

MEMORANDUM

October 9, 2020

TO: Candice Castillo
Executive Director, Equity and Outreach

FROM: Allison E. Matney, Ed.D.
Officer, Research and Accountability

SUBJECT: **RESILIENT OUTSTANDING SISTERS EXEMPLIFYING SUCCESS (ROSES)
PROGRAM: IMPLEMENTATION AND IMPACTS, HISD, 2019–2020**

The Resilient Outstanding Sisters Exemplifying Success (ROSES) program was implemented in the Houston Independent School District (HISD) during the 2019–2020 school year. The program targeted female students of color through psychosocial support and school-based mentoring by leveraging community resources, partnerships, and advocacy. A total of 1,001 mentees from 32 HISD schools and nine feeder patterns participated in the ROSES program under the guidance of five program managers and one senior manager.

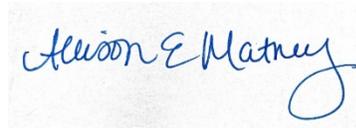
The purpose of this report is to evaluate the implementation and impact of ROSES using the experiences and perceptions of mentees, mentors, and program managers and mentees' academic performance. The evaluation used a survey of mentors, focus groups with program managers and mentors, and binary logistic regression using mentees' performance on the 2019–2020 grades 3–8 District Level Assessments (DLA) reading and math tests. Mentees' key demographic and educational variables were used as predictors.

Key findings include:

- On average, by grade, 97.0 percent of ROSES' mentees were economically disadvantaged, 85.1 percent were at risk for school dropout, 54.2 percent were Hispanic, and 44.4 percent were Black or African American.
- Mentees were exposed to a total of 1,556 mentoring hours during the school year with an average of about 45 mentoring hours per week.
- The program registered 268 external mentors or 71.5 percent of its targeted total, however, only 27 external mentors were active by the end of the 2019–2020 school year.
- About 92 percent of twelfth-grade ROSES students submitted college applications and 77 percent applied for financial aid during the 2019–2020 school year.
- Program managers developed the ROSES curriculum, recruited students, conducted mentoring sessions, organized and conducted field trips, tours, and workshops, and sought sponsorships and resources to implement the program during the 2019–2020 school year.
- Mentees described their program managers as kind, mother-figures, trustworthy, loving easy to talk to, and recognized their assistance in helping them to solve problems, advocate for themselves, building self-esteem, and preparing them for their futures.
- External mentors and mentees thought the mentoring sessions at 30 minutes per week were inadequate and did not allow for building meaningful relationships as a cornerstone of effective mentoring.
- Building relationships, learning from lived experiences of women mentors either through reading, mentoring, and workshops, and weekly program monitoring appeared to be essential in the effective implementation of ROSES.

- Recruiting mentees, scheduling sessions, timely receipt of parental consent, limited financial resources, and inadequate support from school administrators were the key implementation issues participants identified.
- Results of the binary logistic regression showed that mentees who were identified as at-risk for school dropout were more than twice as likely than not, and more the three times as likely than not to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA reading and math tests, respectively.
- The binary logistic regression also showed that mentees who were receiving special education were more than twice as likely than not, and more than five times as likely than not to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA reading and math test, respectively.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

A handwritten signature in blue ink that reads "Allison E. Matney". The signature is written in a cursive style with a large, looping 'y' at the end.

AEM

Attachment

cc: Grenita Lathan
Silvia Trinh
Yolanda Rodriguez
Rick Cruz



RESEARCH

Educational Program Report

**RESILIENT OUTSTANDING SISTERS
EXEMPLIFYING SUCCESS (ROSES) PROGRAM:
IMPLEMENTATION AND IMPACTS, HISD,
2019-2020**



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RESILIENT OUTSTANDING SISTERS EXEMPLIFYING SUCCESS (ROSES) PROGRAM: IMPLEMENTATION AND IMPACTS, HISD, 2019–2020

Executive Summary

In 2019–2020, the Houston Independent School District (HISD) began implementation of the Resilient Outstanding Sisters Exemplifying Success (ROSES) program to provide mentoring support for female students of color. The curriculum-based program reached 1001 mentees in 32 HISD schools through mentoring, female-lead industry-based workshops, entrepreneurial tours, and field trips, all college visits. The program leveraged community resources, partnerships, and advocacy to provide academic and psychosocial support for female mentees using a school-based group mentoring approach with five program managers and external mentors.

The purpose of this report is to evaluate the implementation of ROSES using the experiences and perceptions of program managers, external mentors, and students, and to determine the impact of the program on the academic performance of mentees. This participatory-oriented evaluation approach focused on program participants through a survey and focus groups and used binary logistic regression to measure the program's academic impact.

Key findings

- On average, 97.0 percent of ROSES' mentees were economically disadvantaged, 85.1 percent were at risk for school dropout, 54.2 percent were Hispanic, and 44.4 percent were Black or African American.
- Mentees were exposed to a total of 1,556 mentoring hours during the school year with an average of about 45 mentoring hours per week.
- The program registered 268 external mentors or 71.5 percent of its targeted total, however, only 27 external mentors were active by the end of the 2019–2020 school year due to the long vetting process.
- About 92 percent of twelfth-grade ROSES students submitted college applications and 77 percent applied for financial aid during the 2019–2020 school year.
- Program managers developed the ROSES curriculum, recruited students, conducted mentoring sessions, organized and conducted field trips, tours, and workshops, and sought sponsorships and resources to implement the program during the 2019–2020 school year.
- Mentees described their program managers as kind, mother-figures, trustworthy, loving, easy to talk to, and recognized their assistance in helping them to solve problems, advocate for themselves, building self-esteem, and preparing them for their futures.
- External mentors and mentees thought the mentoring sessions at 30 minutes per week were inadequate and did not allow for building meaningful relationships as a cornerstone of effective mentoring.

- Building relationships, learning from lived experiences of women mentors either through reading, mentoring, and workshops, and weekly program monitoring appeared to be essential in the effective implementation of ROSES.
- Mentors and program managers identified the following administrative issues: Recruiting mentees, scheduling mentoring sessions, timely receipt of parental consent, limited financial resources, and inadequate support from school administrators.
- Results of the binary logistic regression showed that ROSES mentees who were identified as at-risk for school dropout were more than twice as likely than not, and more than three times as likely than not to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA reading and math tests, respectively.
- The binary logistic regression also showed that ROSES mentees who were receiving special education were more than twice as likely than not, and more than five times as likely than not to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA reading and math test, respectively.

Recommendations

- Because of the psychosocial and academic impact of ROSES, and as recommended by mentees and external mentors, HISD should consider expanding the program to more students and increase the length of the mentoring sessions by at least 15 minutes.
- Senior program managers should work with program managers and schools to address the issues of recruitment, obtaining parental consent, scheduling, and school support for the program. The results of this evaluation may be used in the buy-in effort, in seeking sponsorships, and mobilizing resources for ROSES.
- While the ROSES program appears to be effective in recruiting external mentors, placing them in active roles appears to be an issue. The district may need to review and expedite the vetting process, which should include recruitment during the summer break and early commencement of the vetting process. It may be necessary to seek, once vetted, mentors' long-term commitment to the program to avoid this delay.

Introduction

During the 2018–2019 school year, the Houston Independent School District (HISD) launched the Ascending to Men (ATM) initiative that targets male students of color. The initiative was designed to provide mentoring support, academic support and tutoring, and workforce participation; as well as equip targeted male students with the skills, attitudes, and behaviors for college and careers. Modeled after ATM, HISD implemented the Resilient Outstanding Sisters Exemplifying Success (ROSES) program that targets female students of color through psychosocial¹ support and school-based mentoring during the 2019–2020 school year.

According to Ricks (2014), “the needs of Black girls are often overlooked by teachers, administrators, and policymakers” (p.10). This has “contributed to a lack of programming and policies that addresses the impact of the intersection between racism and sexism on the educational experiences of Black girls, with some attention on the achievement gap” (p.10). The ROSES program leveraged community resources, partnerships, and advocacy to provide academic and social support for female students and their future aspirations. ROSES used a mentoring curriculum, female-led industry-based workshops, entrepreneurial tours, and college visits to achieve its program outcomes.

The implementation of ROSES is consistent with HISD's vision, mission, policies, and programs of “educating the whole child through equal access to effective and personalized education in a nurturing and safe environment” (Houston ISD, 2018). ROSES is consistent with the HISD Board of Education’s belief that the “district must meet the needs of the whole child, providing wraparound services and emotional support” and that students have “access to a challenging and deep educational experience” (Houston ISD, 2018).

Under the guidance of five program managers, ROSES targeted 960 students in 32 schools across eleven HISD school feeder patterns² **Table A1 (Appendix A, p. 27)** provides a list of the schools, their feeder patterns, and the number of students enrolled in ROSES. Female students were preselected into the program using an algorithm. Students had to be designated Tier 2, academically, to be selected. Program managers recruited external mentors who provided student support. Mentors were recruited through the volunteers in public school (VIPS) initiative, passed background checks, and provided support for students who were enrolled in the program. Mentors were also female role models within the community.

The purpose of this study is to evaluate the implementation of ROSES as well as the experiences of program managers, mentors, and mentees. The evaluation will be guided by the following questions.

1. **What was the demographic and educational composition of students in the 2019–2020 ROSES sample?**
2. **What were the key program components and activities associated with the implementation of the ROSES program for the 2019–2020 school year?**
3. **What were the perceptions and experiences of program managers, mentors, and students who participated in the ROSES program during the 2019–2010 school year?**
4. **How did ROSES impact the academic performance of student mentees in the 2019–2020 program sample?**

¹ Psychosocial mentoring unlike instrumental mentoring which is problem-based and focuses on solving problems to help mentees achieve goals, is process-based, relies heavily on interpersonal relationships between mentor and mentee and ultimately influences the personal characteristics of the mentee (Bogat & Liang, 2005).

² A feeder pattern consists of a high school and the middle and elementary schools from which its students are drawn or to which these students are zoned.

Literature Review

A search of Google Scholar online returned a few research articles on school-based mentoring programs involving female students. The literature suggests gender differences among mentors and mentees, and that males and females were referred to mentoring programs for different reasons (Bogat & Liang, 2005). Male students were often referred for mentoring because they are often perceived as needing role models and female students because of problems with trust, communication, and intimacy with their mothers (Bogat & Liang, 2005). Research suggests that instrumental mentoring is more common in matches with male mentors and psychological mentoring is more common for matches with female mentors (Bogat & Liang, 2005).

The research was conducted on Young Women leadership programs that targeted adolescent girls that combined group and one-on-one mentoring program (Henneberger, Deutsch, Lawrence, & Sovik Johnson, 2013). Seventy-nine seventh-grade participants were compared to 47 non-participants, which consisted of mostly minority girls (72% non-white) with most receiving free and reduced lunch (65%). Results showed that there were no changes in self-reported global self-esteem among the treatment group while there was a decline among the comparison group. Girls receiving free and reduced lunch self-reported reduced school self-esteem with no change for the girls who did not receive free and reduced lunch (Henneberger, Deutsch, Lawrence, & Sovik Johnson, 2013).

Mentoring support may serve as an important function beyond ongoing training although its effectiveness may vary based on mentee characteristics. Using 162 mentoring pairs with at-risk adolescent girls, one study found that mentors positively predicted mentees' self-reported improvement after one year of mentoring. Mentors' peer support was associated with higher self-esteem only for mentees who had higher pre-program scores but those with below average pre-scores, their self-esteem declined (Marshall, Lawrence, & Peugh, 2013).

Research investigated mentoring services that were provided to 72 behaviorally at-risk adolescent girls and found that those with high behavioral risks (24) were less likely to report that their mentors were meeting their expectations compared to their low-risk peers (Henderson, Williams, & Lawrence, 2018). However, qualitative interviews indicated that college mentors and participants, high and low risk, had similar program experiences and that the group component of the program was particularly beneficial (Henderson, Williams, & Lawrence, 2018). There may be a difference between what participants feel they are experiencing and what they have experienced, or it may be interviewer bias that could have prevented adolescent girls from being honest about their experiences. Galligan et al (as cited in Bogat & Liang, 2005, p. 206) found that during adolescence, girls either believe that they have to silent their thoughts and feelings to preserve a relationship or lose it.

Wood and Mayo-Wilson (2012) conducted a systematic review and meta-analysis of the impacts of school-based mentoring on adolescents, ages 11-18, academic performance, attendance, attitudes, behavior, and self-esteem. They searched 12 databases between 1980 and 2012, used eight studies involving 6,072 participants with six included in the meta-analysis. These studies were assessed using the Cochrane Collaboration Risk Base Tool (CCRBT).³ Effects sizes across outcomes were very small and most were not significant. Self-esteem had the largest effect at close to zero, $g = 0.09$ (0.03, 0.14) (Wood & Mayo-Wilson, 2012). Consequently, the mentoring programs included in the evaluation did not improve the outcomes included. It was found that programs, better designed with longer implementation might achieve positive results.

³ CCRBT is a domain-based tool, rather than a checklist or scale, for evaluating bias and the quality of studies used in systematic reviews. It was developed between 2005 and 2007 by a working group of methodologists, editors, and reviewers (Higgins, et al., 2019).

Kracher (2008) examined youth school-based mentoring (SBM) using a sample of 516 predominantly Latino students from 19 schools. Students were randomly assigned to two groups: those receiving services alone and those receiving supportive services plus SBM. The SBM was brief because the implementing agency could not retain mentors. Using a hierarchical linear model, the results of the study revealed “small but positive main effect of mentoring on self-reported connectedness to peers, self-esteem and social support from friends” (Kracher, 2008, p. 99). Elementary boys and high school girls benefited the most from mentoring. Elementary boys in the mentoring group reported higher social skills, hopefulness, connectedness to school, and culturally different peers (Kracher, 2008). High school girls who were mentored reported greater connectedness to culturally different peers, self-esteem, and support from friends (Kracher, 2008).

Overall, the research appears to be consistent that mentoring girls results in the improvement of their self-esteem. These results were mostly based on self-reported responses which could mask biases as girls tend to silent their true thoughts and feelings to preserve relationships. Mentoring requires time and relationships to be effective.

Method

This is a participant-oriented evaluation designed to assess the roll-out, implementation, and perceptions and experiences of program participants regarding the HISD ROSES program using a survey and focus groups. The Covid-19 pandemic resulted in social distancing, reduced face-to-face contact, and restricted data collection to online, non-face-to-face approaches. Program managers also collected weekly monitoring data which were analyzed in this report. Students’ District Learning Assessment (DLA) results for reading and math were used to determine the impact of the mentoring program on student performance in math and reading since the statewide assessments were suspended because of the pandemic.

The DLA data are STAAR compatible curriculum-based, district-created assessments administered both online and on paper (D. D. Dixon, personal communication, June 2, 2020). DLA proficiency scores use the most rigorous percent-correct performance levels of the past four years of equivalent STAAR-tested grades/courses. DLAs measure students’ learning in preparation for STAAR and are appropriate in the evaluation of program effectiveness (D. D. Dixon, personal communication, June 2, 2020).

An online survey with mentors and focus groups with program managers and mentees were used for data collection from program participants. Since this is the initial year of the program, the purpose was to understand the roll-out and implementation through the experiences and perceptions of the participants. Such an approach has been associated with greater participant buy-in and adoption of recommendations to improve the program. Surveys are questionnaires widely used to collect structured or unstructured data and information and which can be administered without assistance (Wilson & McLean 1994 as cited in Cohen, Manion, & Morrison, 2015, p. 377). Focus groups provide additional insights into programs, program activities, implementation, and impacts (Mertens, 2005).

The managers’ focus group consisted of five program managers, a senior manager, and a director. They were brought together as key program implementers, and although they had varying lengths of experiences with the program, they were knowledgeable enough to provide their perceptions and experiences. More than one focus group is recommended for increased representation of the issues being discussed (Babbie, 1990). Therefore, a focus group of ten students was also conducted using Microsoft Teams. The discussion focused on students’ perceptions and experiences as beneficiaries of the ROSES program. This also assisted in the validation of information using data triangulation, which involves the use of multiple methods of data collection to develop a comprehensive understanding of a phenomenon (Patton, 1999 as cited in Carter, Bryant-Lukosius, DiCeso, Blythe, & Neville, 2014, p. 545).

Data collection

The survey of mentors was administered using SurveyMonkey™, which is a web-based survey platform used for the development, collection, and analysis of survey data. A link to the survey was emailed to program managers, who, in turn, emailed it to their external mentors, who completed the survey between May and July 2020. The survey was password-protected and only the evaluator had access to the responses. From a total of 27 active mentors, twenty responded to the survey. This was a response rate of 74.1 percent. Babbie (2008) recommends a 50 percent paper-based response rate as adequate for analysis and reporting. Nulty's (2008) review of nine studies involving paper and online surveys found average response rates of 56 and 33 percent, respectively. A response rate of 74.1 percent, therefore, is more than adequate for analysis and reporting.

The focus groups conducted with the five program managers and ten students lasted about 1.5 hours and one hour, respectively, using Microsoft Teams. Microsoft Teams is a hub for team collaboration in Microsoft 365. It integrates people, content, and tools that teams need for engagement. Its recording capabilities allowed for the focus group discussions to be stored and later transcribed. The voice recording was uploaded into Temi, a low-cost online audio-to-text automatic transcription service with a 90–95 percent accuracy where there is voice clarity, little background noise, and little accent (Temi.com, 2020). Transcripts were returned via email and downloaded into Microsoft Word in preparation for coding and analyses.

The evaluation also used binary logistic regression with key demographic and educational variables as predictors to determine the odds that student mentees would meet or not meet the Approaches Grade Level Standard on the DLA in math and reading using the Statistical Package for Social Scientists (SPSS) software. SPSS is an International Business Machines (IBM) statistical package for managing, analyzing, and graphing data. The 2019–2020 grades 3–8 DLA reading and math data and educational and demographic information in Chancery Demographics were downloaded from the HISD Research and Accountability Microsoft Access database and were linked and queried for analysis. The links returned 641 mentees in the math sample and 630 mentees in the reading sample.

Data analysis

SurveyMonkey™ analyzed the closed-ended survey questions using descriptive statistics like percentage by responses to each question or statement on the mentors' survey. These were presented in tables, charts, and graphs. The open-ended questions were subjected to thematic analyses based on the survey questions. These were presented in a table using both latent and manifest themes. Latent themes provided the direct response excerpt to capture the authenticity of respondent voices, perceptions, and experiences and to aid in the validation of the data. Manifest themes captured the number and percentage of respondents whose responses were coded under the respective themes (Maguire & Delahunt, 2017).

The program managers' focus group data were also subject to thematic analyses based on the discussion questions regarding specialists' experiences and perceptions. The transcripts were read and reread and coded in response to the key question concepts posed during the discussions. The questions focused on ROSES program theory and strategies, recruitment and consent for participation, managers roles and functions, program resources, monitoring implementation, program activities, observable program impacts, administrative support, challenges, and recommendations.

ROSES students' DLA for math and reading test results were subject to logistic regression to determine the likelihood that students who participated in ROSES would meet the Approaches Grade Level

Standard on these tests. Logistic regression is the method most used for analyzing binary (success or failure) outcomes regressed on key independent predictor variables. It provides a flexible means of analyzing the association between a binary outcome and several exposure variables (Kirkwood & Sterne, 2003). This evaluation determined the odds that student mentees met or did not meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA math and reading using ethnicity, gifted and talented, at risk for school dropout⁴, special education, crisis exposure, magnet enrollment, limited English proficiency, home language, e and economically disadvantaged as predictor variables.

Limitations

- HISD had to be closed due to the Covid-19 pandemic and all classes moved to online or virtual settings. The collection of attendance and discipline data was discontinued from March 16 through to June 30, 2020, and even where they were collected, they may have been unreliable.
- STAAR was suspended and so a standardized performance outcome was not available to determine the impact of Wraparound Services on student performance. The DLA results for math and reading in third through eighth grades were used as an alternative.
- Other mentoring and student support programs were implemented in HISD during the school year. Students may have been exposed to these programs. This evaluation did not account for these exposures, which could have influenced the results. Only students, therefore, who were exposed to the program and program implementers were included in the analyses.
- Recruitment and parental consent delays resulted in a rolling enrollment of ROSES mentees throughout the school year. Therefore, the extent of students' exposure to mentoring likely varied. This must be considered when interpreting the results of this evaluation.

Results

1. What was the demographic and educational composition of students in the 2019–2020 ROSES sample?

Table A2 (Appendix A, p. 30) displays the demographic and educational attributes of the student sample who were mentees in the ROSES program during the 2019–2020 school year in HISD. The percentage distribution across grades has been calculated for easy reference and the district distribution for each of these attributes has been provided for comparative purposes. The range of data for each attribute is included in parenthesis.

- On average, 54.2 (40.2–68.4) percent of Hispanic and 44.4 (31.6–59.8) percent of female students made up the ROSES population sample in this evaluation.
- About 4.3 (1.5–6.3) percent of students in the ROSES sample, on average, were identified as gifted and talented.

⁴ A student at-risk of dropping out of school includes each student who is under 26 years of age and who is in PK–3 and 7–12 and is underperforming, is not promoted in at least one year, is pregnant or a parent, or a ward of the state, has been expelled, and is homeless, among others. The attribute is a compound measure involving 13 constructs (Texas Education Agency, 2015).

- About 7.9 (3.5–13.6) percent of students in the ROSES sample, on average, were receiving special education.
- On average, 97.0 (92.0–98.8) percent of students in the ROSES sample were considered economically disadvantaged and 85.1 percent were at risk for school dropout.
- On average, 58.1 (50.0–67.0) percent of students from homes where English is the predominant language spoken and 39.6 (28.6–48.4) percent of students from predominantly Spanish-speaking homes made up the ROSES sample in this evaluation.

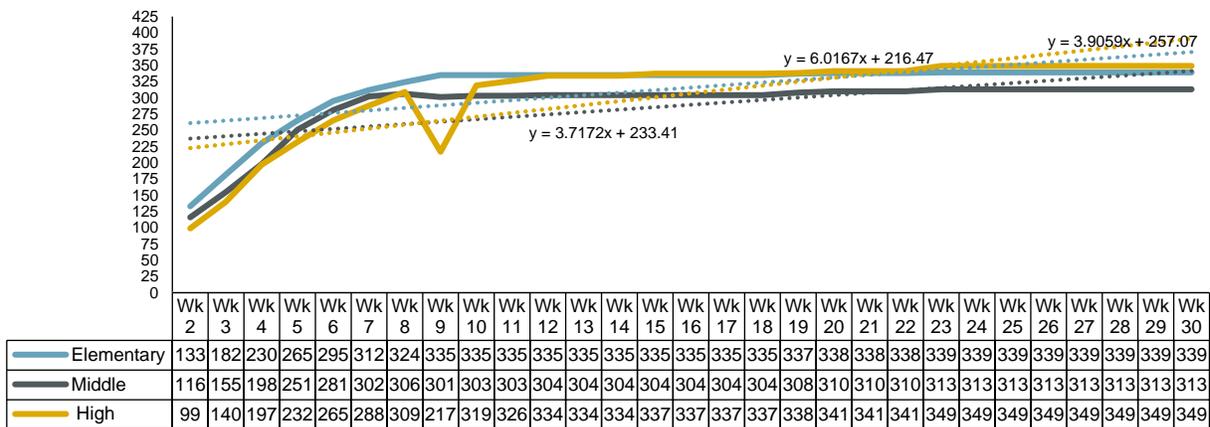
2. What were the key program components and activities associated with the implementation of the ROSES program for the 2019–2020 school year?

ROSES’s focus had been on the use of mentoring sessions to provide support for female students in HISD. This involved recruitment and enrollment of students and recruitment and registration of mentors, who had to be vetted, which included a background check for participation in the programs, and the delivery of mentoring sessions measured by the number of contract hours. **Figures 2 to Figure 5** provide details on the mentoring.

Recruitment and Enrollment

Figure 2 shows the distribution of ROSES mentee enrollment by school level. The regression line for each school level shows the trajectory of the enrollment during the 2019–2020 school year.

Figure 2. Distribution of ROSES Mentee Enrollment by School Level, HISD, 2019–2020



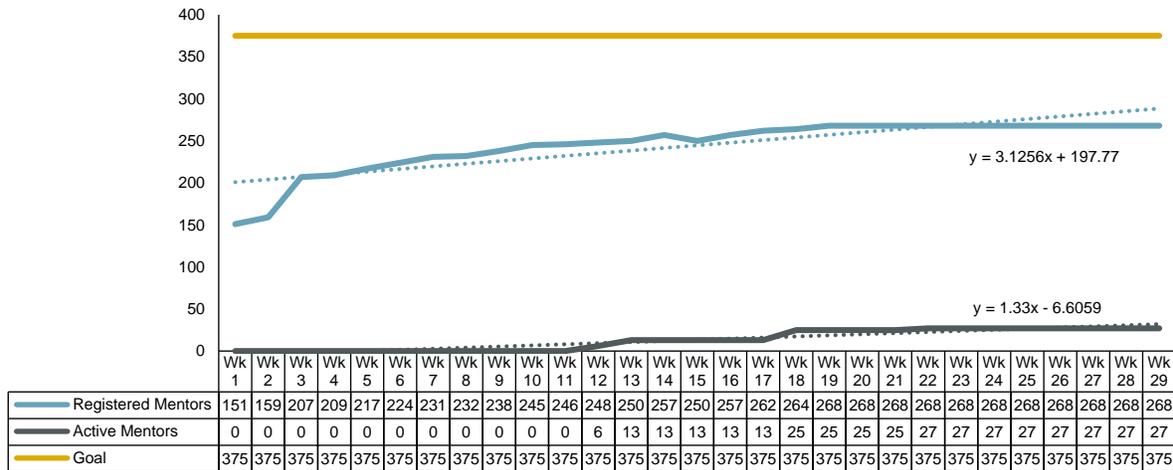
Source. ROSES weekly report, HISD, 2019–2020 (data only)

- A total of 1001 mentees were enrolled in the ROSES programs during the 2019–2020 school year. On average, the enrollment of elementary ROSES students increased by almost four (3.9059) each week from 133 to 339 by the end of the 2019–2020 school year.
- The ROSES enrollment among middle schools increased by almost four (3.727) each week from 116 to 313 students at the end of the 2019–2020 school year.
- Among high schools, the ROSES enrollment increased by six (6.0517) students each week from 99 to 349 at the end of the 2019–2020 school year.

External Mentors

Figure 3 displays the goal for the number of targeted external ROSES’ mentors, the number who were registered, and the number who were active by week during the 2019–2020 school year. The regression lines show the trajectories of the changes in the number of mentors over the school year.

Figure 3. Number of External ROSES Mentors Targeted, Registered, and Active, HISD, 2019–2020



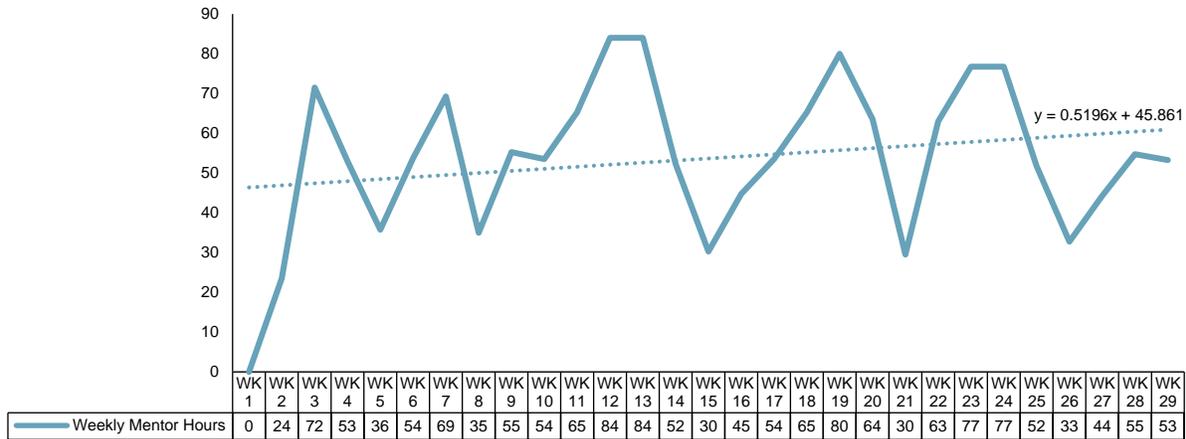
Source. ROSES weekly report, HISD, 2019–2020 (data only)

- ROSES had a target or goal of 375 external mentors for its program during the 2019–2020 school year.
- By the end of the 2019–2020 school year, there were 268 external mentors registered in the ROSES program. This was about 71.5 percent of the targeted mentors. Mentors had to be registered and then vetted.
- Of the registered external mentors in the ROSES program, only 27 were active at the end of the 2019–2020. These are external mentors who were vetted and completed background checks.
- Mentors were inactive until the twelfth week of the program, despite having 151 mentors registered by week one.

Mentor Contact Hours

Figure 4 shows the contact hours for ROSES mentors. The regression line shows the trajectory of the hours, given the weekly fluctuations in hours during the school year. The regression line shows the trajectory of changes in the number of contract hours over the 2019–2020 school year.

Figure 4. Number of ROSES’ Mentor Contact hours for the 2019–2020 School Year in HISD

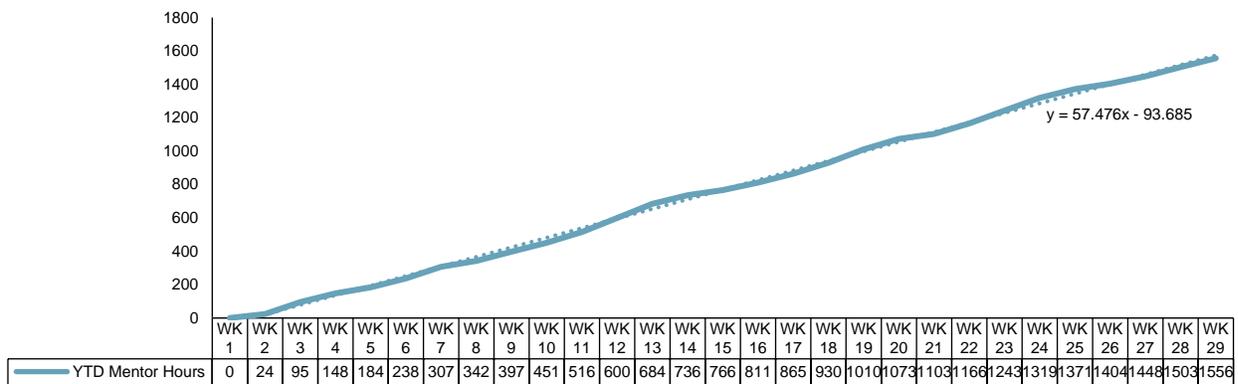


Source. ROSES weekly report, HISD, 2019–2020 (data only)

- The number of mentor contact hours ranged from a low of 24 hours in week 2 to 84 hours in weeks 12 and 13.
- On average, about 30 (0.5196) minutes of mentor hours were added each week during the 2019–2020 school year.

Figure 5 displays the cumulative contact hours for ROSES mentors. The regression line was included to show the trajectory of hours.

Figure 5. Cumulative Number of ROSES’ Mentor Contact Hours for the 2019-2020 School Year in HISD



Source. ROSES weekly report, HISD, 2019–2020 (data only)

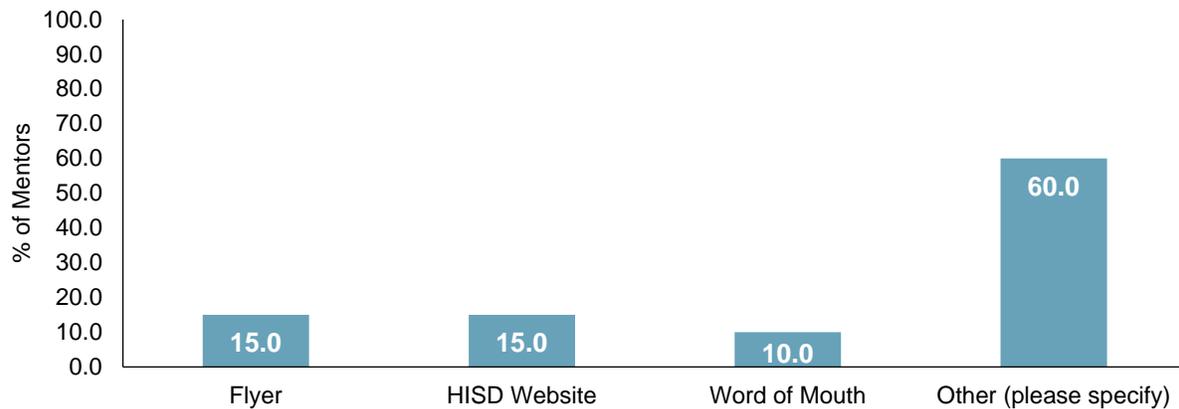
- The cumulative number of contact hours for ROSES mentors began initially with 24 contact hours.
- The total number of contact hours for ROSES mentors for the 2019–2020 school year was 1,556.
- The trajectory shows an increase of about 57 (57.476) contact hours per week during the school year

Program managers undertook several activities and initiatives in implementing ROSES or to further its objectives and purposes. Details of these activities are in **Table B1 (Appendix B, pp. 32–34)** and the highlights are presented here.

- Between September 13 and October 18, ROSES activities focused on introducing students and parents to the program through open house sessions and the Parent University, recruiting students and external mentors, while conducting internal mentoring sessions.
- External mentor training was conducted between September 27 and October 25. While the Roses team participated in one retreat and professional development sessions.
- During November 1–22, the ROSES team supported other Equity and Outreach programs including Parent University, Grad Support meetings, and Miles Ahead Scholars (MAS) in the delivery of their program activities including MAS Seeds of the Community service event. Over 50 ROSES mentees volunteered at the Houston Food Bank.
- The highlight of the 2019–2020 ROSES’ activities was the Winter Ball (Dec 11) for 220 students and the Spring Women’s Forum. The Forum brought together about 110 mentees in celebrating International Women’s Day (March 4). The program included a panel discussion with outstanding women within the Houston Dash organization and moderated by ABC13 Weekend Anchor Erica Simon. Students learned about navigating life challenges with tenacity and grit and the experiences of female athletes. The Winter Ball featured a formal dinner, dance, and guest speakers. It was designed as a social evening in collaboration with ATM and highlighted the success of program mentees.
- During the school year, the ROSES team undertook field trips with mentees to Houston Children’s museum, held a fundraiser at Chipotle, was interviewed by the Houston Chronicle, and assisted students in applying for college and financial aid. About 92 percent of ROSES twelfth-grade students (n=?) submitted applications for college and 77 percent for financial aid (n=?) by the end of the 2019–2020 school year.
- Between March 25 and May 6, all ROSES activities became virtual due to the Covid-19 pandemic and the closure of all school and in-person learning. Mentor training and session were conducted online using Microsoft Teams. Mentoring sessions included well-being check-ins and referral to essential services. A total of 34 mentors from the University of Houston Delta Omega Chi sorority received online ROSES training and 14 participated in virtual mentoring sessions.

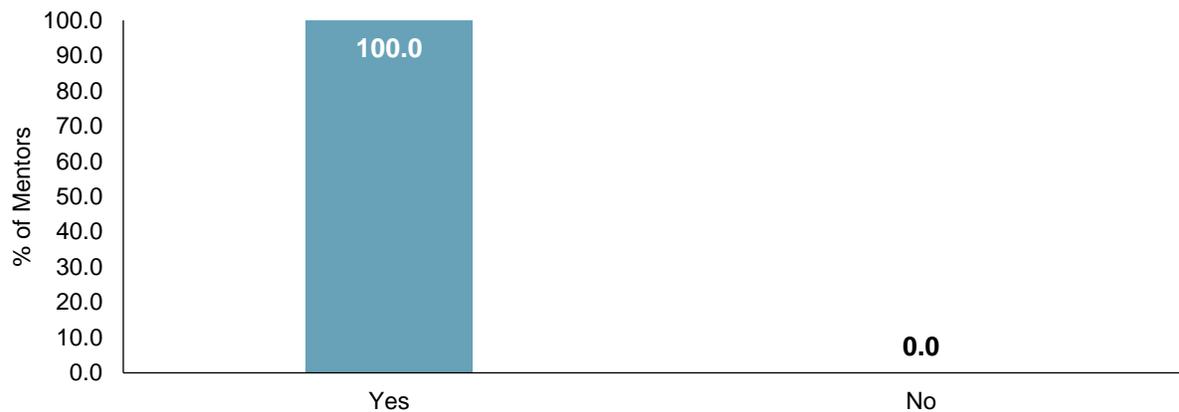
3. What were the perceptions and experiences of program managers, mentors, and students who participated in the ROSES program during the 2019–2010 school year?

The following are the results of the online survey administered to external mentors. As noted already, twenty (74.1%) mentors responded to the questionnaire. **Figure 6 to Figure 11** displays the result of the closed-ended questions. Figure 6 shows the percentage distribution of the modes by which mentors became aware of the HISD ROSES program during the 2019–2020 school year. Details for Figure 6 are in **Table C1 (Appendix C, p. 35)**.

Figure 6. Mentor Mode of ROSES Program Awareness, 2019–2020

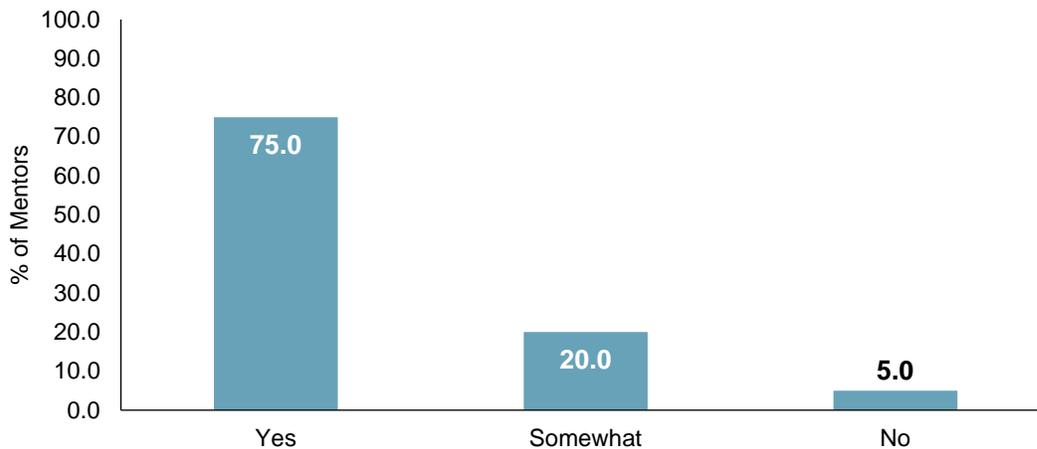
- Sixty percent of external mentors were made aware of the ROSES program through other modes, which was through informational sessions hosted at the University of Houston (UH), UH professors, or UH classes.
- Fifteen percent of the external mentors became aware of the ROSES through flyers or the HISD website during the 2019–2020 school year.

Figure 7 shows the percentage of mentors who were trained in preparation for their involvement in the ROSES program during the 2019–2020 school year. **Table C2** (Appendix C, p.35) provides details.

Figure 7. Percentage of Mentors Trained for ROSES Mentoring, 2019-2020

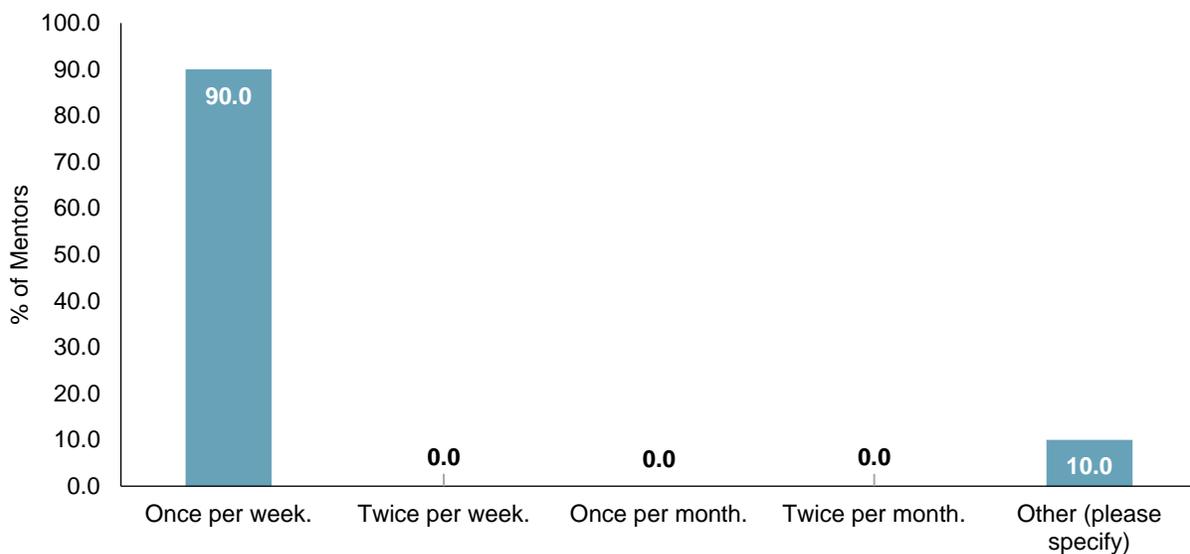
- All mentors indicated that they were trained in preparation for ROSES mentoring during the 2019–2020 school year.

Figure 8 displays the external mentors' responses to the adequacy of the training preparations for ROSES mentoring. Details are in **Table C3** (Appendix C, p. 35).

Figure 8. Mentors Adequacy of Training Preparation for ROSES' Mentoring, 2019–2020

- About 75.0 percent of external mentors felt adequately trained for ROSES mentoring during the 2019–2020 school year.
- Five percent of external mentors felt that they were not adequately trained for ROSES mentoring during the 2019–2020 school year.

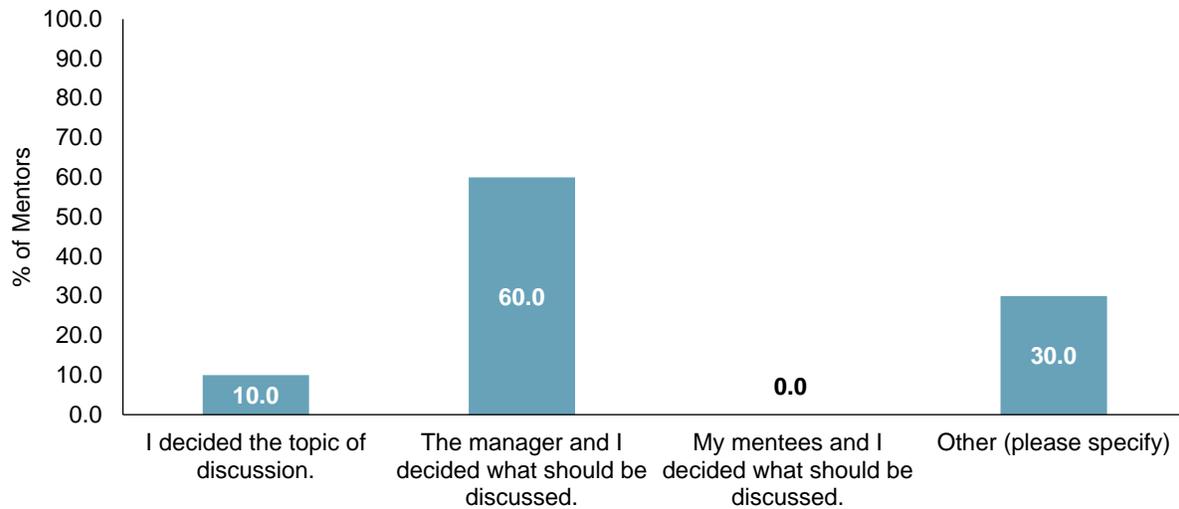
Figure 9 shows the frequency with which mentors met with their mentees during the 2019–2020 school years. Details are in **Table C4**, (Appendix C, p. 35).

Figure 9. Frequency of Meetings Between the ROSES' Program Mentor and Mentees, 2019–2020.

- Ninety percent of external mentors met with their mentees once per week during the 2019–2020 school year.
- Ten percent of external mentors met at other times. One mentor started once per week and then went to once or twice per month and the other entered the program late and mentored only one day.

Mentors were asked about decision-making regarding discussion topics during mentoring. **Figure 10** shows who makes the decisions regarding these discussion topics. **Table C5** (Appendix C, p. 36) provides details.

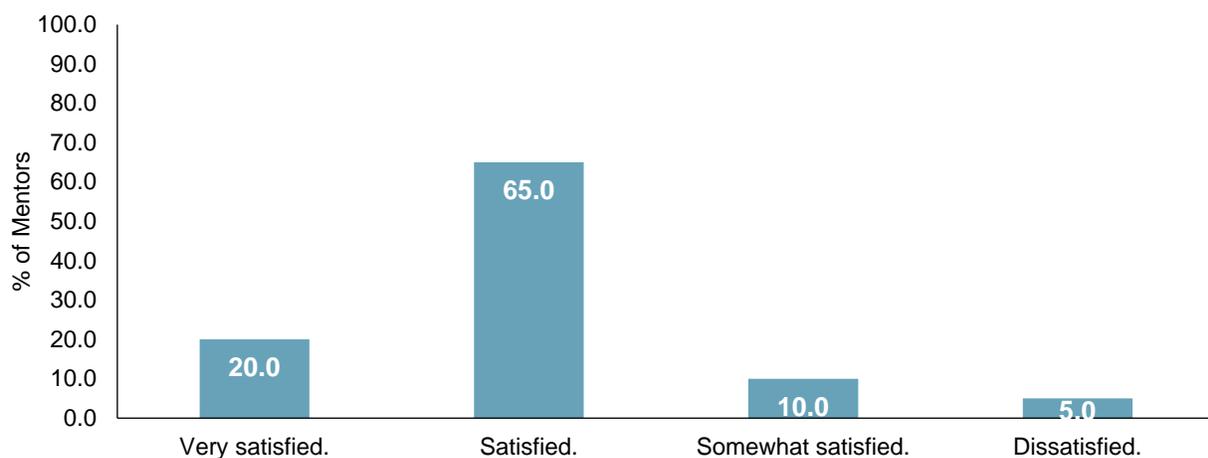
Figure 10. Mentors Responses on Decision-making Regarding Mentoring Discussion Topics, 2019–2020



- Sixty percent of mentors indicated that mentoring discussion topics were decided between them and the program managers.
- According to mentors, mentees did not assist in decisions regarding what was discussed during mentoring sessions.
- Thirty percent of mentors used other decision-making configurations regarding discussion topics. All indicated that program managers preselected topics and gave them to mentors.

Mentors were asked to share their perceptions of mentees' degree of satisfaction with the mentoring sessions. **Figure 11** is the distribution of the responses. Details are in **Table C6** (Appendix C, p. 36).

Figure 11. Mentors Perception of Students Satisfaction with Mentoring Sessions, 2019–2020



- About 85 percent of respondents thought that their mentees were either satisfied or very satisfied with the mentoring sessions during the 2019–2020 school year. Of these, 20 percent were very satisfied.
- Five percent of mentors thought their mentees were dissatisfied with mentoring sessions they had during the 2019-2020 school year.

Open-ended Survey Responses

Mentors were also asked several open-ended questions during the survey regarding the adequacy of their preparation for ROSES mentoring, what they liked about ROSES mentoring, the challenges they faced, suggestions for improving ROSES, whether they would recommend ROSES to their colleagues, and any additional information they may want to offer. Respondents who did not feel adequately prepared for ROSES mentoring were also asked to offer what could have been done to improve their preparation.

Adequacy of ROSES Training

Concerning the adequacy of preparation, three mentors responded. One mentor expressed surprise that the selection did not include a brief interview with mentors for quality assurance and that there were no protocols offered regarding child protection and safety.

“The best preparation was simply observing and participating in 1–2 ROSES sessions with a trained, experienced mentor. I was lucky to participate in a couple of group-mentoring sessions with Mrs. XXX. That was the best training” (ME03).

“I believe it would be great for us all to get together with seasoned mentors and they do a session without the students. Then we can do a session to make sure we are doing what is expected, before just jumping in” (ME06).

“There was always some confusion about “mentoring” if that meant one-on-one with ROSES or groups. And I was trying to find a time that fit my work life and availability of the students during the school day. I do not think this was a training problem, really, but it would have been useful to be more prepared to be flexible. Sometimes the system seemed to be more complicated than it needed to be” (ME09).

Merits of ROSES

Mentors were asked to identify what they liked most about ROSES mentoring. Nineteen of the 20 mentors responded to his question. Engaging, connecting, and interacting as the basis for building relationships with and getting to know the ROSES mentees appeared to be the most common aspects of the program mentors liked. Eleven respondents cited these as aspects of their experiences. These included

“The opportunity to interact with the girls and build a relationship. The girls’ ability to have hands-on experience regarding the principles of ROSES. The education aspect that provided the girls with historical information about women and girls who look like them and may have been in similar situations, but they persevered” (ME06).

“Getting to meet kiddos with diverse backgrounds and hear about how different it is to grow up during this time” (ME08).

“I enjoyed meeting with the young ladies and engaging in meaningful conversations. I enjoyed the curriculum as well. The idea of teaching young ladies about other successful women is very important and beneficial” (ME12).

Mentors also praised other aspects of the program including the curriculum (ME07), the abilities of the mentees to express themselves (ME09), the opportunities ROSES provided for meaningful discussions (ME04), and the overall concept of ROSES (ME04).

"I like the pledge and adaptable, positive character curriculum. I think that group mentoring works, but it more would be more effective in smaller groups of three students" (ME07).

"Working positively with the young ladies and allowing them to express themselves" (ME09).

"I love the whole concept of ROSES and the great ideas that were prompted through our sessions. I also loved mingling with young ladies who are not in my classes" (ME04).

Challenges

Nineteen of the 20 mentors who took the survey responded to the question regarding the challenges faced by mentoring in the ROSES program. Three respondents said there were none (ME10, ME13, & ME17). Most mentors cited insufficient time with mentees as one of the challenges. They found that weekly sessions of 30 minutes duration were inadequate. Eight mentors cited inadequate time with mentees as a challenge.

"Time was limited making it hard to build the relationships with the mentees (ME03). I think that the time slot we had was too short" (ME02).

"I liked that the mentoring program used the lunch period to mentor since this time did not pull students from their classes. However, given the limited time we had together, it would be better to have three mentees per adult so that students could be heard. In this regard, there was not enough time for more than a two-minute video clip. It would also be nice to have greater regular attendance from the mentees. I know Mrs. XX was trying to brainstorm greater incentives" (ME07).

Getting students to engage (ME05), to commit to consistent attendance at sessions (ME06), and the quality support for ROSES from schools were also issues mentors raised (ME15 & ME18).

"In some cases, the girls did not always attend sessions every week. For XXX it was during their lunch sessions, so I am not sure if that was a contributing factor, but for the girls to benefit from the program, there should be consistency" (ME06).

"As far as the system for ROSES and interfacing with the school day, I was in a place where I think that students had to negotiate their way out of class, each week, rather than having the ROSES program at a regular time of day. I understand the kinds of pressures that teachers (and students) are regarding testing and all. I know they would be tempted to "get out of" some classes more than others. But I think for ROSES to thrive at that high school, the administrative teams (both school and program) need to collaborate to get it embedded into the schedule" (ME15).

"It wasn't so much with the program itself but more the school. They were not supportive of letting the girls out to come to the meetings. Sometimes I would go, and girls could not come because teachers would not let them" (ME18).

Recommendations

Respondents were asked to recommend what could be done to improve ROSES. Seventeen of the 20 mentors responded to the question. The recommendations included increased contact time with mentees (ME02, ME05, ME10, & ME11), increasing support from school administration and faculty (ME04, ME13, & ME16), and including more engaging activities (ME03, ME08, & ME17).

"Make the sessions longer and make sure there is a Spanish speaker if there are kids who cannot understand/speak English" (ME02).

“More engaging activities and better planning for visits with time and scheduling” (ME03)

“More school and staff support. I would also suggest more ice-breaking activities so the girls can bond more” (ME16).

When asked, all mentors who completed the survey indicated that they would recommend the program to their friends and colleagues.

“Yes, I will, and I have done so! My best friend is hoping she will be able to participate in this upcoming school year” (ME04).

“I would recommend ROSES to my colleagues and friends. I hope that ROSES will be around for a while and continue to evolve” (ME06).

Program Managers’ Focus Group

Two focus groups were held involving program manager and their supervisors and students. The following are the key themes that emerge from the conversations based on the questions posed around recruitment and consent, program theory and activities, roles and function of program managers, program monitoring, challenges, and lessons learned.

Program Concepts and Strategies

ROSES managers were asked to describe the program concepts and strategies. Accordingly, it was designed to meet the needs of “underserved girls in the district by providing social, emotional, academic, and college readiness support so they are better prepared to deal with whichever future path they choose to follow” (PM01). The Ascending to Men program implemented the year prior served as a blueprint and forerunner to ROSES (PM01).

Roses supported female students through the influence of women who demonstrated skills and attributes that reflected the ROSES acronym – resilient, outstanding, sisterly, exemplifying, and successful, but it had to be tempered with a curriculum based on social and emotional competencies. The lesson titles were then developed and then the lesson cycles. The program theory indicated that if these young ladies followed the example of strong women, they too would be successful (PM06 & PM01).

Participant Recruitment

Generally, program managers received a list of students from the Outreach And Equity Department preselected for participation in ROSES (PM06 & PM05). Additionally, program managers approached principals and other school contacts like counselors to recommend students to the program. (PM05). Managers who were hired later in the school years did not have a preselected list (PM04). These managers had to recruit students. *“We had to go out, meet with interventionists, data specialists, and others to identify Tier 2 students, and then invite them to participate in ROSES.”* Participants were restricted to students who were Tier 2, academically, since the focus was not on student behavior (PM04).

Initially, there were students preselected for the program who were not interested in participation. Some students dropped out and students who were not preselected but expressed interest were enrolled in the ROSES program. All student participants had to be Tier 2, academically (PM04).

The program was launched with three managers. One left and was replaced in July 2019. Two additional managers were appointed in August 2019 for a total of five program managers. The program was supported by a senior manager who also left. The Director of the Family and Community Engagement (FACE) supervised ROSES until a Senior Manager was hired in February 2020 (PM03).

Parent and Student Consent

Students were given enrollment packs which consisted of parental and student consent form, and a media release. Both forms had to be signed by parents and students and returned for participation in ROSES (PM07). Gaining consent was easy in some schools but not others. Parents had to be called via telephone, in some cases, as reminders to submit consent forms and in others, program managers had to visit homes to collect the signed forms (PM06).

Program managers also visited classrooms to collect consent forms or to remind students to turn them in. Several students had the paperwork but forgot to turn them in (PM03, PM04, & PM06). Even where parents demonstrated excitement about the program and their children's involvement, several had problems returning the consent forms on time (PM06). Notwithstanding, program managers felt that recruiting students was a more difficult challenge; *"a lot of the managers already had their mentees in the program, a lot of my time was trying to recruit them... It was kind of difficult because every campus is different"* (PM04). Besides recruitment, program managers had several other roles and responsibilities.

Managers' roles and responsibilities

Manager's roles and responsibilities included promoting the ROSES program, which included two City of Houston and community summer promotion events (PM03, PM06)). Managers also promoted the ROSES program during open houses, Parent University, and college fairs, even when those were held at schools where the program was not being implemented. Managers advocated for the program with program leaders and senior managers for its expansion at the request of parents. They also advocated for students with teachers, and for students who needed assistance for college (PM04).

Managers recruited mentors and sought donations and sponsorships. *"All of those events that we attended over the summer or any event that we attended throughout the year, our main purpose, of course, was to recruit mentors and also seek sponsors and donations for our program as well"* (PM07). *"When I came in, I was told that due to the limited funding the program director and senior manager had to play major roles in acquiring funds to support the programming. I just wanted to confirm their comments"* (PM02). Managers were also responsible for training mentors. *"We were responsible for training the mentors that would be working with our students"* (PM06).

Managers also served as confidants, counselors, friends, and mother-figures to their ROSES mentees because many of them do not have friends. They described their roles as *"Just really serving...just really being there for anything a student needs to support them holistically"* (PM06).

"I would also have to say that sometimes I would often serve as a mother-figure to some of the girls... Some of them will say ok mom, okay mom, I will get it done. Aside from being a regular mentor, a counselor, a mom, a friend. I am just wearing so many hats so that we can be what those students need us to be at the moment" (PM04, PM06).

Finally, managers also organized and planned field trips for program participants. These included communicating with businesses, scheduling dates, enrolling students for these trips, and liaising with leadership for approval (PM04). Establishing and maintaining cordial relationships with these businesses and other stakeholders were critical in the fulfillment of these roles. The word "relationship" was mentioned 10 times during the focus group. Some managers already had relationships with different companies, which made it easy to access funding even outside local jurisdictions (PM04).

"I remember PM03 being able to reach out to XXX's Company because she had a relationship with them. I think each of us had a relationship with someone, and we would attempt to ask those people, to solicit funds from people we knew for incentives for our program" (PM06).

Though discouraged from using their funds, managers confirmed, *"We spent out of our pockets to help as well, to support our students and for mentor training – which is something we did not say we were doing"* (PM06). Managers were asked to use one word to describe the implementation process. These were multifaceted (PM07), challenging (PM05), purposeful (PM03), visionary (PM04), and overwhelming (PM06).

Monitoring the Implementation of ROSES

Managers were asked to identify their strategies for monitoring the implementation of ROSES. They identified both systemwide strategies and their strategies. These included the use of meetings, agendas, minutes, and reports (PM03). Managers kept Microsoft Excel spreadsheets and submitted weekly reports. They also kept personal notes, documented their activities, and used student sign-in sheets for mentoring sessions (PM03). Copilot⁵ was incorporated into the reporting system (PM07). Program managers held weekly meetings. They remained in a constant back and forth communication to determine how best to communicate effectively (PM06).

Managers were also asked to explain what the goals of ROSES were. They offered the following responses (1) *“To work with girls and give them a voice, to see the potential that’s within them, and how they can engage that and make a difference in their lives”* (PM06), (2) *“to teach them to be advocates for themselves but more so how to present themselves, so they can be heard by others”* (PM06), (3) *“to help them level the playing field through the understanding that education is an important tool for them or the most necessary tool for them”* (PM06), (4) *“to make sure that their social and emotional needs were met”* (PM06), and (5) *“to help them create plans and set systems in place that would help them to succeed”* (PM06).

Managers were also introducing mentees to different role models, people, other females in different fields to help them with their future – college, career, military readiness (PM05). Managers were also trying to instill in mentees the importance of self-discovery and knowing that they are valuable (PM07).

“You know, a lot of young girls and teenagers are getting to the age where self-identity, how you see yourself, your body image becomes important. We tried to instill in them that they were beautiful roses, right? That no matter what they felt about themselves or what other people said about them, we try to get them to just see the beauty within and try to uplift them and encourage them. I think that’s a major part of the program” (PM07).

Program managers were asked to provide indications from their perspectives that the program was meeting those objectives. They spoke about the positive feedback they had received from campus administrators, positive student attitudes, and improvement in students’ grades and school attendance as indicators (PM03 & PM04) One manager noted, *“their personalities, the way they communicate, and the just the way they show up to the sessions. They are excited to be there. So, I have seen a huge change especially in my high school girls at XXX”* (PM03).

Another manager noted that the observational evidence witnessed with each interaction with participants was an indication of their mentees’ growth.

“It’s just seeing the young ladies evolve from where they were at the beginning and the confidence they displayed. Comments they shared on the impacts of the program... I have been privileged to see some of the feedback that some of the students send their program managers. And I think that a lot of times there are impacts that might not be shown any other way other than really listening to the story or being able to just hear from words and not numbers, you know; the impact that someone or something is having in your life. So, when I see those comments, when I go and pop into a session and I can hear the students talking about how grateful they are for the time that they had, I see that the program is working” (PM01)

One manager outlined her experiences with a previously shy student whose level of socializing visibly increased during the Covid-19 pandemic. Students noticed and commented on the change (PM07). Program managers cited students’ testimonials on how they used the lessons learned from ROSES and the ROSES principles as their fallback to handle or respond to their challenges and difficulties (PM05 &

⁵ Copilot is a student data management system used by the HISD College and Career Readiness Department. A ROSES field was created in the database to track student attendance to mentoring sessions and for contacting students through Copilots messaging feature called Mogli. Notes regarding ATM students’ college and career readiness decisions were affixed in Copilot. New Students were added as they were enrolled.

PM07). Students were also soliciting help via text messaging or phone calls, advocating from themselves, and unafraid to ask questions. *“I know it is working because the connections are there...they reach out to managers and communicate freely using private chats (PM03). Parents also provided feedback by expressing their gratitude for the children’s support and guidance via emails and expressed their children’s excitement as they looked forward to the virtual sessions during Covid-19 (PM03, PM05 & PM04). “I’ve spoken to several of my students’ parents and they’re just thankful for the program. They’re thankful that, their children have an outside person that they can speak to” (PM04).*

ROSES Program Challenges and Responses

Among the program challenges, managers identified (1) limited resources and incentives to help students (PM07 & PM05), (2) schools’ misunderstanding of the work of ROSES (PM06), (3) inadequate administrative support, and the need for school administrators’ stamp of approval for the program (PM06), (4) the absence of designated time for mentoring sessions and students’ reluctance to give up their lunch and socializing time to attend (PM06 & PM07), and (5) sessions may be too short, an observation supported by school staff, mentors, students, and parents (PM04). Managers were concerned about the challenges associated with executing key aspects of the program that they promoted because many students were unable to participate in the key activities, for example, the Winter Ball was restricted to high school seniors, and as a result, students had limited field experiences, which hurt continued participation and mentee motivation and retention (PM04). Managers also identify competing programs as a challenge both for access to resources and participants.

Managers provided several strategies they employed to address some of these challenges. These included seeking funding and approaching others for assistance including putting in the additional work with the support of senior administration to access funding and program sponsorship by reading out to businesses and promoting the program (PM04 & PM06), collaborating with principals and Wraparound specialist for scheduling, and to distinguish ROSES from other competing programs (PM06).

I address the challenge by developing rapport with campus staff. So, my relationship with my principals is impeccable. Anytime I asked them for different things, they would always do it. I mean, there were times where, like I stated before that we were not able to go on field trips and because of the rapport that I had developed with the principal, she didn’t have a problem with paying for a bus for me to take care of not only my campus but some of the other managers’ students (PM04).

Managers also developed rapport and built relationships with school administrators who provided support, like funding buses for field trips (PM04). They also worked with program managers as a team to address issues, share resources, and collaborate.

Lessons Learned and Recommendations

Program managers were asked to identify the lesson learned or what they knew now that they did not know then regarding ROSES. Their discussion included insights and recommendations for improving the implementation of ROSES. They highlighted the importance of building relationships with school administrators.

You know, we need to build those relationships with our administrators and those of us, I know all of us, I will speak for myself. You know, I have great relationships with them, so, they can assist me, you know, I think, regarding the process of registration and with the students from the very beginning. I will take a different approach to that (PM07).

Managers thought it was important to be laser-focused with an engaging curriculum:

“I’m just going to speak about the curriculum piece. We need to make sure that we have a curriculum that is engaging enough to do what we are asking to be done for this program. We need to make sure that we have a way of engaging our girls in a manner that we don’t have to beg them to compete for their attention” (PM06).

Managers believed it was important to engage stakeholders, parents, and potential mentees before the next year's implementation to promote the program and conduct students' surveys as feedback, (PM06 & PM07). Interviewing mentees as part of the selection process for participation in ROSES is also recommended.

I think we need to have some type of session where we hear parents' stories, where we hear kids' stories, and we might even need to have a process where girls interview to be a part of ROSES so that we can get them to make a commitment and understand that a commitment is a commitment (PM06).

Managers felt it was essential to foster collaboration and work as a team that includes senior management of ROSES (PM07). They also believed that senior managers could meet with principals and district leadership at the beginning of the year to establish business requirements (PM07). Finally, managers discuss the need for incentives, field trips, and other fun events for students.

"I think about the incentives, we have already talked about that, and that we want to be able to take kids on trips and expose them to things. And I think we need to do some things that are more than just "educational" things. I think there needs to be some fun time, show kids how you go out and have a good time, a quality time without it being rowdy, and so on, because you can enjoy life and things in a manner that fulfills some of those basic social-emotional needs" (PM06).

Student Focus Group

During their focus group, mentees were asked to indicate how they were recruited for the ROSES program, their initial and subsequent perceptions of the program, the benefits of the program, their relationships with their program managers, their likes, and any changes they would like to see in the program.

Recruitment

Most mentees said they were preselected (S04, S09, & S017). Two mentees were invited by their teachers to participate (S08 & S018), and two were invited by the school counselors to participate in the ROSES program (S13 & S06). Students offered the following responses:

"One of my counselors came to me and said, the district and the school picked you to be in a group. And I was like, I am not really focused, so, I am going to give it a try. And it turned out to be really cool" (S17).

"My teacher gave me an envelope and told me that it was for a program called ROSES. So, my mom and dad had to sign it" (S18).

"I was in the counselor's office and she told me you'll be good; ROSES would be good for you. So, I just gave it a try (S13).

Initial and Subsequent Perceptions of ROSES

Initially, mentees appeared to think that the program was about fun activities (S10), something to do, or be a part of (S05) when they were first approached to participate. Some thought it was about career and college readiness (S04, S09), or teachers talking to mentees about the mentees' future (S18), and some did not know that what ROSES was about (S08 & S11). Students' perceptions changed once participation started.

"I thought that the roses program was going to be about our mentor talking about college and careers and well, basically, it was about sisterhood and it was very awesome to be a part of" (S11).

"At first, I thought it was funny. I thought it was all about activities and stuff, but it turns out they were teaching us about people and everything, about us coming together and building a strong bond and getting to know new people" (S10).

“When I first heard about ROSES, I thought it was about like making good choices and stuff. And they'll teach us that” (S13)

“And I didn't know what to expect from this program, but as soon as I got into it and became more involved, I figured that we're learning more about ourselves and others around us, to communicate better with other females when we needed to, and to help us with our future” (S08).

Benefits of ROSES

Mentees identified several benefits that they derived from participation in ROSES; such as opportunities for personal growth, to meet new people (S05, S11), develop a more positive attitude (S04, S05, S08, & S11), and to be kind and compassionate to others (S08). Mentees indicated that they were able to step outside their existing circle of friends to make new friends (S05), become more focused and that they learned to trust females as friends (S11). Mentees believed that they were now making better choices (S13).

You know, there are different people in the world outside of your circle that you are used to, and it is okay to know others besides the normal people that you hang around. And it (ROSES) just basically shows you a new light in life within yourself. So, I think that it just helps. It helped me mature a lot in different ways with my attitude and stuff like that (S05).

How I have benefited from Roses is that my attitude is way better and I am a little bit more focused on school and I have learned how to trust females to be their friends (S11).

“Before ROSES, while doing my tests, I did not think I would pass. And then after I met ROSES, I was positive and very kind to people. And sometimes when I see homeless people, I give them, maybe, coins or dollars so they can buy food. My grades are high right now. I have like eighties, nineties, or hundreds (S08).

Mentees described their program managers as being kind, mother-figures (S04); calm, smart, helpful, and creative (S11), thoughtful, helpful, always there, understanding, loving, and caring (S05), nice, and approachable: “I could talk to her about anything” (S13), and trustworthy enough to tell her anything (S08 & S19). Mentors also helped mentees to solve or deal with issues regarding friends (S08 & S13).

Mentees loved the idea that they could discuss the things they wanted to talk about in their sessions (S11). They liked the fact that ROSES empowered women (S06) and taught them to interact with others (S13).

And what I like about ROSES is that we were in the little room, all of us. There were like XX girls and every time we arrived there to the mini room, Ms. XX would always bring cookies for us and we would chat, if we have problems, so we can all help each other and give answers to the problems if we need anything. And what I like the most is that Ms. XX was always kind to us. I do not know how to explain her, but she is like an aunt to me because I really love her (S08).

And I would say that the aspect of ROSES that I like is that it helps to empower women, like telling them that they can do more than people are telling them they can, making them strong, mentally, and by preparing them for what is unfolding in the future, and preparing them for future college or careers or anything of that sort (S06).

Finally, mentees were asked to identify any changes they would like to see in ROSES. They believed the program should be opened to more students or enroll new students (S06 & S12) and should have longer mentoring sessions (S13). Mentees indicated that they would recommend the program to others and their friends (S11 & S13).

“The program is really helpful and the mentor that I had, she made it fun for us to go to the meetings every week in a way” (S11).

4. How did ROSES impact the academic performance of student mentees in the 2019–2020 program sample?

This evaluation used binary logistic regression to predict the likelihood that ROSES mentees will meet the Approaches Grade Level Standard on the 2019–2020 grades 3-8 (DLA) for reading and math. The single-step results used students' key demographic and educational attributes as predictors. Odds ratios were used as the measure of the strength of predictions and the association between the observed and predicted frequencies of students' performance on the reading and math DLA.

Reading

- The binary regression which involved 630 students who were ROSES Mentees showed that being at risk for school dropout, receiving special education, being identified as gifted and talented, and enrollment in a magnet school⁶ were all positive predictors of performance on the 2019–2020 grades 3–8 DLA reading (Chi-Square = 45.529, df = 11 and $p < 0.001$). Details are in **Table D1 (Appendix D, p. 37)**.
- The eleven predictors explained nine percent of the variability of ROSES mentoring services for grades 3–8 DLA reading performance. The model correctly predicted 44.8 percent of the cases for students who met the Approaches Grade Level Standard on the 2019–2020 grades 3–8 reading and 75 percent for those who did not meet the standard, giving an overall correct prediction of 61.1 percent. Details are in **Table D2 (Appendix D, p. 37)**.
- Six predictors: Being Black, Hispanic, White, limited English proficiency (LEP), students with a crisis code⁷, economically disadvantaged, and students' home language were not statistically significant predictors. Being gifted and talented and enrollment in a magnet student were statistically significant but negative predictors. Details are in Table D1 (Appendix D, p. 37).
- ROSES mentees identified as at-risk for school dropout were two times more likely than not (OR = 2.151; 95% CI = 1.293–3.577) to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA reading (Wald = 8.712, $p < .001$), with all other predictors being held constant. Details are in Table D1 (Appendix D, p. 37).
- ROSES's mentees identified as receiving special education were two times more likely than not (OR = 2.254; 95% CI = 1.148–4.428) to meet the Approaches Grade Level Standard on the 2019–2020 grade 3–8 DLA reading (Wald = 5.571, $p < .001$), all other predictors were held constant. Details are in Table D1 (Appendix D, p. 37).

Math

- The binary logistic regression which involved 641 students who received ROSES mentoring services indicated that being at risk for school dropout, and receiving special education were positive predictors of performance on the 2019–2020 grades 3–8 DLA math (Chi-Square = 64.741, df = 11, and $p < .001$). Details are in **Table D3 (Appendix D, p. 38)**.

⁶ Magnet schools are public schools with specialized curriculum that draws its students across school zones or boundaries (Magnet Schools of America, 2019)

⁷ CRISIS-CODE indicates a state health or weather-related event that impacts a group of students, and may require additional funding, educational, or social services. The event may or may not cause the student to leave the district or campus of residence. A crisis event is designated by the Commissioner of Education (Texas Education Agency, 2015).

- All 11 predictors explained 12.9% of the variability of ROSES mentoring services for grades 3–8 math performance. The model correctly predicted 35.3 percent of the cases where students met the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA math and 85.1 percent of those who did not meet the standard, giving an overall correct prediction of 63.8 percent. Details are in **Table D4** (Appendix D, p. 38).
- Eight predictors: Being Black, Hispanic, White, enrollment in a magnet school, limited English proficiency, home language (English), crisis, economically disadvantaged were not statistically significant. Being identified as gifted and talented was statistically significant but was a negative predictor. Details are in Table D3 (Appendix D, p. 38).
- ROSES's mentees identified as receiving special education were five times more likely than not (OR = 5.335, 95% CI = 2.042–13.940) to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA math (Wald = 11.674, $p < .001$), with all other predictors being held constant. Details are in Table D3 (Appendix D, p. 38).
- ROSES's mentees who were at risk for school dropout were three times more likely than not (OR = 3.278, 95% CI 1.973–5.549) to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA math (Wald = 19.561, $p < .001$), with all other predictors being held constant. Details are in Table D4 (Appendix D, p. 38).

Discussion

The objective of this evaluation was to report on the perceptions and experiences of program managers, mentors, and mentees regarding the rollout and implementation of the ROSES program, which was designed to provide mentoring support for girl students in HISD schools. This evaluation also attempted to measure the impact of ROSES mentoring on the reading and math performance of student mentees using logistic regression and the DLA results.

Survey and focus group data indicated that program participants found value in ROSES mentoring resulting in changes in the self-esteem of female mentees and fostering of positive attitudes and compassion among these students. The program also allowed the young ladies to trust each other, expand their circle of friends and acquaintances, and to make better choices according to mentees. Much of these appeared to be have been achieved because of the mutual relationships developed between program managers and mentees. While students were exposed to external mentors, it may have been the persistent, weekly presence and support from the program managers who served as the primary mentors who may have had the most impact. Both program managers and mentees spoke about the importance of relationships in the mentoring program for support, resource acquisition, and building mentees' self-esteem and trust.

Mentees described their mentors and program managers as kind, mother-figures, trustworthy, loving, and understanding. They found their program managers easy to talk to and recognized their assistance in helping them to resolve issues including issues with friends. Both mentees and program mentors provided anecdotes and stories to capture some of the experiences and the positive effects of the program on students' wellbeing, outlook on life, and mentees' preparation for their futures.

In addition to the relationship and the subsequent bond that mentees and program managers enjoyed, the program's use of success stories and the lived experiences of other women, either through readings or women-centered activities appeared to have been an effective strategy in the theory of change according to mentor, mentees, and program managers. The program benefited from weekly reports and meetings to monitor the progress of implementation and the attainment of key program targets. Reports showed that the number of contact hours fluctuated with an average of about 45 hours during the school year with about 0.5 hours (30 minutes) increase per week. Notwithstanding the positive impacts, the program appeared to have had some setbacks.

Mentors and mentees believed that the mentoring sessions were too short and should be extended by at least 15 minutes. While some managers had excellent relationships with school administrators, and most appeared to have been assisted, particularly, financially, in meeting the objectives of the ROSES program, scheduling and securing a permanent and accessible venue for sessions remain issues. Working more closely with principals, with the assistance of senior managers, may begin to highlight the importance of the program, its role as non-academic support in the academic performance of students, and to get their buy-in where it does not exist, currently.

The data also showed that recruiting mentees and obtaining parental consent were issues. Although students were preselected for the program, this did not represent interest or motivation to participate and so program managers had to recruit mentees through parent university, college fairs, city-wide events, and other similar events to replace those who had dropped out. Fortunately, they were able to enlist the assistance of school counselors, teachers, and Wraparound specialists in the recruitment process. Managers promote the program and solicit sponsors for activities and events, were integral in the development of the program curriculum, and were able to continue the program online once the district went virtual after the Covid-19 pandemic school closures. The program lost its senior manager during the school year and the director of FACE took on the responsibility until the replacement was found in March, just before school closures.

The ROSES program recruited and registered about 71.5 percent of its targeted 375 external mentors, but only 27 of these were active by the end of the school year. The first external mentors were not active until the twelfth week of ROSES implementation. This may be due to the prolonged vetting process that involved background checks. This is essential because mentors flagged the short weekly sessions as something that needs to improve. Early induction into their active roles may increase the time they spend with mentees as this is essential for developing relationships and increasing the likelihood that the program is impactful.

Logistic regression results demonstrated that mentees identified as at risk for school dropout were more than twice as likely and more than three times as likely than not to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA reading and math, respectively. Mentees receiving special education were more than twice as likely and more than five times as likely to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA reading and math, respectively.

Summarily, at the initial year of implementation, the program still has issues to be ironed out but the results from the logistic regression, survey, and focus group, indicates that the ROSES program is valuable to meeting some of the non-academic needs and supports of students who were enrolled during the 2019–2020 school year. Additionally, the program appears to support the academic performance of students, particularly special education students and students who are at risk for school dropout. Mentees called for expansion of the program to include other students and increase the length of the mentorship sessions to give them more time for interactions.

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Appendix A: ROSES Schools and Mentees

Table A1. Proposed ROSES Schools by Level and Program Managers, HISD, 2019–2020									
Area	Elementary	180 Y / N	Middle	180 Y / N	High	180 Y / N	ROSES Program Manager	Student Totals Per Feeder Pattern	Board Member
North	Dogan	Y	Fleming	N	Wheatly	Y	Geraldine Cox	90	Rhonda Skillern-Jones
	Cook	Y	Key	Y	Kashmere	Y	Geraldine Cox	90	Rhonda Skillern-Jones
South	Lockhart	N	Cullen	Y	Yates12	Y	Christal Smaw	90	Jolanda Jones
	Woodson	Y	Attucks	Y	Worthing	Y	Christal Smaw	90	Wanda Adams
	Kelso*	N					Christal Smaw	30	Jolanda Jones
South	Mading	Y	Thomas	N	Sterling	N	Demetres Boyd- Thompson	90	Jolanda Jones
Northwest	Looscan	Y	Marshall	N	Northside	N	Demetres Boyd-Thompson	90	Elizabeth Santos
East	Cornelius	N	Stevenson	N	Chavez	N	Claribel Guzman	90	Sergio Lira
	Crespo	N	Deady	Y	Milby	Y	Claribel Guzman	90	Sergio Lira
West	Bonham	Y	Sugar Grove	Y	Sharpstown	Y	Priscilla Chavera	90	Holly Maria Flynn Vilaseca
					Austin	N	Priscilla Chavera	90	Diana Davila
	Franklin	N	Navarro	N	Westside*	N	Priscilla Chavera	30	Holly Maria Flynn Vilaseca
Total = 11			Total = 10		Total = 11		Total = 5	960	Total = 7

*New School Added

Total ROSES Schools: 32
 Total ROSES Students: 960
 Total Program Managers: 5

Table A2. Demographic and Educational Attributes of ROSES Mentees, HISD, 2019–2020																							
Attributes		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade		Seventh Grade		Eighth Grade		Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade		Roses sample Average	HISD*
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	%	%
Ethnicity Code	Black	38	44.2	58	43.3	46	37.7	31	31.6	45	42.5	48	47.5	28	42.4	41	45.6	37	49.3	67	59.8	44.4	22.7
	Hispanic	47	54.7	74	55.2	76	62.3	67	68.4	58	54.7	52	51.5	35	53.0	47	52.2	37	49.3	45	40.2	54.2	62.5
GT Indicator	No	81	94.2	132	98.5	116	95.1	93	94.9	102	96.2	97	96.0	62	93.9	87	96.7	73	97.3	105	93.8	95.7	84.6
	Yes	5	5.8	2	1.5	6	4.9	5	5.1	4	3.8	4	4.0	4	6.1	3	3.3	2	2.7	7	6.3	4.3	15.4
At-Risk Indicator	No	6	7.0	30	22.4	14	11.5	20	20.4	14	13.2	16	15.8	11	16.7	8	8.9	7	9.3	27	24.1	14.9	29
	Yes	80	93.0	104	77.6	108	88.5	78	79.6	92	86.8	85	84.2	55	83.3	82	91.1	68	90.7	85	75.9	85.1	71
Special Ed Indicator	No	83	96.5	116	86.6	115	94.3	87	88.8	101	95.3	94	93.1	57	86.4	83	92.2	71	94.7	104	92.9	92.1	91.9
	Yes	3	3.5	18	13.4	7	5.7	11	11.2	5	4.7	7	6.9	9	13.6	7	7.8	4	5.3	8	7.1	7.9	8.1
LEP Indicator	No	52	60.5	81	60.4	70	57.4	65	66.3	69	65.1	70	69.3	50	75.8	81	90.0	63	84.0	104	92.9	72.2	66.1
	Yes	34	39.5	53	39.6	52	42.6	33	33.7	37	34.9	31	30.7	16	24.2	9	10.0	12	16.0	8	7.1	27.8	33.9
Economically Disadvantaged	No	1	1.2	3	2.2	2	1.6	3	3.1	2	1.9	3	3.0	1	1.5	3	3.3	3	4.0	9	8.0	3.0	20.8
	Yes	85	98.8	131	97.8	120	98.4	95	96.9	104	98.1	98	97.0	65	98.5	87	96.7	72	96.0	103	92.0	97.0	79.2
Home Language	English	50	58.1	75	56.0	63	51.6	49	50.0	64	60.4	57	56.4	42	63.6	53	58.9	44	58.7	75	67.0	58.1	-
	Spanish	36	41.9	59	44.0	59	48.4	46	46.9	39	36.8	41	40.6	23	34.8	32	35.6	29	38.7	32	28.6	39.6	-
	Other	0	0.0	0	0.0	0	0.0	3	3.1	3	2.8	3	3.0	1	0.0	5	5.6	2	2.7	5	4.5	2.2	-

Source: Chancery Demographics data downloaded on March 05, 2020, from the Research and Accountability Microsoft Access archival database (data only)

APPENDIX B: ROSES Activities

Table 1B. List and Description of HISD ROSES-Related Activities for the 2019–2020 School Year.	
Date	Roses Activities
Sept 13	<ul style="list-style-type: none"> - ROSES Team conducted 25 “Program Registrations” on various campuses between September 2 & September 6, 2019. - ROSES Team conducted 8 “Program Introductions” to students on various campuses. - ROSES Team conducted 1 “Mentor Training Session” at Hattie Mae White. The session included 14 participants. - ROSES Team participated in 1 “Open House” at Mading Elementary School. - ROSES Team participated in 1 “Grad Support Meeting” at Chavez High School.
Sept 20	<ul style="list-style-type: none"> - ROSES Team conducted 14 “Program Introductions” to students on various campuses. - ROSES Team conducted 8 “Mentor Sessions” on various campuses between September 16 & September 20, 2019. - ROSES Team participated in “Parent University” at Chavez, Sterling, Yates, and Worthing High School.
Sept 27	<ul style="list-style-type: none"> - ROSES Team conducted 6 “Program Introductions” to students on various campuses. - ROSES Team hosted 1 “Field Trip” to the 270th Courtroom Tour with Honorable Judge Dedra Davis. A total number of 60 students from Attucks Middle School and Thomas Middle School attended the event. Lunch was provided by our partners at HEB. - ROSES Team participated in 1 “Mentor Training Session” at the Ryan Professional Development Building with 18 mentors.
Oct 4	<ul style="list-style-type: none"> - ROSES Team conducted 20 “Program Introductions” to students on various campuses. - ROSES Team participated in “College & Career Month Kick-Off” at Wheatley High School on October 1, 2019. - ROSES Team served as volunteers for the “Miles Ahead Scholars Inaugural Celebration” at Worthing High School on October 4, 2019.
Oct 11	<ul style="list-style-type: none"> - ROSES Team conducted 9 “Student Enrollment Conferences” with potential ROSES Scholars on various campuses. - ROSES Team conducted 1 “Mentor Training Session” at the Ryan Professional Development Building. - ROSES Team participated in “Strategy and Innovation Fall Team Retreat” at Kingdom Builders Center on October 11, 2019.
Oct 18	<ul style="list-style-type: none"> - ROSES Team conducted 1 “Mentor Recruitment Session” at the Walmart Women’s Symposium on October 16, 2019. - ROSES Team participated in “Parent University” on the campuses of Lawson Middle School, Westside High School, Pershing Middle School, and Cook Elementary School on October 15, 2019.
Oct 25	<ul style="list-style-type: none"> - ROSES Team conducted 1 “Mentor Training Session” at the Ryan Professional Development Building on October 22, 2019. - ROSES Team participated in the “Dynamic Mindfulness” Professional Development at “United Way” on October 25 & 26, 2019.
Nov 1	<ul style="list-style-type: none"> - ROSES Team conducted 1 “ROSES/ATM WINTER BALL Rehearsal” at the Westbury High School on November 2, 2019. Various program managers partnered to ensure all 28 students were transported from their home schools to the hosting campus. Breakfast was provided along with drinks for the students and coffee for the adults. All students participated in an interactive rehearsal with Mrs. Tanya Jones (<i>Westbury High School Dance Teacher</i>) who allowed students to select the song “A Thousand Years” to perform to along with researching the Waltz Dance the performers are scheduled to showcase at the Annual Winter Ball. During this session, students also learned the fundamentals for the dance and a “Get to Know You” activity as well.

Table B1. Continued	
Nov 8	<ul style="list-style-type: none"> - ROSES Team facilitated 1 “ROSES Feature Story for Educalos” at the Navarro Middle School on November 6, 2019. This recording took place during a ROSES Mentor Session. Students gained an understanding of the importance of “Resilience.” ROSES Mentees also identified and described five essential people in their lives and recognized how their important persons, as well as themselves, are “Resilient.” - ROSES Team facilitated 1 “Mentor Training” at the Ryan Professional Development Building with 3 mentors on November 7, 2019. This session was also filmed for the “ROSES Feature Story for Educalos.” - ROSES Team supported 1 “MAS Seeds of the Soil Community service Event” at the 2409 David St. Houston TX, 77026 on November 9, 2019. This community service event is designed to show our young men how they can ignite positive change in their communities and bring people together for great causes. Community Service hours will help Miles Ahead Scholars improve their student profiles and increase the strength of their college applications as they prepare to apply to, enroll in, and graduate from our nation’s top colleges and universities.
Nov 15	<ul style="list-style-type: none"> - ROSES Team supported 2 “ATM Roundtable Discussions” at the Furr High School and Sharpstown High School. Navarro Middle School on November 13, 2019. - ROSES mentees from Northside High School and Marshall Middle School participated in 1 field trip to “BBVA’s Kick Start Your Future Girls Conference” at 2200 Post Oak Blvd. Houston, TX 77056 on November 15, 2019. This event is designed to show our young women how they can ignite positive change on their social media, save money to prepare for college and their future. Special guests include Houston Dynamo Players. Students were also provided free breakfast and lunch as a part of this event as well. - ROSES Team facilitated 1 “ROSES/ATM Winter Ball Dance Rehearsal” at Westbury High School on November 16, 2019. Various program managers partnered together to ensure all 28 students were transported from their home schools to the hosting campus. Breakfast and lunch were provided along with drinks for the students. All students participated in an interactive rehearsal with Mrs. Tanya Jones (<i>Westbury High School Dance Teacher</i>) to “A Thousand Years.” Students continue to learn the Waltz Dance that will be showcased at the Annual Winter Ball.
Nov 22	<ul style="list-style-type: none"> - ROSES Team and 50 High School Mentees from Kashmere, Yates, Sharpstown, and Northside participated in 1 Volunteer opportunity at “Houston Food Bank” on November 22, 2019. Students gained 3 volunteer hours through helping with inspection, sorting, and repackaging of donated food items for community distribution.
Dec 13	<ul style="list-style-type: none"> - ROSES Team participated in 1 “Houston Chronicle Interview” at the Sterling High School on December 9, 2019, with Monica Rhor. ROSES Mentee Jalynn was interviewed and asked several questions as to how the program has helped her grow, the effects of the program have had on her life, and how she can show more compassion and respect to her peers. Present were 3 mentors along with 10 students. ROSES mentor sessions included conversations regarding effective communication. Mentees also learned the value of verbal and non-verbal communication through an interactive communication activity. - ROSES Team conducted 1 “ROSES/ATM WINTER BALL” at “Minute Maid Stadium- Union Station” on December 11, 2019. Various program managers partnered together to ensure all 220 students were transported from their home schools to the hosting facility. Mentees learned the skills associated with participating in a formal event, specifically behavior and attire.
Dec 20	<ul style="list-style-type: none"> - ROSES Team participated in 1 “Holiday Read Aloud” at Burnet Elementary School on December 18, 2019, with participating first-grade students. - ROSES Team conducted 24 “ROSES Holiday Celebrations” on various elementary and middle school campuses. Celebratory activities included gift exchanges, games, and food.
Jan 9	<ul style="list-style-type: none"> - None

Table B1. Continued	
Jan 13	- ROSES held a Fundraiser event at Chipotle on Midtown on Wednesday, January 16, 2020.
Jan 23	- ROSES students from Wheatley HS, Kashmere HS, and Northside HS participated in a Day of Service in honor of Dr. Martin Luther King, Jr. event hosted by the Houston Rockets at the Houston Food Bank on Friday, January 17. The event provided students with an opportunity to engage in an interactive panel discussion with Houston Rockets legends and Houston Police Officers and helped sort, inspect, and repackage donated food items for community distribution.
Jan 30	- None this week.
Feb 6	- None this week.
Feb 13	- Six new students enrolled in the program this week. ROSES students Milby, Sterling, Worthing, and Kashmere high schools participated in an International Women's and Girls Day in Science Field Trip to Suez Technology and Solutions, which included a panel discussion, lab tour, and observe live experiments design.
Feb 20	- ROSES held its Spring Women's Forum focused on sharing tips around building meaningful and positive relationships to create a network of support. ABC13 Weekend Anchor Erica Simon moderated the discussion, and the panel included a ROSES student from Navarro Middle School and professionals in the areas of immigration, community affairs, and the city's judiciary system. Over 110 people were in attendance for the ROSES Women's Forum. - Feb. 14 – ROSES students from Looscan ES and Dogan ES participated in a field trip to the Children's Museum.
Feb 27	- Due to testing during the week of February 23, ROSES mentoring sessions were limited.
March 5	- March 4th, ROSES students from Austin, Chavez, Sharpstown, and Worthing high schools participating in an International Women's Day panel and BBVA Stadium Tour sponsored by the Houston Dash. Students learned about navigating life-challenges with tenacity, grit, and hard work by hearing experiences and words of wisdom and encouragement from a diverse group of successful women within the Houston Dash organization. - Two ROSES students were assisted with completing job applications and scheduling interviews with a local Chipotle.
March 25	- During the week of March 23, 2020, ROSES program managers assisted with the distribution of food at the Houston ISD district campuses. Through the HISD/Houston Food Bank partnership, program managers volunteered their time for more than 10+ hours and helped served hundreds of HISD families affected by the Corona Virus Health Pandemic.
March 31	- For the week ending on March 31st, ROSES facilitated 137 virtual mentoring sessions and sent 376 text messages resulting in 11.25 hours of direct contact with their mentees. Virtual mentoring occurred via phone calls, text messages, and video conferences and consisted of wellbeing check-ins, referral to essential services, and working on engaging with HISD@HOME initiatives. - Besides, virtual meeting spaces within Microsoft Teams have been created for all ROSES high school campuses.
April 8	- ROSES facilitated 503 virtual mentoring sessions and sent 548 text messages resulting in 51.75 hours of direct contact with their mentees. Virtual mentoring occurred via phone calls, text messages, and video conferences and consisted of wellbeing check-ins, referral to essential services, and working on engaging with HISD@HOME initiatives. - The 503 virtual mentoring sessions consisted of 37 virtual mentoring sessions via Microsoft Teams, 267 phone calls, 177 text messages, and 22 email conversations. - Besides, virtual meeting spaces within Microsoft Teams have been created for all ROSES high school and Middle School campuses.
April 15	- For the period ending on April 15th, ROSES reached out to mentees via 212 text messages and facilitated 132 virtual mentoring sessions virtual which included 40 mentoring sessions via Microsoft Teams resulting in 32.75 hours of direct contact with their mentees. Virtual mentoring also occurred via phone calls, text messages, and video conferences and consisted of wellbeing check-ins, referral to essential services, and working on engaging with HISD@HOME initiatives. - This week, ROSES program managers also submitted 7 SAF's and campus referrals. One of the referrals was made for an elementary student whose mother is battling the COVID-19 Virus. - To date, 92% of ROSES 12-grade students have submitted at least one college application, and 77% of ROSES students have submitted a financial aid application

Table B1. Continued	
April 22	<ul style="list-style-type: none"> - For the period ending on April 22nd, ROSES contacted mentees through 422 virtual mentoring sessions which include 48 Microsoft Teams sessions, 321 phone calls, and 53 two-way communication exchange resulting in 43.5 hours of direct contact with their mentees. Mentoring sessions consist of wellbeing check-ins, referral to essential services, and working on engaging with HISD@HOME initiatives. - To date, 92% of ROSES 12-grade students have submitted at least one college application, and 77% of ROSES students have submitted a financial aid application - This week, ROSES program managers also submitted 11 SAF's and campus referrals. - ROSES hosted a virtual mentor volunteer orientation for 34 students at the University of Houston through Delta Omega Chi, who have expressed interest in supporting mentees.
April 29	<ul style="list-style-type: none"> - For the period ending on April 29th, ROSES contacted mentees through 477 virtual mentoring sessions which include 41 Microsoft Teams sessions, 396 phone calls, and 40 two-way communication exchange resulting in 54.75 hours of direct contact with their mentees. Mentoring sessions consist of wellbeing check-ins, referral to essential services, and working on engaging with HISD@HOME initiatives. - To date, 92% of ROSES 12-grade students have submitted at least one college application, and 77% of ROSES students have submitted a financial aid application - This week, ROSES program managers also submitted 20 SAF's and campus referrals. - Fourteen student mentors from the University of Houston Delta Omega Chi participated in ROSES virtual mentoring sessions.
May 6	<ul style="list-style-type: none"> - For the period ending on May 6th, ROSES contacted mentees through 452 virtual mentoring sessions which include 47 Microsoft Teams sessions, 330 phone calls, and 75 two-way communication exchange resulting in 54 hours of direct contact with their mentees. Mentoring sessions consist of wellbeing check-ins, referral to essential services, and working on engaging with HISD@HOME initiatives. - To date, 92% of ROSES 12-grade students have submitted at least one college application, and 78% of ROSES students have submitted a financial aid application. - This week, ROSES program managers also submitted 7 SAF's and campus referrals. - ROSES successfully launched its CareerTalks webinar series. The first webinar was held on Friday, May 1st, and students got to hear from one of the Houston Dynamo/Dash Communications Coordinator who shared her experience and insights about pursuing careers in the communications field. Twenty student mentors from the University of Houston Delta Omega Chi participated in ROSES virtual mentoring sessions.

Source. ROSES weekly report, HISD, 2019–2020 (data only)

APPENDIX C: Survey Responses

Table C1. Respondents' Mode of Awareness About ROSES Program, HISD, 2019–2020

Answer Choices	Responses	
	%	n
Flyer	15.0	3
HISD Website	15.0	3
Word of Mouth	10.0	2
Other (please specify)	60.0	12
Answered		20
Skipped		0

Table C2. Respondents' Training in Preparation for ROSES' Mentoring, HISD, 2019–2020

Answer Choices	Responses	
	%	n
Yes	100.0	20
No	0.0	0
Answered		20
Skipped		0

Table C3. Respondents' Perception About the Adequacy of ROSES Mentoring Training, HISD, 2019–2020

Answer Choices	Responses	
	%	n
Yes	75.0	15
Somewhat	20.0	4
No	5.0	1
Answered		20
Skipped		0

Table C4. Frequency of Meetings with ROSES Mentees, HISD, 2019–2020

Answer Choices	Responses	
	%	n
Once per week.	90.0	18
Twice per week.	0.0	0
Once per month.	0.0	0
Twice per month.	0.0	0
Other (please specify)	10.0	2
Answered		20
Skipped		0

Table C5. Mentors Response on how ROSES Discussion Topics are Decided, HISD, 2019–2020

Answer Choices	Responses	
	%	n
I decided on the topic of discussion.	10.0	2
The manager and I decided what should be discussed.	60.0	12
My mentees and I decided what should be discussed.	0.0	0
Other (please specify)	30.0	6
Answered		20
Skipped		0

Table C6. Mentors Perception of Mentees Degree of Satisfaction with ROSES Mentoring, HISD, 2019–2020

Answer Choices	Responses	
	%	n
Very satisfied	20.0	4
Satisfied	65.0	13
Somewhat satisfied	10.0	2
Dissatisfied	5.0	1
Answered		20
Skipped		0

APPENDIX D: Logistic Regression

Table D1. Logistic Regression Analysis of ROSES Mentees for Grades 3-8 DLA Reading, HISD, 2019–2020

Predictor	B	S.E.	Wald (χ^2)	Exp(B) (Odds Ratio)	95% C.I. for EXP(B)	
					Lower	Upper
Black	-.221	.638	.120	.801	.229	2.801
Hispanic	-.015	.579	.001	.985	.317	3.067
White	-.574	.272	4.456	0.563*	.330	.960
Gifted & Talented	-1.094	.491	4.972	0.335*	.128	.876
Magnet	-.427	.195	4.810	0.652*	.446	.956
At-Risk	.766	.259	8.712	2.151*	1.293	3.577
Special Education	.813	.344	5.571	2.254*	1.148	4.428
Limited English Proficiency	.532	.376	2.004	1.703	.815	3.558
Crisis	-.037	.247	.022	.964	.593	1.566
Economically Disadvantaged	-.777	.605	1.646	.460	.140	1.506
Home Language	.268	.397	.458	1.308	.601	2.847
Constant	.392	.990	.157	1.480		

Note: Nagelkerke $R^2 = 0.093$ (Max Scaled R^2); $\chi^2(11) = 45.529$, $p < 0.001$; Hosmer and Lemeshow = 9.986, $p > 0.001$; CI = Confidence Interval

Table D2. ROSES Mentees' Observed and Predictable Frequencies for the Grades 3–8 DLA Reading by Logistic Regression with the Cutoff of 0.50, HISD, 2019–2020

Observed	Predicted			% Correct
	Approaches			
	No	Yes		
Approaches	No	255	85	75.0
	Yes	160	130	44.8
Overall % Correct				61.1

Note: Sensitivity = $130/(130+160) = 44.8\%$. Specificity = $255/(85+255) = 75.0\%$. False positive = $85/(85+130) = 39.5\%$. False negative = $160/(160+255) = 38.6\%$

Table D3. Logistic Regression Analysis of ROSES Mentees for Grades 3-8 DLA Reading, HISD, 2019–2020

Predictor	B	S.E.	Wald (χ^2)	Exp(B) (Odds Ratio)	95% C.I. for EXP(B)	
					Lower	Upper
Black	.153	.675	.052	1.166	.311	4.374
Hispanic	.246	.620	.157	1.279	.379	4.313
White	-.061	.262	.054	0.941	.562	1.573
Gifted & Talented	-1.110	.495	5.035	0.330*	.125	.869
Magnet	-.293	.197	2.223	0.746	.507	1.097
At-Risk	1.187	.268	19.561	3.278**	1.937	5.549
Special Education	1.674	.490	11.674	5.335*	2.042	13.940
Limited English Proficiency	.187	.382	.241	1.206	.571	2.548
Home Language	.588	.405	2.111	1.801	.814	3.983
Crisis	.079	.254	.096	1.082	.658	1.779
Economically Disadvantaged	-.150	.600	.063	0.861	.266	2.789
Constant	-1.365	1.071	1.623	0.255		

Note: Nagelkerke $R^2 = 0.129$ (Max Scaled R^2); $\chi^2 (11) = 62.741$, $p < 0.001$; Hosmer and Lemeshow = 9.522, $p > 0.001$; CI = Confidence Interval

Table D4. ROSES Mentees' Observed and Predictable Frequencies for the Grades 3–8 DLA Math by Logistic Regression with the Cutoff of 0.50, HISD, 2019–2020

Observed	Predicted			% Correct
	Approaches			
	No	Yes		
Approaches	No	302	53	85.1
	Yes	172	94	35.3
Overall % Correct				63.8

Note: Sensitivity = $94/(94+172) = 53.3\%$; Specificity = $302/(53+302) = 85.1\%$; False positive = $53/(53+94) = 36.1\%$; False negative $172/(172+302) = 42.6\%$