together to find a solution.*	Tell Malia she needs to "fix" her attitude or she'll fix it for her.	Remind Malia that she has always been there for her, and make her feel bad.
Pre	Number	6	75	4	14
	Percentage	6%	76%	4%	14%
Post	Number	1	83	4	11
	Percentage	1%	84%	5%	11%

Appendix 1: SEL Survey Items and Responses

Q12	Farid decided to spend his Saturday afternoon going hiking. While on the hike, he met Jake. Farid noticed Jake was looking a little sad and hiking alone. He also noticed that Jake was wearing a Dodgers hat, which happened to be Farid's favorite baseball team. What should Farid do next? (Relationship Skills)				
	Responses [99]	Continue on his hike and ignore Jake.	Think about how he should go to a Dodger game later on with his friends and keep hiking.	Tell Jake that he's got a cool hat and move on.	Tell Jake that he also loves the Dodgers, start a conversation, and hike together.*
Pre	Number	4	12	6	77
	Percentage	4%	12%	6%	78%
Post	Number	5	15	8	71
	Percentage	5%	15%	8%	72%
Q13	Noor's little brother is struggling in his math class. Noor also had the same teacher two years ago and did really good in the class. She wants to help, but also needs to focus on her own homework. What should she do? (Responsible Decision-Making)				
	Responses [99]	Tell him he needs to study harder on the topics and leave her alone.	Tell him she'd like to help but can't because right now, her grades are more important at this moment.	Tell him to focus on the subjects he's good at because he's just not good at math.	Tell him to write down the topics which are the hardest for him, and that she will help him with those for 30 minutes a day.*
Pre	Number	4	9	39	47
	Percentage	4%	9%	39%	4%
Post	Number	8	8	26	57
	Percentage	8%	8%	26%	58%

Appendix 1: SEL Survey Items and Responses

Q14	Mary and her boyfriend Issac have been dating for the past six months. Mary really loves him, but Issac likes to do things that she knows are wrong. For example, sometimes when they go to the grocery store, he will steal candy. One day, when Mary and Issac went to the store to get some chips, Issac told Mary that she should put some candy into her purse because nobody was watching. Mary should... (Responsible Decision-Making)				
	Responses [99]	Listen to Issac and put the candy in her purse.	Tell Isaac just this one time.	Tell Isaac she doesn't feel comfortable and that if he continues, they can't date and can only be friends.*	Just wait outside while he steals the candy.
Pre	Number	7	6	57	29
	Percentage	7%	6%	58%	29%
Post	Number	3	6	64	26
	Percentage	3%	6%	65%	26%
Q15	George told his friend Casey that he was moving into a different house, but to keep it a secret because he didn't want anyone at school to know. Later, another one of their friends asked Casey what George told him. Casey should... (Responsible Decision-Making)				
	Responses [99]	Tell the friend the secret as long as he promises not to tell anyone else.	Tell him it was a private conversation.*	Tell the friend that he can't tell him the secret but if he asks questions, he can answer yes or no.	Tell the friend that George was moving because it's not a big secret.
Pre	Number	13	63	18	5
	Percentage	13%	64%	18%	5%
Post	Number	11	73	8	7
	Percentage	11%	74%	8%	7%

Appendix 2: Curriculum Cycle Survey Items and Responses

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Curriculum Cycle 1 - 6th/7th Grade (e-Works)						
Q1	Do you think cooperation is necessary for teamwork?					
Comprehension	Responses [115]	Yes*	No			
	Number	112	3			
	Percentage	97.4%	2.6%			
Q2	Good teams become GREAT ones when...					
Comprehension	Responses [115]	... the members trust each other enough*	... you are humble enough*	... surrender the "me" for "WE"*	All of the above*	None of the Above
	Number	40	6	7	62	0
	Percentage	34.8%	5.2%	6.1%	53.9%	0.0%
Q3	Good communication includes...					
Comprehension	Responses [115]	Listening to understand what others are saying, not just hearing their words*	Making sure I get my way	Being aware that my tone of voice can change the way others understand the meaning of my words*	Both a & c*	
	Number	45	4	3	63	
	Percentage	39.1%	3.5%	2.6%	54.8%	
Q4	Which of the following is NOT a tone?					
Comprehension	Responses [115]	Sarcastic	Confused	Teamwork *	a & b	None of the above
	Number	11	1	71	16	16
	Percentage	9.6%	0.9%	61.7%	13.9%	13.9%

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Q5	After participating in the mentoring session, I have improved my communication skills.					
Personal Growth	Responses [115]	Strongly agree*	Agree*	Disagree	Strongly Disagree	
	Number	37	69	9	0	
	Percentage	32.2%	60.0%	7.8%	0.0%	
Q6	Select the answer that best applies. Listening is...					
Comprehension	Responses [115]	The physical process of sound being picked up by your ear*	Understanding and interpreting what you hear and assigning it a meaning*	Both a & c*	None of the above	
	Number	19	43	46	7	
	Percentage	16.5%	37.4%	40.0%	6.1%	
Q7	Knowing my strengths is important to teamwork because...					
Comprehension	Responses [115]	I can control my team	I will understand what I can contribute to the team*	Other people will like me better		
	Number	4	105	6		
	Percentage	3.5%	91.3%	5.2%		
Q8	I am aware of at least one strength I can contribute to a team.					
Personal Growth	Responses [115]	Strongly agree*	Agree*	Disagree	Strongly disagree	
	Number	45	65	5	0	
	Percentage	39.1%	56.5%	4.3%	0.0%	
Q9	Which of the following makes for a successful team?					
Comprehension	Responses [115]	Cooperation*	Effective communication*	Knowing what your strengths are*	All of the above*	
	Number	23	6	11	75	
	Percentage	20.0%	5.2%	9.6%	65.2%	

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Curriculum Cycle 1 - 8th Grade (e-Works)						
Q1	My values are an important part of my identity (SENSE OF WHO I AM).					
Personal Growth	Responses [11]	True*	False			
	Number	11	0			
	Percentage	100.0%	0.0%			
Q2	Which of the following are examples of values? (CHECK ALL THAT APPLY)					
Comprehension	Responses [11]	Physical Strength	Honesty*	Kindness*	Creativity	
	Number	5	10	10	7	
	Percentage	45.5%	90.9%	90.9%	63.6%	
Q3	After participating in the mentoring sessions, I am better able to define my most important values.					
Personal Growth	Responses [11]	Strongly agree*	Agree*	Disagree	Strongly disagree	
	Number	4	7	0	0	
	Percentage	36.4%	63.6%	0.0%	0.0%	
Q4	Fill in the blank. Knowing your _____ helps you become more self-aware.					
Comprehension	Responses [11]	Identity*	Values*	Strengths*	Weaknesses*	All of the above*
	Number	0	0	0	0	11
	Percentage	0.0%	0.0%	0.0%	0.0%	100.0%
Q5	After participating in the mentoring sessions, I am better able to understand my strengths and weaknesses.					
Personal Growth	Responses [11]	Strongly agree*	Agree*	Disagree	Strongly Disagree	
	Number	5	5	1	0	
	Percentage	45.5%	45.5%	9.1%	0.0%	

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Q6	What is an unhealthy relationship?					
Comprehension	Responses [11]	When both people listen and understand each other	The people involved show disrespectful behavior toward the other person*	The people involved share values such as respect and honesty with each other	None of the above	
	Number	0	10	0	1	
	Percentage	0.0%	90.9%	0.0%	9.1%	
Q7	After participating in the mentoring sessions, my communication skills have improved.					
Personal Growth	Responses [11]	Strongly agree*	Agree*	Disagree	Strongly Disagree	
	Number	3	6	2	0	
	Percentage	27.3%	54.5%	18.2%	0.0%	
Q8	Maria and her boyfriend, John, went on vacation to Hawaii. While there, John says Maria cannot call her parents unless he listens to the phone call, and she cannot text her friends because John does not like them. The following scenario demonstrates which UNHEALTHY CHARACTERISTIC?					
Comprehension	Responses [11]	Independence	Respect	Control*	None of the above	
	Number	1	0	9	1	
	Percentage	9.1%	0.0%	81.8%	9.1%	

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Q9	Which of the following are characteristics of a HEALTHY RELATIONSHIP? (CHECK ALL THAT APPLY)					
Comprehension	Responses [11]	Neither person depends on the other for an identity*	Both partners have other friends*	One partner is careful not to share certain thoughts or feelings to avoid upsetting the other partner.	Both partners respect each other's differences.*	
	Number	7	5	3	11	
	Percentage	63.6%	45.5%	27.3%	100.0%	
Q10	After participating in the mentoring sessions, I am better able to make wise decisions about my relationships.					
Personal Growth	Responses [11]	Strongly agree*	Agree*	Disagree	Strongly Disagree	
	Number	4	6	1	0	
	Percentage	36.4%	54.5%	9.1%	0.0%	

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Curriculum Cycle 2 - 6th/7th Grade (e-Works)						
Q1	Do you agree with the statement, “You can always be kind to yourself, and remember that everyone’s body is perfectly different.”					
Comprehension	Responses [123]	Agree*	Disagree			
	Number	122	1			
	Percentage	99.2%	0.8%			
Q2	Affirmations are the process of making _____ statements to help overcome negative thoughts.					
Comprehension	Responses [123]	Long	Positive*	Power animal	Vague	
	Number	6	115	1	1	
	Percentage	4.9%	93.5%	0.8%	0.8%	
Q3	What is an example of a positive attribute?					
Comprehension	Responses [123]	Irresponsible	Inconsistent	Undisciplined	Accepting*	
	Number	0	7	5	111	
	Percentage	0.0%	5.7%	4.1%	90.2%	
Q4	My core values influence the choices I make in life.					
Personal Growth	Responses [123]	True*	False			
	Number	113	10			
	Percentage	91.9%	8.1%			
Q5	Which of the following will not help improve my self-esteem?					
Comprehension	Responses [123]	Eliminating negative self-talk	Spending time with people who make me sad*	Practice saying positive affirmations	Doing things I enjoy	
	Number	19	91	5	8	
	Percentage	15.4%	74.0%	4.1%	6.5%	

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Q6	After participating in the mentoring sessions, I know at least three things I like about myself.					
Personal Growth	Responses [123]	Agree*	Disagree			
	Number	118	5			
	Percentage	95.9%	4.1%			
Q7	Maria was super excited to audition for the lead role of her school's play. In fact, she had been rehearsing lines every day! When she got to the audition, she heard some girls making fun of her acne, saying that she was not pretty enough to get the role. Maria responded by telling them that everyone is beautiful in their own way, and acne is not a big deal. Full of confidence, Maria auditioned for the lead role and got it! Is this an example of a negative body image or a positive body image?					
Comprehension	Responses [123]	Negative Body Image	Positive Body Image*			
	Number	8	115			
	Percentage	6.5%	93.5%			
Q8	Every day on his walk home, John would have to pass by a group of boys who made fun of his ears. They would call him names and mock him, making John feel self-conscious about his body. As a result, John began taking a different route to school to avoid that group of boys. This was beginning to interfere with his attendance because now it was taking John longer to get to school, and he was late every day. Does John have a negative body image or a positive body image?					
Comprehension	Responses [123]	Negative Body Image*	Positive Body Image			
	Number	109	14			
	Percentage	88.6%	11.4%			

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Curriculum Cycle 2 - 8th Grade (e-Works)						
Q1	I know at least two ways I can reduce my stress levels.					
Personal Growth	Responses [18]	Agree*	Disagree			
	Number	18	0			
	Percentage	100.0%	0.0%			
Q2	What are the steps to cope with stress?					
Comprehension	Responses [18]	Recognizing the stressor(s)	Reducing the stress	Realizing that you are stressed*	All of the above	
	Number	2	1	1	14	
	Percentage	11.1%	5.6%	5.6%	77.8%	
Q3	Imagine you had a tough day at school. You got a bad grade on a test, and your friend didn't save you a seat at lunch. You feel upset and frustrated. How could practicing gratitude help you process your feelings in a healthier way?					
Comprehension	Responses [18]	Writing down three things you're thankful for, like having a teacher who helps you learn.*	Complaining to a different friend about how unfair your day was.	Focusing only on how upset you are and ignoring anything positive.	I'm not sure how practicing gratitude could help.	
	Number	15	2	1	0	
	Percentage	83.3%	11.1%	5.6%	0.0%	

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Q4	Which of the following is the BEST example of reframing negative self-talk into positive self-talk?					
Comprehension	Responses [18]	"I'll never succeed no matter how hard I try."	"I'm just not smart enough to figure this out."	"I made a mistake, but I can learn from it and do better next time."*	"It's too hard, so I should just stop trying."	
	Number	0	2	16	0	
	Percentage	0.0%	11.1%	88.9%	0.0%	
Q5	The Compliment Sandwich method is about giving compliments and constructive feedback.					
Comprehension	Responses [18]	True*	False			
	Number	18	0			
	Percentage	100.0%	0.0%			
Q6	Select the answer that fills in the blank. When weighing your decisions, making a _____ can help you think through your options.					
Comprehension	Responses [18]	Wish list	Pro/con List*	Shopping list	Bucket List	
	Number	0	16	0	2	
	Percentage	0.0%	88.9%	0.0%	11.1%	
Q7	Listing your options can help you make a decision.					
Comprehension	Responses [18]	True*	False			
	Number	17	1			
	Percentage	94.4%	5.6%			
Q8	The definition of a goal is...					
Comprehension	Responses [18]	An aimed or desired result*	Determining the value of something	Something that makes you worried	To identify or measure through examination	
	Number	15	3	0	0	
	Percentage	83.3%	16.7%	0.0%	0.0%	

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Q9	After this cycle, I have improved my decision-making process.					
Personal Growth	Responses [18]	Agree*	Disagree			
	Number	18	0			
	Percentage	100.0%	0.0%			
Q10	I now have a better understanding of how to set goals.					
Personal Growth	Responses [18]	Agree*	Disagree			
	Number	18	0			
	Percentage	100.0%	0.0%			

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Curriculum Cycle 3 - 6th/7th Grade (e-Works)						
Q1	Which of the following is a positive behavior shown by a friend?					
Comprehension	Responses [97]	Jealousy	Lying	Respect*	Being rude	
	Number	1	1	95	0	
	Percentage	1.0%	1.0%	97.9%	0.0%	
Q2	Friendship is the relationship between two people who _____ each other's company.					
Comprehension	Responses [97]	Hate	Enjoy*	Need	Dislike	
	Number	1	90	5	1	
	Percentage	1.0%	92.8%	5.2%	1.0%	
Q3	Marcus and Jane are desk partners in the same class. One day, Marcus came to class and found that he had no pencils in his desk. He asked Jane if she had any extra pencils, and she gave him one. Is Jane an example of a friend or frenemy?					
Comprehension	Responses [97]	Friend*	Frenemy			
	Number	95	2			
	Percentage	97.9%	2.1%			
Q4	Daniel and Robert go shopping together for new shoes. Robert saw this pair of nice Jordans, but they cost too much, so he couldn't buy them. Robert felt sad that he couldn't buy his dream shoes, but his friend Daniel tried to make him feel better by telling him that he could always buy them later. However, when Robert wasn't there, Daniel was making fun of him to other people because he couldn't afford to buy the shoes. Is Daniel a friend or a frenemy?					
Comprehension	Responses [97]	Friend	Frenemy*			
	Number	8	89			
	Percentage	8.2%	91.8%			
Q5	I now have a better understanding of how to identify a healthy relationship.					
Personal Growth	Responses [97]	Agree*	Disagree			
	Number	95	2			
	Percentage	97.9%	2.1%			

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Q6	Which of the following is NOT a technique you should use to build a good relationship with your parent/guardian?					
Comprehension	Responses [97]	Spending time together by watching a movie	Communicating and sharing what happened throughout your day	Being open to new ideas and information, you might not have considered before	Telling your parent/guardian that you are not interested in listening*	
	Number	7	7	5	78	
	Percentage	7.2%	7.2%	5.2%	80.4%	
Q7	After participating in the mentoring sessions, I now have a better understanding of my parent/guardians' point of view.					
Personal Growth	Responses [97]	Agree*	Disagree			
	Number	92	5			
	Percentage	94.8%	5.2%			
Q8	Someone is dependable if they are _____.					
Comprehension	Responses [97]	Inconsistent	Irresponsible	Reliable*	Judgmental	
	Number	4	4	86	3	
	Percentage	4.1%	4.1%	88.7%	3.1%	

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Curriculum Cycle 3 - 8th Grade (e-Works)						
Q1	I have a better understanding of how my emotions can influence my spending habits.					
Personal Growth	Responses [15]	Strongly agree*	Agree*	Disagree	Strongly Disagree	
	Number	9	6	0	0	
	Percentage	60.0%	40.0%	0.0%	0.0%	
Q2	Daniel and Jose are shopping together for new shoes. Jose decides to buy the new Yeezys, and Daniel did not want to be left out. Even though Daniel was running low on cash, he used all the money he had to buy the same shoes as Jose. Which emotion influenced Daniel's spending habits?					
Comprehension	Responses [15]	Fear of missing out*	Excitement	Anger	Happiness	
	Number	15	0	0	0	
	Percentage	100.0%	0.0%	0.0%	0.0%	
Q3	What is the 50/30/20 rule for budgeting?					
Comprehension	Responses [15]	50% of your money goes toward when you're hanging out with friends, 30% goes to clothing, and 20% goes to your savings.	50% of your paycheck goes to bills and necessities, 30% to spend however you want, and 20% goes toward your savings account or piggy bank.*	50% of your paycheck goes to spend it however you want, 30% goes to your savings account or piggy bank, and 20% goes to your bills and necessities.	50% of your money goes toward savings or a piggy bank, 30% goes to your bills and necessities, and 20% to spend however you want.	
	Number	0	10	1	4	
	Percentage	0.0%	66.7%	6.7%	26.7%	

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Q4	Maria just received her paycheck for the week for \$600. As she sits down to budget, she lists that she has \$200 to pay for her rent and bills, and \$390 to spend on new clothes that she wants because everyone else is wearing them. This leaves \$10 to put in her piggy bank to save. Is this a realistic and “smart” way of spending her money?					
Comprehension	Responses [15]	Yes	No*			
	Number	0	15			
	Percentage	0.0%	100.0%			
Q5	Having debt is...					
Comprehension	Responses [15]	Not able to come from debit or credit cards	Something that can only build up when you buy a house	Something that is unavoidable	Money that is due or owed*	
	Number	0	0	1	14	
	Percentage	0.0%	0.0%	6.7%	93.3%	
Q6	What is the difference between a debit card and a credit card?					
Comprehension	Responses [15]	A debit card is like spending your own cash, and a credit card is like borrowing money.*	A debit card is like borrowing money from the bank, and a credit card is like spending money only that is in your account.	A debit card is something that you have to pay interest on, and for a credit card, that is not possible.	A debit card is always a good idea to use, and a credit card is never a good idea to use.	
	Number	13	1	1	0	
	Percentage	86.7%	6.7%	6.7%	0.0%	

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Q7		What is the difference between gross pay and net pay?				
Comprehension	Responses [15]	Gross pay is what you take home after taxes; net pay is what you earn before taxes.	Net pay is your total earnings before taxes; gross pay is what's left after taxes.	Gross pay is your total earnings before taxes; net pay is the money you take home after deductions.*	There is no difference; both terms mean the same thing.	
	Number	3	2	10	0	
	Percentage	20.0%	13.3%	66.7%	0.0%	
Q8		I now have a better understanding of how to manage my money.				
Personal Growth	Responses [15]	Strongly agree*	Agree*	Disagree	Strongly Disagree	
	Number	8	6	1	0	
	Percentage	53.3%	40.0%	6.7%	0.0%	

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Curriculum Cycle 4 – 6th/7th Grade (e-Works)						
Q1	What is an emotion?					
Comprehension	Responses [84]	A person's inner feelings*	A type of action	Something you see or hear	A subject in school	
	Number	74	6	3	1	
	Percentage	88.1%	7.1%	3.6%	1.2%	
Q2	Which of the following could be a trigger for anger?					
Comprehension	Responses [84]	Finishing your homework	Winning in your favorite sport	Giving a friend a compliment	Being left out during a group activity*	
	Number	2	1	2	79	
	Percentage	2.4%	1.2%	2.4%	94.0%	
Q3	Which response shows someone using an aggressive anger style?					
Comprehension	Responses [84]	They avoid the problem and pretend it didn't happen	They speak calmly and explain how they feel	They yell and demand that things go their way*	They laugh and act like everything is a joke	
	Number	5	4	74	1	
	Percentage	6.0%	4.8%	88.1%	1.2%	
Q4	What kind of anger is shown when someone avoids a situation and stays silent, but acts mean later?					
Comprehension	Responses [84]	Assertive	Aggressive	Passive-aggressive*	Calm	
	Number	13	8	59	4	
	Percentage	15.5%	9.5%	70.2%	4.8%	

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Q5	Which of these does not belong in the Five Reaction Roadmap?					
Comprehension	Responses [84]	Triggers	Thoughts	Behaviors	Excuses*	
	Number	6	3	6	69	
	Percentage	7.1%	3.6%	7.1%	82.1%	
Q6	What is resolution?					
Comprehension	Responses [84]	Finding a way to fix the problem*	Walking away and never talking again	Trying to win an argument	Yelling until the other person agrees	
	Number	78	5	1	0	
	Percentage	92.9%	6.0%	1.2%	0.0%	
Q7	Which action is a healthy way to solve a conflict?					
Comprehension	Responses [84]	Talking over the other person	Telling them that they are wrong	Saying, "Whatever," and walking away	Trying to understand how the other person feels*	
	Number	4	3	4	73	
	Percentage	4.8%	3.6%	4.8%	86.9%	
Q8	Ty and Max are arguing over who gets the basketball first. They both stop, listen to each other, and agree to take turns. What did Ty and Max do?					
Comprehension	Responses [84]	Avoided the problem	Used conflict resolution*	Made the arguing worse	Ignored their feelings	
	Number	7	72	4	1	
	Percentage	8.3%	85.7%	4.8%	1.2%	
Q9	What does "composure" mean?					
Comprehension	Responses [84]	Speaking loudly so you are heard	Getting your way in the end	Staying calm even when you're upset*	Avoiding all emotions	
	Number	0	4	77	3	
	Percentage	0.0%	4.8%	91.7%	3.6%	

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Q10		Which of these is a good way to calm down when you're angry?				
Comprehension	Responses [84]	Saying "I'm fine" when you're not	Blame others for how you feel	Texting the person you're mad at	Taking deep breaths and counting*	
	Number	5	3	1	75	
	Percentage	6.0%	3.6%	1.2%	89.3%	

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Curriculum Cycle 4 – 8th Grade (e-Works)						
Q1	What does it mean when food is “processed”?					
Comprehension	Responses [17]	It comes straight from nature and has no preservatives	It has been changed from its natural form and can be linked to health problems*	It is always healthy for you, and you can eat as much as you want	It is made by a farmer who gives extra care to his crops	
	Number	0	15	0	2	
	Percentage	0.0%	88.2%	0.0%	11.8%	
Q2	Which of these is a “natural” food?					
Comprehension	Responses [17]	Potato chips	Cereal	Chocolate bar	Fresh apples*	
	Number	0	0	0	17	
	Percentage	0.0%	0.0%	0.0%	100.0%	
Q3	Fill in the blank: A food label shows you what’s inside the food and helps you make _____ choices.					
Comprehension	Responses [17]	Healthy*	Fast	Random	Cheap	
	Number	16	1	0	0	
	Percentage	94.1%	5.9%	0.0%	0.0%	
Q4	You’re at the store and comparing two bags of chips. One has 150g of sodium (salt) and one has 210g of sodium (salt). What’s the better choice for your health?					
Comprehension	Responses [17]	The one with 150g of sodium– it has a little less sodium	The sodium is too high - neither are healthy choices*	The one with 210g sodium – it will taste better	The one with the coolest wrapper	
	Number	9	8	0	0	
	Percentage	52.9%	47.1%	0.0%	0.0%	

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Q5 What is diabetes?						
Comprehension	Responses [17]	People who have a sweet tooth	People who diet all the time	A condition that only healthy people get	A condition where the body cannot break down sugar properly*	
	Number	0	1	0	16	
	Percentage	0.0%	5.9%	0.0%	94.1%	
Q6 Washing your hands can help prevent which disease?						
Comprehension	Responses [17]	Heart disease	A broken bone	The flu*	Allergies	
	Number	0	0	14	3	
	Percentage	0.0%	0.0%	82.4%	17.6%	
Q7 Fill in the blank: Cholesterol is a fat-like substance in the body that can clog your arteries in _____ amounts.						
Comprehension	Responses [17]	Small	High*	Normal	Controlled	
	Number	2	13	2	0	
	Percentage	11.8%	76.5%	11.8%	0.0%	
Q8 Why is personal hygiene important?						
Comprehension	Responses [17]	To get compliments	It helps you look cool in front of others	It makes your clothes last longer	To keep your body clean and help avoid getting sick*	
	Number	0	1	1	15	
	Percentage	0.0%	5.9%	5.9%	88.2%	

Appendix 2: Curriculum Cycle Survey Items and Responses (e-Works)

Q9		Which of these is an example of good hygiene?				
Comprehension	Responses [17]	Wearing the same socks all week	Skipping brushing your teeth before bed	Washing your hands before eating*	Sharing your water bottle with a friend	
	Number	0	1	16	0	
	Percentage	0.0%	5.9%	94.1%	0.0%	
Q10		Which of these exercises helps lower blood pressure?				
Comprehension	Responses [52]	Watching TV after school and snacking on chips	Going to the mall and eating ice cream	Playing video games and drinking Starbucks	Aerobic exercise, like swimming or running*	
	Number	0	0	0	17	
	Percentage	0.0%	0.0%	0.0%	100.0%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Curriculum Cycle 1 - 6th/7th Grade (ClassWorks)						
Q1	Listening is the key to all effective communication.					
Comprehension	Responses [307]	True*	False			
	Number	296	11			
	Percentage	96.4%	3.6%			
Q2	Good teams become GREAT ones when...					
Comprehension	Responses [307]	... the members trust each other enough*	... you are humble enough*	... surrender the "me" for "WE"*	All of the above*	None of the Above
	Number	117	9	15	154	12
	Percentage	38.1%	2.9%	4.9%	50.2%	3.9%
Q3	Good communication includes...					
Comprehension	Responses [307]	Listening to understand what others are saying, not just hearing their words*	Making sure I get my way	Being aware that my tone of voice can change the way others understand the meaning of my words*	Both a & c*	
	Number	127	17	23	140	
	Percentage	41.4%	5.5%	7.5%	45.6%	
Q4	Which of the following is NOT a tone?					
Comprehension	Responses [307]	Sarcastic	Confused	Teamwork*	A & B	None of the above
	Number	45	30	124	77	31
	Percentage	14.7%	9.8%	40.4%	25.1%	10.1%

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q5	After participating in the mentoring session, I have improved my communication skills					
Personal Growth	Responses [307]	Strongly agree*	Agree*	Disagree	Strongly Disagree	
	Number	54	205	35	13	
	Percentage	17.6%	66.8%	11.4%	4.2%	
Q6	Select the answer that best applies. Listening is...					
Comprehension	Responses [307]	the physical process of sound being picked up by your ear*	Understanding and interpreting that you hear and assigning it a meaning*	Both A & B*	None of the above	
	Number	39	146	111	11	
	Percentage	12.7%	47.6%	36.2%	3.6%	
Q7	Knowing my strengths is important to teamwork because...					
Comprehension	Responses [307]	I can control my team	I will understand what I can contribute to the team*	Other people will like me better		
	Number	25	278	4		
	Percentage	8.1%	90.6%	1.3%		
Q8	I am aware of at least one strength I can contribute to a team					
Personal Growth	Responses [307]	Strongly agree*	Agree*	Disagree	Strongly disagree	
	Number	70	204	24	9	
	Percentage	22.8%	66.4%	7.8%	2.9%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q9		Which of the following makes for a successful team?				
Comprehension	Responses [307]	Cooperation*	Effective communication*	Knowing what your strengths are*	All of the above*	
	Number	48	40	27	192	
	Percentage	15.6%	13.0%	8.8%	62.5%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Curriculum Cycle 1 - 8th Grade (ClassWorks)						
Q1	My values are an important part of my identity (SENSE OF WHO I AM).					
Personal Growth	Responses [106]	True*	False			
	Number	99	7			
	Percentage	93.4%	6.6%			
Q2	Which of the following are examples of values? (CHECK ALL THAT APPLY)					
Comprehension	Responses [106]	Physical Strength	Honesty*	Kindness*	Creativity	
	Number	56	94	88	73	
	Percentage	52.8%	88.7%	83.0%	68.9%	
Q3	After participating in the mentoring sessions, I am better able to define my most important values					
Personal Growth	Responses [106]	Strongly agree*	Agree*	Disagree	Strongly disagree	
	Number	15	82	9	0	
	Percentage	14.2%	77.4%	8.5%	0.0%	
Q4	Fill in the blank. Knowing your _____ helps you become more self-aware.					
Comprehension	Responses [106]	Identity*	Values*	Strengths*	Weaknesses*	All of the above*
	Number	11	21	5	8	61
	Percentage	10.4%	19.8%	4.7%	7.5%	57.5%
Q5	After participating in the mentoring sessions, I am better able to understand my strengths and weaknesses					
Personal Growth	Responses [106]	Strongly agree*	Agree*	Disagree	Strongly Disagree	
	Number	16	78	12	0	
	Percentage	15.1%	73.6%	11.3%	0.0%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q6	What is an unhealthy relationship?					
Comprehension	Responses [106]	When both people listen and understand each other	The people involved show disrespectful behavior for the other person*	The people involved share values such as respect and honesty with each other	None of the above	
	Number	3	94	4	5	
	Percentage	2.8%	88.7%	3.8%	4.7%	
Q7	After participating in the mentoring sessions, my communication skills have improved.					
Personal Growth	Responses [106]	Strongly agree*	Agree*	Disagree	Strongly Disagree	
	Number	8	78	18	2	
	Percentage	7.5%	73.6%	17.0%	1.9%	
Q8	Maria and her boyfriend, John, go on vacation to Hawaii. While there, John says Maria cannot call her parents unless he listens to the phone call, and she cannot text her friends because John does not like them. The following scenario demonstrates which UNHEALTHY CHARACTERISTIC?					
Comprehension	Responses [106]	Independence	Respect	Control*	None of the above	
	Number	4	10	79	13	
	Percentage	3.8%	9.4%	74.5%	12.3%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q9	Which of the following are characteristics of a HEALTHY RELATIONSHIP? (CHECK ALL THAT APPLY)					
Comprehension	Responses [106]	Neither person depends on the other for an identity*	Both partners have other friends*	One partner is careful not to share certain thoughts or feelings to avoid upsetting the other partner	Both partners respect each other's differences*	
	Number	42	45	19	84	
	Percentage	39.6%	42.5%	17.9%	79.2%	
Q10	After participating in the mentoring sessions, I am better able to make wise decisions about my relationships.					
Personal Growth	Responses [106]	Strongly agree*	Agree*	Disagree	Strongly Disagree	
	Number	24	74	7	1	
	Percentage	22.6%	69.8%	6.6%	0.9%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Curriculum Cycle 2 - 6th/7th Grade (ClassWorks)						
Q1	Do you agree with the statement, "You can always be kind to yourself, and remember that everyone's body is perfectly different."					
Comprehension	Responses [200]	Agree*	Disagree			
	Number	186	14			
	Percentage	93.0%	7.0%			
Q2	Affirmations are the process of making _____ statements to help overcome negative thoughts.					
Comprehension	Responses [200]	Long	Positive*	Power animal	Vague	
	Number	12	175	8	5	
	Percentage	6.0%	87.5%	4.0%	2.5%	
Q3	What is an example of a positive attribute?					
Comprehension	Responses [200]	Irresponsible	Inconsistent	Undisciplined	Accepting*	
	Number	11	20	8	161	
	Percentage	5.5%	10.0%	4.0%	80.5%	
Q4	My core values influence the choices I make in life.					
Personal Growth	Responses [200]	True*	False			
	Number	177	23			
	Percentage	88.5%	11.5%			
Q5	Which of the following will not help improve my self-esteem?					
Comprehension	Responses [200]	Eliminating negative self-talk	Spending time with people who make me sad*	Practice saying positive affirmations	Doing things I enjoy	
	Number	34	125	19	22	
	Percentage	17.0%	62.5%	9.5%	11.0%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q6	After participating in the mentoring sessions, I know at least three things I like about myself.					
Personal Growth	Responses [200]	Agree*	Disagree			
	Number	167	33			
	Percentage	83.5%	16.5%			
Q7	Maria was super excited to audition for the lead role of her school's play. In fact, she had been rehearsing lines every day! When she got to the audition, she heard some girls making fun of her acne, saying that she was not pretty enough to get the role. Maria responded by telling them that everyone is beautiful in their own way, and acne is not a big deal. Full of confidence, Maria auditioned for the lead role, and got it! Is this an example of a negative body image or positive body image?					
Comprehension	Responses [200]	Negative Body Image	Positive Body Image*			
	Number	32	168			
	Percentage	16.0%	84.0%			
Q8	Every day on his walk home, John would have to pass by a group of boys who made fun of his ears. They would call him names and mock him, making John feel self-conscious about his body. As a result, John began taking a different route to school to avoid that group of boys. This was beginning to interfere with his attendance because now it was taking John longer to get to school, and he was late every day. Does John have a negative body image or a positive body image?					
Comprehension	Responses [200]	Negative Body Image*	Positive Body Image			
	Number	158	42			
	Percentage	79.0%	21.0%			

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Curriculum Cycle 2 - 8th Grade (ClassWorks)						
Q1	I know at least two ways I can reduce my stress levels.					
Personal Growth	Responses [100]	Agree*	Disagree			
	Number	91	9			
	Percentage	91.0%	9.0%			
Q2	What are the steps to cope with stress?					
Comprehension	Responses [100]	Recognizing the stressor(s)	Reducing the stress	Realizing that you are stressed*	All of the above	
	Number	7	20	12	61	
	Percentage	7.0%	20.0%	12.0%	61.0%	
Q3	Imagine you had a tough day at school. You got a bad grade on a test, and your friend didn't save you a seat at lunch. You feel upset and frustrated. How could practicing gratitude help you process your feelings in a healthier way?					
Comprehension	Responses [100]	Writing down three things you're thankful for, like having a teacher who helps you learn.*	Complaining to a different friend about how unfair your day was.	Focusing only on how upset you are and ignoring anything positive.	I'm not sure how practicing gratitude could help.	
	Number	60	23	8	9	
	Percentage	60.0%	23.0%	8.0%	9.0%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q4	Which of the following is the BEST example of reframing negative self-talk into positive self-talk?					
Comprehension	Responses [100]	"I'll never succeed no matter how hard I try."	"I'm just not smart enough to figure this out."	"I made a mistake, but I can learn from it and do better next time."*	"It's too hard, so I should just stop trying."	
	Number	8	8	79	5	
	Percentage	8.0%	8.0%	79.0%	5.0%	
Q5	The Compliment Sandwich method is about giving compliments and constructive feedback.					
Comprehension	Responses [100]	True*	False			
	Number	90	10			
	Percentage	90.0%	10.0%			
Q6	Select the answer that fills in the blank. When weighing your decisions, making a _____ can help you think through your options.					
Comprehension	Responses [100]	Wish list	Pro/con List*	Shopping list	Bucket List	
	Number	8	60	16	16	
	Percentage	8.0%	60.0%	16.0%	16.0%	
Q7	Listing your options can help you make a decision.					
Comprehension	Responses [100]	True*	False			
	Number	90	10			
	Percentage	90.0%	10.0%			

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q8		The definition of a goal is...				
Comprehension	Responses [100]	An aimed or desired result*	Determining the value of something	Something that makes you worried	To identify or measure through examination	
	Number	52	29	16	3	
	Percentage	52.0%	29.0%	16.0%	3.0%	
Q9		After this cycle, I have improved my decision-making process.				
Personal Growth	Responses [100]	Agree*	Disagree			
	Number	88	12			
	Percentage	88.0%	12.0%			
Q10		I now have a better understanding of how to set goals.				
Personal Growth	Responses [100]	Agree*	Disagree			
	Number	87	13			
	Percentage	87.0%	13.0%			

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Curriculum Cycle 3 - 6th/7th Grade (ClassWorks)						
Q1	Which of the following is a positive behavior shown by a friend?					
Comprehension	Responses [287]	Jealousy	Lying	Respect*	Being rude	
	Number	8	3	271	5	
	Percentage	2.8%	1.0%	94.4%	1.7%	
Q2	Friendship is the relationship between two people who _____ each other's company					
Comprehension	Responses [287]	Hate	Enjoy*	Need	Dislike	
	Number	0	252	35	0	
	Percentage	0.0%	87.8%	12.2%	0.0%	
Q3	Marcus and Jane are desk partners in the same class. One day Marcus came to class and found that he had no pencils in his desk. He asked Jane if she had any extra pencils, and she gave him one. Is Jane an example of a friend or frenemy?					
Comprehension	Responses [287]	Friend*	Frenemy			
	Number	277	10			
	Percentage	96.5%	3.5%			
Q4	Daniel and Robert go shopping together for new shoes. Robert saw this pair of nice Jordans but they cost too much, so he couldn't buy them. Robert felt sad he couldn't buy his dream shoes, but his friend Daniel tried to make him feel better by telling him that he can always buy them later. However, when Robert wasn't there, Daniel was making fun of him to other people because he couldn't afford to buy the shoes. Is Daniel a friend or frenemy?					
Comprehension	Responses [287]	Friend	Frenemy*			
	Number	19	268			
	Percentage	6.6%	93.4%			
Q5	I now have a better understanding of how to identify a healthy relationship.					
Personal Growth	Responses [287]	Agree*	Disagree			
	Number	273	14			
	Percentage	95.1%	4.9%			

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q6	Which of the following is NOT a technique you should use to build a good relationship with your parent/guardian?					
Comprehension	Responses [287]	Spending time together by watching a movie	Communicating and sharing what happened throughout your day	Being open to new ideas and information you might not have considered before	Telling your parent/guardian that you are not interested in listening*	
	Number	14	27	17	229	
	Percentage	4.9%	9.4%	5.9%	79.8%	
Q7	After participating in the mentoring sessions, I now have a better understanding of my parent/guardian's point of view.					
Personal Growth	Responses [287]	Agree*	Disagree			
	Number	264	23			
	Percentage	92.0%	8.0%			
Q8	Someone is dependable if they are _____.					
Comprehension	Responses [287]	Inconsistent	Irresponsible	Reliable*	Judgmental	
	Number	9	34	230	14	
	Percentage	3.1%	11.8%	80.1%	4.9%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Curriculum Cycle 3 - 8th Grade (ClassWorks)						
Q1	I have a better understanding of how my emotions can influence my spending habits.					
Personal Growth	Responses [122]	Strongly agree*	Agree*	Disagree	Strongly Disagree	
	Number	29	84	6	3	
	Percentage	23.8%	68.9%	4.9%	2.5%	
Q2	Daniel and Jose are shopping together for new shoes. Jose decides to buy the new Yeezys and Daniel did not want to be left out. Even though Daniel was running low on cash, he used all the money he had to buy the same shoes as Jose. Which emotion influenced Daniel's spending habit?					
Comprehension	Responses [122]	Fear of missing out*	Excitement	Anger	Happiness	
	Number	92	17	8	5	
	Percentage	75.4%	13.9%	6.6%	4.1%	
Q3	What is the 50/30/20 rule for budgeting?					
Comprehension	Responses [122]	50% of your money goes toward when you're hanging out with friends, 30% goes to clothing, and 20% goes to your savings.	50% of your paycheck goes to bills and necessities, 30% to spend however you want, and 20% goes toward your savings account or piggy bank.*	50% of your paycheck goes to spend it however you want, 30% goes to your savings account or piggy bank, and 20% goes to your bills and necessities.	50% of your money goes toward savings or piggy bank, 30% goes to your bills and necessities, and 20% to spend however you want.	
	Number	8	62	27	25	
	Percentage	6.6%	50.8%	22.1%	20.5%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q4	Maria just received her paycheck for the week for \$600. As she sits down to budget, she lists that she has \$200 to pay for her rent and bills and \$390 to spend on new clothes that she wants because everyone else is wearing them. This leaves \$10 to put in her piggy bank to save. Is this a realistic and “smart” way of spending her money?					
Comprehension	Responses [122]	Yes	No*			
	Number	46	76			
	Percentage	37.7%	62.3%			
Q5	Having debt is...					
Comprehension	Responses [122]	Not able to come from debit or credit cards	Something that can only build up when you buy a house	Something that is unavoidable	Money that is due or owed*	
	Number	8	20	14	80	
	Percentage	6.6%	16.4%	11.5%	65.6%	
Q6	What is the difference between a debit card and a credit card?					
Comprehension	Responses [122]	A debit card is like spending your own cash and a credit card is like borrowing money.*	A debit card is like borrowing money from the bank and a credit card is like spending money only that is in your account.	A debit card is something that you have to pay interest on, and for a credit card that is not possible.	A debit card is always a good idea to use, and a credit card is never a good idea to use.	
	Number	55	49	14	4	
	Percentage	45.1%	40.2%	11.5%	3.3%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q7		What is the difference between gross pay and net pay?				
Comprehension	Responses [122]	Gross pay is what you take home after taxes, net pay is what you earn before taxes	Net pay is your total earnings before taxes, gross pay is what's left after taxes	Gross pay is your total earnings before taxes, net pay is the money you take home after deductions*	There is no difference; both terms mean the same thing	
	Number	25	45	45	7	
	Percentage	20.5%	36.9%	36.9%	5.7%	
Q8		I now have a better understanding of how to manage my money.				
Personal Growth	Responses [122]	Strongly agree*	Agree*	Disagree	Strongly Disagree	
	Number	33	81	7	1	
	Percentage	27.0%	66.4%	5.7%	0.8%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Curriculum Cycle 4 – 6th/7th Grade (ClassWorks)						
Q1	What is an emotion?					
Comprehension	Responses [112]	A person's inner feelings*	A type of action	Something you see or hear	A subject in school	
	Number	98	12	1	1	
	Percentage	87.5%	10.7%	0.9%	0.9%	
Q2	Which of the following could be a trigger for anger?					
Comprehension	Responses [112]	Finishing your homework	Winning in your favorite sport	Giving a friend a compliment	Being left out during a group activity*	
	Number	4	2	7	99	
	Percentage	3.6%	1.8s%	6.3%	88.4%	
Q3	Which response shows someone using an aggressive anger style?					
Comprehension	Responses [112]	They avoid the problem and pretend it didn't happen	They speak calmly and explain how they feel	They yell and demand things go their way*	They laugh and act like everything is a joke	
	Number	14	12	80	6	
	Percentage	12.5%	10.7%	71.4%	5.4%	
Q4	What kind of anger is shown when someone avoids a situation and stays silent, but acts mean later?					
Comprehension	Responses [112]	Assertive	Aggressive	Passive-aggressive*	Calm	
	Number	8	30	62	12	
	Percentage	7.1%	26.8%	55.4%	10.7%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q5	Which of these does not belong in the Five Reaction Roadmap?					
Comprehension	Responses [112]	Triggers	Thoughts	Behaviors	Excuses*	
	Number	15	16	15	66	
	Percentage	13.4%	14.3%	13.4%	58.9%	
Q6	What is resolution?					
Comprehension	Responses [112]	Finding a way to fix the problem*	Walking away and never talking again	Trying to win an argument	Yelling until the other person agrees	
	Number	90	12	7	3	
	Percentage	80.4%	10.7%	6.3%	2.7%	
Q7	Which action is a healthy way to solve a conflict?					
Comprehension	Responses [112]	Talking over the other person	Telling them that they are wrong	Saying, "Whatever," and walking away	Trying to understand how the other person feels*	
	Number	9	9	11	83	
	Percentage	8.0%	8.0%	9.8%	74.1%	
Q8	Ty and Max are arguing over who gets the basketball first. They both stop, listen to each other, and agree to take turns. What did Ty and Max do?					
Comprehension	Responses [112]	Avoided the problem	Used conflict resolution*	Made the arguing worse	Ignored their feelings	
	Number	24	72	8	8	
	Percentage	21.4%	64.3%	7.1%	7.1%	
Q9	What does "composure" mean?					
Comprehension	Responses [112]	Speaking loudly so you are heard	Getting your way in the end	Staying calm even when you're upset*	Avoiding all emotions	
	Number	10	10	78	14	
	Percentage	8.9%	8.9%	69.6%	12.5%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q10	Which of these is a good way to calm down when you're angry?					
Comprehension	Responses [112]	Saying "I'm fine" when you're not	Blame others for how you feel	Texting the person you're mad at	Taking deep breaths and counting*	
	Number	18	5	7	82	
	Percentage	16.1%	4.5%	6.3%	73.2%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Curriculum Cycle 4 – 8th Grade (ClassWorks)						
Q1	What does it mean when food is “processed”?					
Comprehension	Responses [52]	It comes straight from nature and has no preservatives	It has been changed from its natural form and can be linked to health problems *	It is always healthy for you, and you can eat as much as you want	It is made by a farmer who gives extra care to his crops	
	Number	10	32	4	6	
	Percentage	19.2%	61.5%	7.7%	11.5%	
Q2	Which of these is a “natural” food?					
Comprehension	Responses [52]	Potato chips	Cereal	Chocolate bar	Fresh apples*	
	Number	2	4	2	44	
	Percentage	3.8%	7.7%	3.8%	84.6%	
Q3	Fill in the blank: A food label shows you what’s inside the food and helps you make _____ choices.					
Comprehension	Responses [52]	Healthy*	Fast	Random	Cheap	
	Number	46	1	4	1	
	Percentage	88.5%	1.9%	7.7%	1.9%	
Q4	You’re at the store and comparing two bags of chips. One has 150g of sodium (salt) and one has 210g of sodium (salt). What’s the better choice for your health?					
Comprehension	Responses [52]	The one with 150g of sodium– it has a little less sodium	The sodium is too high - neither are healthy choices*	The one with 210g sodium – it will taste better	The one with the coolest wrapper	
	Number	25	22	2	3	
	Percentage	48.1%	42.3%	3.8%	5.8%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q5	What is diabetes?					
Comprehension	Responses [52]	People who have a sweet tooth	People who diet all the time	A condition that only healthy people get	A condition where the body cannot break down sugar properly*	
	Number	6	2	4	40	
	Percentage	11.5%	3.8%	7.7%	76.9%	
Q6	Washing your hands can help prevent which disease?					
Comprehension	Responses [52]	Heart disease	A broken bone	The flu*	Allergies	
	Number	5	3	32	12	
	Percentage	9.6%	5.8%	61.5%	23.1%	
Q7	Fill in the blank: Cholesterol is a fat-like substance in the body that can clog your arteries in _____ amounts.					
Comprehension	Responses [52]	Small	High*	Normal	Controlled	
	Number	11	29	6	6	
	Percentage	21.2%	55.8%	11.5%	11.5%	
Q8	Why is personal hygiene important?					
Comprehension	Responses [52]	To get compliments	It helps you look cool in front of others	It makes your clothes last longer	To keep your body clean and help avoid getting sick*	
	Number	1	8	3	40	
	Percentage	1.9%	15.4%	5.8%	76.9%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q9		Which of these is an example of good hygiene?				
Comprehension	Responses [52]	Wearing the same socks all week	Skipping brushing your teeth before bed	Washing your hands before eating*	Sharing your water bottle with a friend	
	Number	1	8	40	3	
	Percentage	1.9%	15.4%	76.9%	5.8%	
Q10		Which of these exercises helps lower blood pressure?				
Comprehension	Responses [52]	Watching TV after school and snacking on chips	Going to the mall and eating ice cream	Playing video games and drinking Starbucks	Aerobic exercise like swimming or running*	
	Number	1	3	4	44	
	Percentage	1.9%	5.8%	7.7%	84.6%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Curriculum Cycle 5 – 6th/7th Grade (Classworks)						
Q1	What does it mean when food is “processed”?					
Comprehension	Responses [37]	It comes straight from nature and has no preservatives	It has been changed from its natural form and can be linked to health problems*	It is always healthy for you, and you can eat as much as you want	It is made by a farmer who gives extra care to his crops	
	Number	7	22	5	3	
	Percentage	18.9%	59.5%	13.5%	8.1%	
Q2	Which of these is a “natural” food?					
Comprehension	Responses [37]	Potato chips	Cereal	Chocolate bar	Fresh apples*	
	Number	2	4	2	29	
	Percentage	5.4%	10.8%	5.4%	78.4%	
Q3	Fill in the blank: A food label shows you what’s inside the food and helps you make choices.					
Comprehension	Responses [37]	Healthy*	Fast	Random	Cheap	
	Number	30	4	3	0	
	Percentage	81.1%	10.8%	8.1%	0.0%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q4	You're at the store and comparing two bags of chips. One has 150g of sodium (salt) and one has 210g of sodium (salt). What's the better choice for your health?					
Comprehension	Responses [37]	The one with 150g of sodium– it has a little less sodium	The sodium is too high - neither are healthy choices*	The one with 210g sodium – it will taste better	The one with the coolest wrapper	
	Number	13	17	4	3	
	Percentage	35.1%	45.9%	10.8%	8.1%	
Q5	What is diabetes?					
Comprehension	Responses [37]	People who have a sweet tooth	People who diet all the time	A condition that only healthy people get	A condition where the body cannot break down sugar properly*	
	Number	4	4	6	23	
	Percentage	10.8%	10.8%	16.2%	52.2%	
Q6	Washing your hands can help prevent which disease?					
Comprehension	Responses [37]	Heart disease	A broken bone	The flu*	Allergies	
	Number	5	2	22	8	
	Percentage	13.5%	5.4%	59.5%	21.6%	
Q7	Fill in the blank: Cholesterol is a fat-like substance in the body that can clog your arteries in _____ amounts.					
Comprehension	Responses [37]	Small	High*	Normal	Controlled	
	Number	3	24	6	4	
	Percentage	8.1%	64.9%	16.2%	10.8%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q8 Why is personal hygiene important?						
Comprehension	Responses [37]	To get compliments	It helps you look cool in front of others	It makes your clothes last longer	To keep your body clean and help avoid getting sick*	
	Number	2	5	2	28	
	Percentage	5.4%	13.5%	5.4%	75.7%	
Q9 Which of these is an example of good hygiene?						
Comprehension	Responses [37]	Wearing the same socks all week	Skipping brushing your teeth before bed	Washing your hands before eating*	Sharing your water bottle with a friend	
	Number	3	5	29	0	
	Percentage	8.1%	13.5%	78.4%	0.0%	
Q10 Which of these exercises helps lower blood pressure?						
Comprehension	Responses [37]	Watching TV after school and snacking on chips	Going to the mall and eating ice cream	Playing video games and drinking Starbucks	Aerobic exercise like swimming or running*	
	Number	5	3	3	26	
	Percentage	13.5%	8.1%	8.1%	70.3%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Curriculum Cycle 5 – 8th Grade (Classworks)						
Q1	What does it mean to be consistent?					
Comprehension	Responses [45]	Changing your routine often to stay flexible	Doing something once in a while to see if it works	Following a routine or habit regularly over time*	Try something new every time you study	
	Number	6	6	30	3	
	Percentage	13.3%	13.3%	66.7%	6.7%	
Q2	True or False: Studying a little bit every day is a more effective way to remember things than cramming the night before.					
Comprehension	Responses [45]	True*	False			
	Number	37	8			
	Percentage	82.2%	17.8%			
Q3	What's the main purpose of using the outline method when taking notes?					
Comprehension	Responses [45]	Write every single word your teacher says	Doodle images on the margin of your page	To organize big ideas and list details clearly*	To copy the things you hope will be on the test	
	Number	4	5	34	2	
	Percentage	8.9%	11.1%	75.6%	4.4%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q4	What information would you find on a high school transcript?					
Comprehension	Responses [45]	Your high school courses, grades, and credits*	Your favorite teachers and classes	A list of after-school clubs and sports	Notes from your school counselor	
	Number	29	5	8	3	
	Percentage	64.4%	11.1%	17.8%	6.7%	
Q5	What are the A-G requirements					
Comprehension	Responses [45]	Courses you take after High School	Required courses for college admissions*	The classes you took in Elementary school	Your community service hours	
	Number	14	24	3	4	
	Percentage	31.1%	53.3%	6.7%	8.9%	
Q6	True or False: Honors and AP classes are considered more challenging and can help improve your GPA.					
Comprehension	Responses [45]	True*	False			
	Number	34	11			
	Percentage	75.6%	24.4%			
Q7	How long does it take to earn a Bachelor's Degree (BA)?					
Comprehension	Responses [45]	Two years	Five years	Four years*	Ten years	
	Number	5	5	35	0	
	Percentage	11.1%	11.1%	77.8%	0.0%	

Appendix 2: Curriculum Cycle Survey Items and Responses (ClassWorks)

Q8	Where do you typically earn an Associate's Degree (AA)?					
Comprehension	Responses [45]	Community college or trade school*	Night school	Through YouTube	By doing extracurricular activities	
	Number	35	1	7	2	
	Percentage	77.8%	2.2%	15.6%	4.4%	
Q9	Scenario: Jason is applying to college but doesn't have enough money to pay for it. He has good grades and plays basketball. What kind of financial aid could help him?					
Comprehension	Responses [45]	Scholarship *	Student loan only	Detention	Attendance award	
	Number	34	4	5	2	
	Percentage	75.6%	8.9%	11.1%	4.4%	
Q10	What is the FAFSA used for?					
Comprehension	Responses [45]	To apply for college classes	To sign up for college sports	To apply for financial aid like grants and work-study*	To compare college majors	
	Number	8	4	31	2	
	Percentage	17.8%	8.9%	68.9%	4.4%	