

Running head: PRACTITIONERS' VIEWS OF FIDELITY MEASURE

PRACTITIONERS' VIEWS OF AN IMPLEMENTATION FIDELITY MEASURE FOR THE EVIDENCE-
BASED ACHIEVEMENT MENTORING PROGRAM

A DISSERTATION

SUBMITTED TO THE FACULTY OF

THE GRADUATE SCHOOL OF APPLIED AND PROFESSIONAL PSYCHOLOGY

OF

RUTGERS

THE STATE UNIVERSITY OF NEW JERSEY

BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF

DOCTOR OF PSYCHOLOGY

NEW BRUNSWICK, NEW JERSEY

AUGUST 2019

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PRACTITIONERS' VIEWS OF FIDELITY MEASURE

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ABSTRACT

The positive outcomes of evidence-based programs decline when interventions are implemented without fidelity (e.g., Ogden et al., 2012; Smith-Boydston, Holtzman, & Roberts, 2014; Sundell, Hansson, Löfholm, Olsson, Gustle, & Kadesjö, 2008). The measurement of implementation fidelity, the degree that current practices correspond with the original program's prescription (Durlak & DuPre, 2008), is important for monitoring whether a program is being implemented in a manner correspondent to when it was proven to be effective. Despite abundant evidence that monitoring implementation fidelity improves outcomes, in non-research settings, fidelity measurement is often challenging to accomplish due to a variety of factors including lacking human and financial resources. Relatively little systematic attention, however, has been given to the perspectives of practitioners who are implementing evidence-based programs regarding their perception of factors that may increase the reporting of implementation fidelity data. In the current study, the author conducted a short web-survey (eight questions) and obtained the perspectives of 92 current and past practitioners of the Achievement Mentoring Program, an evidence-based, school-based intervention targeting the problematic academic behaviors of at-risk youth (Boyd-Franklin & Bry, 2019). Results included quantitative and qualitative data reflecting practitioner identified factors that facilitate/interfere with fidelity measurement (e.g., email reminders), and practitioner interest in seeing a variety of possible fidelity measurement modifications intended to increase utility for practitioners. Practitioners rated higher interest in modifications that featured student-centered data and rated lower interest in modifications featuring practitioner-focused performance data.

ACKNOWLEDGMENTS

Twenty-one years of my life have been dedicated to the pursuit of this goal, the elusive doctoral degree. I am as lucky as I am deserving to receive this costly honor, the result of great sacrifice and privilege. I have been educated, and so have I been disillusioned to the system that adeptly maintains the status quo across class and race. No longer a prisoner of ignorance, I hope to utilize what I have learned to promote positive change in the system wherever possible. Systemically, there is no need to make America great again because America is still as great as it ever was. The 2017 Unite the Right rally in Charlottesville, Virginia is but a superficial reminder for those in denial. Disparity is ubiquitous, and the status quo is proof. And so, I would be remiss if I did not take a moment to thank my forefathers whose lives were traded for only a modicum of equality, because it was not long ago that a person of color learning how to read these words would suffer an ill-fate. It was not long ago that the National Guard escorted the Little Rock Nine so that they would not be savaged by angry mobs wanting those black kids to get out of their schools. It was not long ago that people like me were separate, but “equal,” drinking from the “colored” water fountains. Many would prefer to forget the past so that they can ignore the troubled present which was borne from very many years of engineering intentional structural inequities. Therefore, I must thank my parents and family because I would not have been made strong without them. I would not have sought to educate myself without them, and I would not be here today without them. Lastly, I offer my thanks to my dissertation chairs Drs. Brenna Bry and Nancy Boyd-Franklin for their continued support in helping me to surmount the dissertation, a formidable obstacle.

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CHAPTER I

Introduction

Implementation refers to the various factors that a program includes when delivered in a particular setting (Durlak & DuPre, 2008). Implementation fidelity refers to the degree that current practices correspond to the originally tested program (Durlak & DuPre, 2008). Implementation fidelity is important to consider because research has documented that positive outcomes of evidence-based programs (EBPs) decline when interventions are implemented with reduced fidelity (e.g., Ogden et al., 2012; Smith-Boydston, Holtzman, & Roberts, 2014; Sundell, Hansson, Löfholm, Olsson, Gustle, & Kadesjö, 2008). Thus, the measurement of implementation fidelity is important in any evidenced-based program because it monitors the degree to which an EBP is being implemented as it was implemented when it was proven to be effective.

However, in non-research settings, the measurement of implementation fidelity is challenging to accomplish because the human and financial resources that this monitoring requires are often lacking. For instance, while research funding supported three randomized controlled outcome trials of the Achievement Mentoring Program (Boyd-Franklin & Bry, 2019) in high schools, the percent of completed fidelity measures was 100% because research staff visited the schools weekly and recorded fidelity data for the practitioners. When the program was disseminated to settings without research funds, though, the percentage of weekly fidelity recording decreased to 64.5% because busy practitioners had to report their fidelity weekly by themselves (Bry & Yadegar, 2013).

How to accomplish the measurement of implementation fidelity is a problem for all evidence-based programs that are being disseminated to non-research settings, and relatively little systematic attention has been given to the perspectives of practitioners who are implementing evidence-based programs. Perhaps recognizing their opinions can lead to improvements that increase the reporting of implementation fidelity data. This dissertation assessed the views of practitioners themselves regarding the factors that facilitate the measurement of their implementation fidelity.

CHAPTER II

Literature Review

Relationship Between Implementation Measurement and Program Outcomes

There is ample evidence to support the notion that monitoring implementation fidelity improves outcomes. A review of 59 mentoring studies by Dubois, Holloway, Valentine, and Cooper (2002) found programs that included a component of implementation monitoring obtained effect sizes three times larger than programs that reported no monitoring. Meyers, Durlak, and Wandersman (2012) also summarized implementation research and found convergence among the 25 reviewed studies. They found that there was strong agreement on the importance of the monitoring of implementation, which was present in 96% of the reviewed reports. Program outcomes improve when implementation is monitored.

How Implementation Measurement May Impact Outcomes

Staff fidelity measurement, the monitoring of practitioners' adherence to program protocol, is a core component of the implementation of evidence-based programs (Fixen, Naoom, Blasé, Friedman & Wallace, 2005). Boyd-Franklin and Bry (2019) suggest that implementation fidelity measurement enhances program outcomes through multiple means: (a) reminding practitioners about the program's core activities, (b) informing trainers which program elements require more training, (c) helping program coaches develop need-based agendas for technical assistance, (d) saving time during ongoing coaching, (e) apprising administrators how practitioners are spending their time, and (f)

providing feedback to program developers as to which features of the program are easy or difficult to implement in the non-research, work setting (Boyd-Franklin & Bry, 2019).

Because of the frequent lack of resources for it, however, implementation fidelity measurement is challenging to accomplish, particularly in non-research settings.

Accordingly, research on conditions that support fidelity measurement in work settings will be reviewed.

Conditions That Increase the Percentage of Practitioners Who Complete Program Fidelity Measures

There is little in the literature that advises how to improve staff completion of program fidelity measures for evidence-based programs in non-research settings. Bry and Yadegar (2013) investigated what factors might improve the percentage of fidelity reporting in the evidence-based Achievement Mentoring Program (AM). The researchers found that the completion rates for fidelity surveys increased when the following methods were applied: thanking Mentors for completing fidelity surveys with immediate email notifications, notifying Mentors by email of their incomplete surveys and providing a direct link to the incomplete surveys, acknowledging Mentors by email immediately after past-due fidelity surveys were completed, and having on-site program coordinators remind them to complete outstanding fidelity surveys.

Bry and Yadegar (2013) also requested that Mentors provide feedback about the perceived helpfulness of the above methods in encouraging them to complete fidelity surveys. The researchers found that, on a five-point Likert scale, fifteen out of fifteen

participants (100%) rated the email reminders as being most helpful for facilitating survey completion. These results are important because they consider the practitioners' perspectives on what procedures facilitate their fidelity reporting. Very few other studies, however, have assessed practitioners' views.

Reports from two other evidence-based programs suggest some further methods that may increase fidelity reporting. The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program utilizes a web-based interface that shows practitioners updated graphs of their clients' progress over time every time the practitioners complete their weekly fidelity reports (3C Institute, 2017). They also show practitioners how much time they spend implementing the program with each client (dosage). Finally, Slep (2017) employs group incentives to increase fidelity reporting; she displays a "thermometer" each week in the work setting showing what percentage of local program practitioners have completed their measures (A. M. Slep, personal communication, November 16, 2017).

The Current Study

As the previous section highlighted, one source of information about the conditions that facilitate staff fidelity reporting has been generally ignored: the practitioners themselves. Therefore, in order to investigate the perspectives of evidence-based program providers, this study surveyed the views, online, of providers of the evidence-based, school-based, Achievement Mentoring Program. Past and present Achievement Mentors were asked about their views and experiences with the program's current fidelity measure and data collection methods. Their interest in the methods used by CBITS was also elicited.

Obtaining feedback from providers in non-research settings could lead to data-based improvements in implementation fidelity measurement. Thus, the Achievement Mentoring Program will be briefly described next, and guidelines on increasing responses to research questionnaires will be reviewed.

Brief Description of the Achievement Mentoring Program and Its Current Fidelity Measure

The Achievement Mentoring Program (AM) is an evidence-based, school-based intervention that targets the problematic behavior of at-risk pre-adolescents and adolescents who have low grades, poor relationships with teachers and do not complete schoolwork (Boyd-Franklin & Bry, 2019). Several randomized controlled trials have shown that at-risk secondary students who complete two years of AM achieve outcomes such as improved academic performance, reduced behavior problems, decreased school dropout, increased sense of acceptance in their school, improved perceptions of their teachers, and enhanced decision-making abilities (Boyd-Franklin & Bry, 2019).

Achievement Mentors are usually full-time teachers or helping professionals such as psychologists, guidance counselors, social workers, substance abuse counselors and school administrators who mentor at-risk students in addition to their usual duties (Boyd-Franklin & Bry, 2019). While recruiting school employees to deliver AM has the advantage of utilizing Mentors who are knowledgeable of and respected within their school system, professionals who do not work in the school can also function as Achievement Mentors after gaining the knowledge necessary to function effectively within the student's school environment (Boyd-Franklin & Bry, 2019).

Weekly mentoring sessions occur during the school day and last between 15 and 20 minutes (Boyd-Franklin & Bry, 2019). Mentors bring to the meeting written notes from a brief, face-to-face interview with one of the mentee's teachers. During the teacher interview, Mentors fill out a standard Weekly Report Form (WRF) about what the teacher saw the mentee doing in the classroom the previous week (See Appendix D). The Weekly Report Form (WRF) fuels the content of the weekly mentoring session (Boyd-Franklin & Bry, 2019).

Within each mentoring session, Mentors check-in with the mentee asking about their welfare and the presence of any non-school related events that could cause the mentee to be preoccupied (e.g., a family member's illness) (Boyd-Franklin & Bry, 2019). Then, the mentee is shown a WRF, and praiseworthy content is emphasized. Next, the mentee is asked what they think about the areas for improvement that the teacher indicated during the WRF interview. The mentee is given the chance to choose a small, achievable step to take the following week in one of those areas. Finally, implementation of the step is planned.

After each weekly mentoring session, Mentors receive an email from the Program Developer with a link to 8 questions about their implementation fidelity, which they are expected to answer and submit online each week. This measure is called a Weekly Online Mentoring Survey (WOMS) (See Appendix B).

Description of the WOMS. The WOMS is a survey that is emailed to Mentors on a weekly basis. The survey consists of eight yes/no questions and asks Mentors whether or not

they have completed the necessary achievement mentoring tasks. The survey covers areas such as: showing feedback to the mentee, having a conversation with the mentee, praising something about the mentee's behavior during the past week, discussing an area for improvement, choosing a small step for improvement, and creating a realistic plan for improvement. Mentors identify whether they have contacted a parent, which is required once a month, and Mentors are given the opportunity to provide additional information about a mentee's goals/progress in a short-response textbox. When a mentor responds yes to all questions asked, this signifies 100% adherence to the AM protocol. Appendix B shows the 8 fidelity questions on the WOMS. Appendix C shows the "Thank you" screen inviting the Mentor to view their students' details and reminding the Mentor to complete outstanding entries; this is shown to the Mentors immediately after they submit a completed WOMS online.

Literature-based Considerations for Questionnaire Development

Missing data have an important impact on a study's external validity because the obtained data will reflect the ratings of respondents and will not include the perspectives of nonrespondents. As such, it is important to develop a questionnaire that maximizes response rates as to protect a study's ability to generate valid findings. Following are considerations that have guided this study's questionnaire development.

Behavioral questions. Mertens (2015) defines nonthreatening behavioral questions as those which ask people about behaviors that are typically performed and easily talked about. These are in contrast with sensitive behavioral questions, which can potentially elicit a defensive reaction in the respondent (Mertens, 2015). When measuring the frequency of

socially undesirable behaviors, Mertens (2015) recommends using open-ended questions over close-ended questions because respondents tend to avoid extremes and might choose a midlevel response to a close-ended question as to not appear too deviant. Bounded recall is the temporal framing of questions within a specified time period (e.g., In the last year...), and its use is helpful for questions that measure behaviors (Mertens, 2015). Longer sensitive questions are generally better than shorter ones because they seem to give people some time to recover from their initial shock of being asked a sensitive question (Mertens, 2015). These suggestions were incorporated in the creation of the current study's questionnaire.

Attitude questions. Attitude questions assess a respondent's attitude toward something. Mertens (2015) recommends avoiding questions that include more than one concept to avoid confusing the respondent as to what they are endorsing. The strength of the attitude should be assessed (e.g. Are you strongly/moderately in favor of...). When asking respondents to rate the strength of their attitude, it is recommended that not more than five points on the rating scale are used unless the respondent is provided a visual aid containing all the possible options represented (Mertens, 2015). In the current study, the questionnaire included descriptors for all five points of the scale (See Appendix A).

Letter of transmittal. According to Mertens (2015) a letter of transmittal can be used as a cover letter to specify the purpose of a survey. The most important reason for using a letter of transmittal is to give the respondent a good reason to respond. The letter should appeal to a variety of factors to improve response rates: authority, self-interests, professional interests, altruism, curiosity and greed, if monetary incentives are offered.

Mertens (2015) suggests that the letter should specify when respondents will be contacted, and that they should be contacted promptly when promised.

Factors that Increase Responses to Questionnaires

Converse, Wolfe, Huang, and Oswald (2008) identified several advantages to using Web-based surveys including: convenient access to samples, reduced costs, faster responses, automated data collection and access to larger samples, among others. However, research has suggested that Web-based surveys are associated with lower response rates (Mertens, 2015). Short questionnaires are returned at a higher rate than long ones (Mertens, 2015), and survey modality and target population have an influence on response rates. For example, higher mail survey response rates have been associated with higher education level or higher social status (Shih & Fan, 2009). The literature suggests that, as compared to mail surveys, response rates to web surveys are, on average, about 11% to 20% lower than mail-surveys and other modes (Manfrieda, Bosnjak, Berzelak, Haas & Vehovar, 2008; Shi & Fan, 2009), although, the authors of these meta-analyses did not explicitly state the response rates for other modes in their analyses.

Baruch (1999) examined 175 academic studies covering about 200,000 respondents in the years 1975, 1985 and 1995, and found the average survey response rate to be 55.6% with a standard deviation of 19.7. The author's study included academic papers which indicated the use of questionnaires that were sent back to scholars, usually by mail. Cook, Heath and Thompson (2000) conducted a meta-analysis and found the mean response rate for 68 surveys reported in 49 studies was 39.6% with a standard deviation of 19.6%. Cook, Heath, and Thompson (2000) also found three factors within the studies that were most associated

with increased response rates for internet-based surveys: follow-up contacts with nonrespondents, personalized contacts, and prenotification by contacting the sampled population prior to sending out the survey. The authors argued, however, that the results must be regarded as somewhat preliminary since only a limited number of studies utilizing web surveys had been reported to date. Of note, is that both Cook, Heath and Thompson (2000), and Mertens (2015) suggest that there is value in notifying respondents in advance of sending a survey.

Personalization of salutation. Joinson and Reips (2007) emailed 10,000 students randomly split into four groups and measured four salutation types ranging from impersonal to personal and found higher response rates when using a salutation that included a first name. The first-name salutation resulted in significantly higher response rates than a first and last name salutation and increased the odds of responding by almost 40% compared to two styles of impersonal salutations (Joinson & Reips, 2007). Sánchez-Fernández, Muñoz-Leiva, and Montoro-Ríos (2012) also found that personalizing invitations to a web-based survey significantly increased response rates.

Day of week and time of day. Faught, Whitten and Green (2004) investigated whether the day of the week or time of day influenced internet survey response rates. The authors took a random sample of 5,000 email addresses from a database of approximately 30,000 U.S. manufacturing firms and created two groups: an exploratory group and an applied group. First, responses from the exploratory group determined which day and time yielded the most responses. Email addresses were randomly assigned to receive surveys on one of the seven days of the week at a morning or afternoon time: 10 A.M. or 3 P.M.,

respectively. Next, all of the applied group received surveys on the day and time previously identified as resulting in the highest response rates. Faught, Whitten and Green (2004) found that Wednesday morning was identified as the “best time” for sending their surveys, and that the response rate for the applied group was significantly greater (54%) than the exploratory sample. The second highest morning response rate, found within the initial exploratory study, was Monday morning.

Follow-up reminders. Kittleson (1997) attempted to determine the optimal number of follow-up contacts needed to receive the highest return rate when surveying via email and found that response rates improved greatly with one follow-up and slightly more after two follow-ups; response rates did not improve with additional follow-up reminders. Sánchez-Fernández, Muñoz-Leiva, & Montoro-Ríos (2012) found that there was no significant improvement in response rate when the number of reminders was increased following the second reminder. The authors concluded that sending more than three or four messages, including the opening invitation and final notification, may not improve response rates, and that a higher frequency of reminders may be best when time is limited whereas a lower frequency may be suitable in the absence of time constraints (Sánchez-Fernández, Muñoz-Leiva, & Montoro-Ríos, 2012). Madariaga et al. (2017) found that response rates for an online survey improved significantly following a second reminder message when surveying 1000 school principals. In order to increase the response rate as much as possible, the aforementioned ideas have been applied to this study.

Questionnaire presentation and administration. Dillman, Smyth and Christian (2014) recommend ensuring that questions display similarly across different devices, platforms, browsers and user settings. The proportion of respondents completing web surveys on a mobile device can range from 1% to 40% depending on the survey population and topic. Thus, it is important that the questionnaire is compatible with mobile devices yet can still be viewed in a respondents' internet browser (Dillman, Smyth & Christian, 2014). The questionnaire in this study was administered utilizing Qualtrics, which is a web-based survey service. Using Qualtrics resolved all possible issues of device compatibility because the service is designed to work across browsers and devices.

Welcome and closing screens. Dillman, Smyth and Christian (2014) also emphasize that the welcome screen is important in a web survey because it gives respondents immediate and clear confirmation that they have found the correct screen for the study they were invited to participate in via email. The welcome screen is the first experience the respondent has with the actual questionnaire, and for many ambivalent respondents, it is where they either make a commitment to start the survey or decide against doing so (Dillman, Smyth & Christian, 2014). The opening screen should be friendly and clearly connect to the e-mails that respondents receive, and the substantive content of the welcome page should very closely parallel the messages sent in the invitation e-mail and follow-ups so that respondents quickly identify that they have reached the correct web page (Dillman, Smyth & Christian, 2014). The message in the closing screen should also be written in a friendly and professional manner, tell respondents that they have completed the survey

and convey gratitude (e.g., Thank you!) following social exchange theory (Dillman, Smyth & Christian, 2014).

Required responses. Dillman, Smyth and Christian (2014) discourage requiring responses before respondents can complete a survey or move on to the next question because requiring responses can have detrimental effects on measurement error, on respondent motivation, and on the likelihood that respondents will complete the entire survey. When respondents do not have an answer to a question but are asked to provide one anyway, they may get frustrated and terminate the survey or lie and provide an answer that is not true for them (Dillman, Smyth & Christian, 2014). When respondents feel like they must lie to get past a question, they may be more likely to provide inaccurate answers for questions later in the survey (Dillman, Smyth & Christian, 2014). The suggestions of Dillman, Smyth and Christian (2014) were considered in the current study by allowing respondents to skip questions without providing a response.

CHAPTER III

Method

Participants

This study began with 456 total participants, which included practitioners who, over eight years (2010 – 2018), have been trained in and utilized an evidence-based program called the Achievement Mentoring Program (AM), also called the Mentoring for Achievement Programme (MAP) (Boyd-Franklin & Bry, 2019). The program will be subsequently abbreviated in this dissertation as AM. The participants comprised professionally trained teachers and counselors who are past and present Achievement Mentors (See Table 1). Participants provided their email addresses as part of reporting their weekly activities while utilizing AM via the WOMS, an online implementation fidelity measure (See Appendix B).

Of the initial 456 possible participants, 48 emails (10.53%) were found to be undeliverable throughout the course of the study as determined by the receipt of a delivery failure message or a bounced-back email notification. Participants with overtly nonoperational email addresses were not included in this study, leaving a total of 408 potential participants. Out of the remaining 408 potential participants, there were 92 finished questionnaires submitted over 23 weeks, which represents a 22.55% survey response rate (See Table 5).

Job titles. The 92 respondents reported that they held one of several job titles. Table 1 indicates that 46.74% of respondents identified as teachers, and 15.22% were in the “Other”

category. Of the fourteen respondents who endorsed the “Other” category, two wrote nothing, and twelve (85.71%) wrote their job titles as follows: College Advisor, Community Assistant, CSS Staff, Dean, Guidance Counselor, Library Media Specialist/Teacher, MAP coordinator in Archways, Media Specialist Assistant, Office Assistant, School Psychologist, Special Education Department Head, and Student Support Specialist.

Table 1

Job Titles Occupied by the Respondents During their Achievement Mentoring

Response Options	Participants N = 92	% of Participants
After school worker	1	1.09
Counselor	6	6.52
Education/Student Support Worker	4	4.35
Family Support Worker	2	2.17
Nurse	1	1.09
Other:	14	15.22
School/Community Liaison/Support Worker	8	8.70
SCP (School Completion Project) Worker	3	3.26
SCP Coordinator	3	3.26
Teacher	43	46.74
Vice, Assistant, Deputy Principal	2	2.17
Youth Worker	5	5.43

Month that mentoring began. Regarding the approximate month of the school year that respondents began Achievement Mentoring, Table 2 indicates that 29.21% of respondents began mentoring in September, and 35.96% began mentoring in October. Twelve percent of participants began mentoring in November (See Table 2).

Table 2

Approximate Month Respondents Began Achievement Mentoring

Response Options	Participants N = 92	% of Participants
January	4	4.49
February	3	3.37
March	6	6.74
April	2	2.25
August	2	2.25
September	26	29.21
October	32	35.96
November	11	12.36
December	3	3.37
January	4	4.49
February	3	3.37
March	6	6.74

School year that mentoring began. Regarding the approximate school year that respondents began Achievement Mentoring, Table 3 indicates that 33.71% of respondents began Achievement Mentoring in both the 2016 – 2017 and 2017 – 2018 school years. Approximately 14.61% of respondents mentored in the 2015 – 2016 school year (See Table 3).

Materials

Participants completed an online questionnaire consisting of questions that explored the participants' views about factors that facilitate or interfere with online measurement of implementation fidelity for AM (See Appendix A). The questionnaire was administered utilizing Qualtrics which is a web-based survey service. The questionnaire consisted of 9-items. Participants responded in multiple selection (i.e., choose all that apply), Likert scales,

Table 3

Approximate School Year Respondents Began Achievement Mentoring

Response Options	Participants N = 92	% of Participants
2010 - 2011	3	3.37%
2011 - 2012	3	3.37%
2012 - 2013	3	3.37%
2014 - 2015	7	7.87%
2015 - 2016	13	14.61%
2016 - 2017	30	33.71%
2017 - 2018	30	33.71%

open and close-ended responses. Some questions included graphics representing potential improvements to the AM fidelity measurement instrument, which Mentors were asked to rate. Each question was followed by an optional comments section. When several response options were presented, they were generally presented in alphabetic order (See Appendix A). The questionnaire also included an offer for a chance to win a gift card after submission.

Welcome and closing screens. When users first accessed the questionnaire, they saw a welcome screen which read:

Quick Feedback for Brenna Bry.

This brief questionnaire intends to get your opinion on some major changes to the Weekly Online Mentoring Survey system to make it more useful for Achievement Mentors. You can be completely honest. Your responses will be separated from your email address and will be made anonymous. If you have any questions or comments

about the survey, please feel free to contact Mason Shepherd, the survey director, by email at [email address]. You can begin the survey by clicking the arrow below and to the right.

The closing screen read, “Thank you! You will be notified if you have won the drawing at the close of the study.”

Procedure

Prenotification email. Practitioners participated in the study via email. First, they received a prenotification email from the email address of the AM Program Developer so that familiarity and authority might improve response rates (Mertens, 2015). The emails were sent to participants in waves starting on the Wednesday before the study began, and continuing on Thursday, Friday and Monday of the following week. This initial prenotification email (Cook, Heath & Thompson, 2008; Mertens, 2015) introduced participants to the project, and featured one of two email subject headers, “Help me next week?” or, “Help me this week?” The email body began with a personal greeting to the addressed person’s first name, and read:

I am making some major changes to the Weekly Online Mentoring Survey (WOMS) system. Before I make them, I would like your opinions about alternatives. I want the weekly mentoring surveys to be more useful to Mentors.

Your opinions will be collected anonymously for his final thesis by Mason Shepherd, a doctoral student at Rutgers University. You can be completely honest. Mason will separate your answers from your email address before he combines all the data and

reports on them; thus, your responses will be made anonymous. Each participant who fully completes the survey will have the option to be entered for a drawing to win one of eight \$25 Amazon gift cards.

Mason will send you a brief questionnaire with pictures of potential screen layouts. So, please look out for an email from him with the Subject Line 'Quick Feedback for Brenna Bry' next week. Thank you in advance."

The email closed with "Sincerely," and included the AM Program Developer's name, "Brenna Bry."

Invitation to complete questionnaire. On the following Wednesday, the first email requesting completion of the questionnaire was sent by this author, and the subject header read, "Quick Feedback for Brenna Bry" (See Appendix E). The subject line contained Unicode characters in the form of small images to attract attention. The email's greeting was generic and did not contain the recipient's name in order to present a sense of anonymity. The body read:

As you may remember from Brenna Bry's email last week, I am sending questions to past and present Achievement Mentors about the weekly mentoring surveys. Could you complete and return the questionnaire right away? It will not take more than 8 minutes to finish. Your answers will be separated from your email address before they are combined with other Mentors' answers.

You can find the survey here: [Link to Questionnaire].

The email closed with “Sincerely,” and included this author’s name and the words “for Brenna Bry.”

Follow-up reminder emails. After the first email request, and until the close of the study, reminder emails continued to non-responders twice a week on Mondays and Wednesdays at 10AM. Once participants submitted a completed questionnaire, they stopped receiving emails. Twenty-two reminder emails were sent over the course of 11 weeks following the schedule outlined in Table 4. The reminder emails featured a variety of subject lines, for example, one email subject line read, “There is still time to help!”, and contained Unicode characters in the form of small images to stand out and attract attention. The email body included a generic salutation and the body read, for example, “We are close to getting the minimum number of responses that we need for our survey. You can find the survey link here: [Link to Questionnaire]. Thank you.” All of the emails closed with “Sincerely,” and included this author’s name and the words “for Brenna Bry.” See Appendix E for a full listing of all the combinations of email subjects and body texts that were utilized in this study.

System error. On December 3, 2018 there was a system error, lasting 16 days, that disrupted the emailing to a subset of nonrespondents (up to 57) causing them to miss the penultimate five reminder emails at the end of the study. This error was identified in Qualtrics and notated by an error message that was linked to a subset of nonrespondents. By the time this disruption had occurred, three weeks (six reminder emails) remained in the study and approximately 93% of the total responses had already been received. The problem

was fixed, and all nonrespondents received the final reminder email. See Table 4 for the dates of the email error.

Table 4

Reminder Email Schedule

Date	Day of Week	Email Error
*10/3/2018	Wednesday	
10/8/2018	Monday	
10/10/2018	Wednesday	
10/15/2018	Monday	
10/17/2018	Wednesday	
10/22/2018	Monday	
10/24/2018	Wednesday	
10/29/2018	Monday	
10/31/2018	Wednesday	
11/5/2018	Monday	
11/7/2018	Wednesday	
11/12/2018	Monday	
11/14/2018	Wednesday	
11/19/2018	Monday	
11/21/2018	Wednesday	
11/26/2018	Monday	
11/28/2018	Wednesday	
12/3/2018	Monday	x
12/5/2018	Wednesday	x
12/10/2018	Monday	x
12/12/2018	Wednesday	x
12/17/2018	Monday	x
12/19/2018	Wednesday	

Note. A total of 22 reminder emails were sent.

*The first request for questionnaire completion was sent on this date.

Final reminder email. One final email was sent when the data collection period was closing imminently. The subject line read, “Today is the Final Day” and contained Unicode characters in the form of small images to stand out and attract attention. The email body included a generic salutation and read, “The questionnaire will close tonight. I am hoping that you’ll have a chance to complete the questionnaire today. Understanding your anonymous experience with the program will help Brenna Bry make the program better. You can find the link here: [Link to Questionnaire].” The email closed with “Sincerely,” and included the researcher’s name and “for Brenna Bry.” See Appendix E for more information.

CHAPTER IV

Results**Participant Behavior**

Forty-eight emails (10.53%) out of 456 were undeliverable. Ninety-two of the remaining 408 potential participants submitted questionnaires resulting in an effective response rate of 22.55% for this web-based survey. Out of those 408 potential participants who received emails, 270 (66.18%) did not respond to the questionnaire despite receiving reminder emails. Thirty-five participants opted out of the study by clicking a Qualtrics-generated “unsubscribe” link that was sent with each email. Eleven participants partially completed the survey, but they did not fully complete the survey within the data collection period. Sixty-four (69.57%) of the 92 participants who completed the questionnaire elected to be a part of the raffle for one of eight \$25 Amazon gift cards. See Table 5 for details about participation status.

Table 5

Study-wide Email Participation Status

Participation Status	Potential Participants N = 408	% of Potential Participants
Partially Completed Survey	11	2.70
Opted Out	35	8.58
Finished Survey	92	22.55
Did Not Respond	270	66.18

Among the 92 participants who eventually submitted completed questionnaires, 29.35% started the questionnaire on the first day of the study, and 22.83% submitted a completed response that day. After seven days, 67.39% of participants started the survey, and 58.70% submitted a completed response. After three weeks, 80.43% of participants had started the survey, and 77.17% submitted a completed response. After six weeks had elapsed, 92.39% of participants had started the survey, and 91.30% had submitted a completed response. Table 6 summarizes all participant actions (i.e., survey start/stop) by date, and highlights the dates that emails were sent as reminders.

Table 6

Dates of Questionnaire Start and Final Submission

Date	Survey Start			Survey Submission		
	Participants N = 92	Percent	Cumulative Percent	Participants N = 92	Percent	Cumulative Percent
*10/3/2018	27	29.35	29.35	21	22.83	22.83
10/4/2018	6	6.52	35.87	6	6.52	29.35
10/5/2018	5	5.43	41.30	3	3.26	32.61
*10/8/2018	16	17.39	58.70	15	16.30	48.91
10/9/2018	4	4.35	63.04	4	4.35	53.26
*10/10/2018	4	4.35	67.39	5	5.43	58.70
10/11/2018	1	1.09	68.48	2	2.17	60.87
10/12/2018	1	1.09	69.57	1	1.09	61.96
*10/15/2018	3	3.26	72.83	4	4.35	66.30
10/16/2018	1	1.09	73.91	1	1.09	67.39
*10/17/2018	2	2.17	76.09	2	2.17	69.57
10/18/2018	1	1.09	77.17	1	1.09	70.65
*10/22/2018	3	3.26	80.43	4	4.35	75.00
10/23/2018	0		80.43	2	2.17	77.17
*10/24/2018	0		80.43	0		77.17
*10/29/2018	0		80.43	0		77.17

Table 6 - Continued

Dates of Questionnaire Start and Final Submission

Date	Survey Start			Survey Submission		
	Participants N = 92	Percent	Cumulative Percent	Participants N = 92	Percent	Cumulative Percent
10/30/2018	1	1.09	81.52	1	1.09	78.26
*10/31/2018	2	2.17	83.70	3	3.26	81.52
11/1/2018	1	1.09	84.78	0		81.52
*11/5/2018	4	4.35	89.13	3	3.26	84.78
11/6/2018	0		89.13	1	1.09	85.87
*11/7/2018	1	1.09	90.22	3	3.26	89.13
*11/12/2018	0		90.22	1	1.09	90.22
*11/14/2018	2	2.17	92.39	1	1.09	91.30
*11/19/2018	0		92.39	0		91.30
*11/21/2018	0		92.39	0		91.30
*11/26/2018	0		92.39	1	1.09	92.39
*11/28/2018	1	1.09	93.48	1	1.09	93.48
*12/3/2018	0		93.48	0		93.48
*12/5/2018	1	1.09	94.57	1	1.09	94.57
*12/10/2018	0		94.57	0		94.57
*12/12/2018	0		94.57	0		94.57
*12/17/2018	2	2.17	96.74	2	2.17	96.74
*12/19/2018	2	2.17	98.91	2	2.17	98.91
12/20/2018	1	1.09	100.00	1	1.09	100.00

Note. N = 92.

*Reflects dates that an email was sent.

The length of time to completion was not normally distributed among respondents. Completion time ranged from 69 seconds to 40 days. The median completion time was 7.38 minutes (M = 2.17 days, SD = 6.16 days). More than Eighty-two percent of respondents completed the survey in less than 65 minutes, and the remaining sixteen participants

(27.39%) completed the survey over the course of days. These data are summarized in Table 7.

Table 7

<i>Questionnaire Time to Completion</i>			
Completion Time	Participants N = 92	Percent	Cumulative Percent
Minutes			
0 – 4	35	38.04	38.04
5 – 9	17	18.48	56.52
10 – 14	14	15.22	71.74
15 – 19	5	5.43	77.17
20 – 24	1	1.09	78.26
25 – 29	1	1.09	79.35
30 – 34	0	0.00	79.35
35 – 39	2	2.17	81.52
40 – 44	0	0.00	81.52
45 – 49	0	0.00	81.52
50 – 54	0	0.00	81.52
55 – 59	0	0.00	81.52
60 – 64	1	1.09	82.61
Calendar Days			
0 – 4	4	4.35	86.96
5 – 9	5	5.43	92.39
10 – 14	2	2.17	94.57
15 – 19	2	2.17	96.74
20 – 44	3	3.26	100.00

Note. The minimum time to completion was 1.15 minutes, and the maximum time to completion was 40.02 days.

Participants started and submitted their surveys during the work week. Table 8 indicates survey submission status by day-of-week. Most participants started (45.65%) and submitted (42.39%) their Questionnaires on Wednesdays. Thirty percent of participants

started the survey on Mondays and 32.61% of participants submitted on Mondays. Fridays were the least popular day with only six percent of participants starting and four percent of participants submitting on this day. See Table 8 for more information.

Table 8

Questionnaire Submission Status by Day-of-Week

Day of Week	Survey Start		Survey Submission	
	Participants N = 92	% of Participants	Participants N = 92	% of Participants
Monday	28	30.43	30	32.61
Tuesday	6	6.52	9	9.78
Wednesday	42	45.65	39	42.39
Thursday	10	10.87	10	10.87
Friday	6	6.52	4	4.35

What Facilitated Mentors' Completion of the Weekly Online Fidelity Measure?

Table 9 provides a summary of the 90 participants who responded to the provided response options indicating what helped them return their weekly fidelity measures; two participants did not choose any provided option. There were 216 total choices selected by 90 participants for an average of 2.4 choices per person. Eighty percent of participants said that email reminders were helpful. More than 27% percent of respondents said that the routine/habit of filling out the responses after every mentoring session helped. Twenty-one percent of participants said wanting to remember details was helpful. Sixteen percent of participants said that wanting records of their work was helpful. Fourteen percent of

participants said that wanting to make/save notes about the session was helpful. The other options garnered less than 10% of responses (See Table 9).

Table 9

What Helped Mentors Reply and Return Weekly Fidelity Measures?

Response Options	Participants N = 90	% of Participants
Email Reminders	72	80.00
Expectations of Supervisor	4	4.44
Expectations of Trainer	10	11.11
Liking the list of what do to each session	6	6.67
Reminders from Brenna Bry or her Data Coordinator	9	10.00
Reminders from Supervisor	5	5.56
Reminders from Trainer	4	4.44
Routine/Habit of filling them out after every mentoring session	25	27.78
Satisfaction from clicking "Yes's"	8	8.89
Seeing Hurray! No unopened Weekly Online Mentor Surveys!	10	11.11
Wanting records of my work	15	16.67
Wanting saved content to discuss with other mentors, supervisor and/or trainer.	8	8.89
Wanting to make/save notes about the session	13	14.44
Wanting to remember details	19	21.11
Written reminders after submitting a survey	3	3.33
Nothing encouraged or motivated me	5	5.56

Note. Percentages of respondents add up to more than 100% because participants could choose more than one answer option.

Table 10 provides a summary of each of the five participants who provided open-ended comments about what helped Mentors submit answers to weekly mentoring questions. Two of the five respondents mentioned "doing it immediately after each session." One of the five respondents stated, "Being provided time during the day to

complete the survey” facilitated the Mentors. One of the five respondents stated, “The more reminders the better.” One of the five respondents stated, “In order to get accredited as a mentor.”

Table 10

Comments About What Helped Mentors Submit Weekly Fidelity Measures

Open-Ended Responses	Participants N = 5
Doing it immediately after each session.	2
In order to get accredited as a mentor.	1
The more reminders the better.	1
Being provided time during the day to complete the survey.	1

What Interfered with Mentors' Returning the Weekly Fidelity Measures?

Table 11 provides a summary of 90 participant responses indicating what interfered with their replying and returning the weekly responses; two participants did not choose any provided option. There were 158 responses selected by 90 people for an average of 1.76 responses per participant. Three participants selected the response indicating that the day of the week was bad. Two of these three participants filled-in a response indicating that Friday would be a better day to email the weekly reminders. One participant wrote, “See response below,” however, the response did not provide a day of week.

Forty-seven percent of participants said that other job duties were more important, whereas twenty-three percent of participants said that nothing interfered with their submitting weekly responses. Eighteen percent of participants said that they forgot about the email after they mentored. Fifteen percent said they wish they had done better

mentoring. Fourteen percent of participants said that they did not contact a parent. Thirteen percent said that they had not done the mentoring when they received the email. The remaining options garnered less than 10% of responses and are presented in Table 11.

Table 11

What Interfered with Mentors Replying and Returning the Weekly Fidelity Measures?

Response Options	Participants N = 90	% of Participants
Nothing interfered	21	23.33
I did no mentoring	6	6.67
I did not contact a parent	13	14.44
I did not interview a teacher	5	5.56
I forgot about the email after I mentored	17	18.89
I had not done the mentoring when I received the email	12	13.33
I no longer worked where the mentoring was done	2	2.22
I shortened the mentoring procedure	3	3.33
I was not mentoring the students whose names were shown to me	3	3.33
I wish I had done better mentoring	14	15.56
My email address or password was not accepted for log in	4	4.44
No computer was available when I was ready to answer the questions	5	5.56
No one would read my answers	1	1.11
Other job duties were more urgent	43	47.78
The day of week was bad. A better day to send the emailed survey would be:	3	3.33
The emailed survey is not helpful to the mentoring process	4	4.44
The link inside the email did not work	2	2.22

Note. Percentages of respondents add up to more than 100% because participants could choose more than one answer option.

Table 12 provides a summary of each of the 13 participants who provided open-ended comments about what interfered with Mentors submitting weekly responses. Three participants out of thirteen who provided relevant comments indicated that being away from the office interfered with weekly submission. Three participants out of thirteen indicated that issues with student absences/attendance/transfers interfered with weekly submission. Two out of thirteen participants indicated that a lack of time interfered with weekly submission. One participant indicated, "The feeling that teachers are constantly asked to record work done but the act of recording it doesn't feel immediately useful to us." One participant indicated, "My role was primarily as an academic tutor, and an informal mentor. I performed all of the duties but was not prompted to document my activities by my school supervisors." One participant indicated, "The formatting of the way we replied to the mentoring survey was... odd? I just didn't like the way it was set up." One participant indicated, "It was hard to keep track of which surveys I did each week, or if I had forgotten, even with the weekly reminders (work/ students issues got in the way of remembering to do them when I got them or remembering to go check later in the week). I often forgot to complete them on time." One participant indicated, "Some of the mentors I spoke with felt that unless they filled out the paper copy of the goals they couldn't or shouldn't fill out the electronic one." One participant indicated, "I'm bad at remembering to fill these out." One participant indicated, "I never submitted one." One participant indicated, "It is a tedious time-consuming task and my focus is on my mentees" (See Table 12).

Table 12

Comments About What Interfered with Mentors Submitting Weekly Fidelity Measures?

Open-Ended Responses	Participants N = 13
Being away from the office.	3
Issues with student absences/attendance/transfers.	3
Lack of time.	2
The feeling that teachers are constantly asked to record work done but the act of recording it doesn't feel immediately useful to us.	1
My role was primarily as an academic tutor, and an informal mentor. I performed all of the duties but was not promoted to document my activities by my school supervisors.	1
The formatting of the way we replied to the mentoring survey was... odd? I just didn't like the way it was set up.	1
It was hard to keep track of which surveys I did each week, or if I had forgotten, even with the weekly reminders (work/ students issues got in the way of remembering to do them when I got them, or remembering to go check later in the week). I often forgot to complete them on time.	1
Some of the mentors I spoke with felt that unless they filled out the paper copy of the goals they couldn't or shouldn't fill out the electronic one.	1
I'm bad at remembering to fill these out.	1
I never submitted one.	1
It is a tedious time-consuming task and my focus is on my mentees.	1

Mentors' Interest in Seeing a Screen Showing their Student's Progress to Date

Table 13 provides a summary of 92 participant ratings indicating how interested Achievement Mentors would be to see a screen showing their student's progress to date (See Appendix A3 for survey question and graphic). Forty-three percent of participants were very interested, and 35% of participants were somewhat interested. While 14% said that they

had Neutral interest, four percent said were somewhat against the idea. Two percent of participants were very much against the idea.

Table 13

Rating of Mentors' Interest in Seeing a Screen Showing their Student's Progress to Date

Ratings	Participants N = 92	% of Participants
Very much against this idea	2	2.17
Somewhat against this idea	4	4.35
Neutral	13	14.13
Somewhat interested	33	35.87
Very interested	40	43.48

Table 14 provides a summary of each of the fourteen participants who provided open-ended comments about how interested Achievement Mentors would be to see a screen showing their student's progress to date. Three participants out of fourteen who provided relevant comments indicated that they like this idea. Three participants indicated that the data would be great/useful to see. Three participants indicated that seeing a visual representation would be great. One participant indicated that, "I like that students can get a sense of their habits. 'What I think I do' versus 'what I actually do' could be very insightful and a possible motivator for students." One participant indicated, "Something we can also show to students as a way for them to own their own actions." One participant indicated, "also a good talking point with students." One participant indicated, "Could be a very helpful tool..." One participant indicated, "How is this information going to be gathered? If I have to gather it, I would be less interested in using the info. If it is tied into the grading

system somehow, I would be 5.” One participant indicated, “It's something we can track for ourselves.” One participant indicated that it would, “make me more likely to meet with my mentee and see the progression.” One participant indicated, “This looks good” (See Table 14).

Table 14

Comments About Mentors' Interest in Seeing a Screen Showing their Student's Progress to Date

Open-Ended Responses	Participants N = 14
Like this idea.	3
Data would be great/useful to see.	3
Seeing a visual representation would be great.	3
I like that students can get a sense of their habits. "What I think I do" versus "what I actually do" could be very insightful and a possible motivator for students.	1
Something we can also show to students as a way for them to own their own actions.	1
Also, a good talking point with students.	1
Could be a very helpful tool...	1
How is this information going to be gathered? If I have to gather it, I would be less interested in using the info. If it is tied into the grading system somehow, I would be 5.	1
It's something we can track for ourselves.	1
Make me more likely to meet with my mentee and see the progression.	1
This looks good	1

Note. Some participants provided multiple comments.

Mentors' Interest in Seeing the Average Time Mentoring Per Week

Table 15 provides a summary of 92 participant ratings indicating how interested Achievement Mentors would be to see a screen showing the average time the mentor has spent mentoring the student per week. (See Appendix A4 for survey question and graphic). Nineteen percent of participants were very interested, and 39% were somewhat interested. Twenty-six percent said that they were neutral, and 11% said they were somewhat against the idea. Three percent of participants said they were very much against this idea (See Table 15).

Table 15

Rating of Mentors' Interest in Seeing a Screen Showing Average Time Mentoring Per Week

Ratings	Participants N = 92	% of Participants
Very much against this idea	3	3.26
Somewhat against this idea	11	11.96
Neutral	24	26.09
Somewhat interested	36	39.13
Very interested	18	19.57

Table 16 provides a summary of each of the nine participants who provided open-ended comments about how interested Achievement Mentors would be to see a screen showing the average time the Mentor has spent mentoring the student per week. One participant indicated, "Another possible helpful tool..." One participant indicated, "Definitely much better formatting than your previous version. Feels more dynamic." One participant stated, "I am not sure how this would work as my understanding is that a child

receives 20 minutes of mentoring per week anyway??" One participant wrote, "I know how much time I am spending with the students I mentor so I wouldn't really be interested in viewing online how much time I spent with them. It seems like an added thing for me to enter and keep track of." One participant indicated, "If this is per student the average above will only be about 20 mins for Ireland. I'm not sure about this. An overall figure might be useful of all the mentor's mentees, though it only measures the actual mentoring time." One participant stated, "It could be difficult to quantify and add an extra hurdle." One participant indicated, "Many of the mentors I work with judge themselves. My fear is that this could make them feel guilty for not spending the 'required' amount of time. My hope is that they would see how much interaction they are actually having. There is some discretion as to is the time teaching in class also mentoring...." One participant stated, "The number of mentees is usually not high so I think that we could successfully record our interactions without this additional tool." One participant indicated, "This I would already know" (See Table 16).

Table 16

Comments About Mentors' Interest in Seeing a Screen Showing the Average Time Mentoring Per Week

Open-Ended Responses	Participants N = 9
Another possible helpful tool...	1
Definitely much better formatting than your previous version. Feels more dynamic.	1
I am not sure how this would work as my understanding is that a child receives 20 minutes of mentoring per week anyway??	1

Table 16 – Continued

Comments About Mentors' Interest in Seeing a Screen Showing the Average Time Mentoring Per Week

Open-Ended Responses	Participants N = 9
I know how much time I am spending with the students I mentor so I wouldn't really be interested in viewing online how much time I spent with them. It seems like an added thing for me to enter and keep track of.	1
If this is per student the average above will only be about 20 mins for Ireland. I'm not sure about this. An overall figure might be useful of all the mentor's mentees, though it only measures the actual mentoring time.	1
It could be difficult to quantify and add an extra hurdle.	1
Many of the mentors I work with judge themselves. My fear is that this could make them feel guilty for not spending the 'required' amount of time. My hope is that they would see how much interaction they are actually having. There is some discretion as to is the time teaching in class also mentoring....	1
The number of mentees is usually not high so I think that we could successfully record our interactions without this additional tool.	1
This I would already know.	1

Mentors' Interest in Boss Receiving Summary of Their Mentoring Effort

Table 17 provides a summary of 92 participant ratings indicating how interested Achievement Mentors would be to have a message sent to the Mentors' boss once a month sharing the average time the Mentor spends on mentoring per student and the total number of students mentored that month (See Appendix A5 for survey question and graphic).

Fifteen percent of participants were very interested, and 22% were somewhat interested.

Thirty-one percent said that they were neutral, and 17% said they were somewhat against the

idea. Thirteen percent of participants said they were very much against this idea (See Table 17).

Table 17

Rating of Mentors' Interest in Boss Receiving Summary of Their Mentoring Effort

Ratings	Participants N = 92	% of Participants
Very much against this idea	12	13.04
Somewhat against this idea	16	17.39
Neutral	29	31.52
Somewhat interested	21	22.83
Very interested	14	15.22

Table 18 provides a summary of each of the 23 participants who provided open-ended comments about how interested Achievement Mentors would be to have a message sent to the Mentors' boss once a month sharing the average time the Mentor spends on mentoring per student and the total number of students mentored that month. The responses have been separated into three categories, assenting, dissenting and ambivalent responses. Out of 23 responses, six were assenting, twelve were dissenting, and five were ambivalent.

Assenting responses. Three participants indicated, "This would be good for accountability." One participant indicated, "As the building champion of AM I would love to have that information so I can help mentors who are not finding mentoring time. Again I would not want to shame the mentors in any way." One participant indicated, "I think this will help, but I guess a better Idea will be to mandate a specific time that we have to spend with our mentee. I will like to have a simple format for our meeting because when we meet

with the students we barely have time to talk to the students about their academics with the short time we have." One participant indicated, "Might be nice for both mentor and supervisor to see amount of time spent on this important work."

Dissenting responses. Two participants indicated, "Supervisor would get the information twice." One participant indicated, "Could alter relationship with admin/mentee, add unnecessary and counterproductive pressure." One participant indicated, "dislike this method of time management." One participant indicated, "I feel like this will end up being more work on the mentor's part, inputting the # of hours they spent with their students." One participant indicated, "I think that given that mentoring is an activity that we engage in, in addition to our teaching responsibilities, this summary puts added pressure to meet informal "targets." One participant indicated, "If I am providing the info, I am not interested. Mentoring takes enough of my time, I do NOT think I can handle MORE things to do like reporting on how my time is being utilized." One participant indicated, "My boss is extremely busy and wouldn't take the time to monitor me that closely. He rarely checks email and trusts me to work to my fullest extent." One participant indicated, "Principal might think spending too much time on mentoring and not enough with our regular duties." One participant indicated, "The volunteer experience should not feel like a monitored obligation." One participant indicated, "This becomes more of a consequence driven activity than one driven by actually wanting to help the student. I liked the independence of determining how and what worked with my kid. If it becomes monitored, then it becomes something I can get in trouble if I don't do it (even if there was a valid reason that mentoring

didn't happen that week or the appointed amount of time)." One participant indicated, "too much micro-managing."

Ambivalent responses. One participant indicated, "As a trainer, I personally like this idea, but only because I am not mentoring any longer. If I was mentoring I would feel that it was a way of checking up on me and would place my answer at the end of the scale. I also think that if I as a trainer informed the trainees beforehand, then some if not most would opt out of the training." One participant indicated, "could not hurt but not that essential." One participant indicated, "I'm not sure how this would be beneficial in the environment we currently have, as classes are smaller with less staff we know who is where at the majority of the time." One participant indicated, "will this capture the amount of time you spend checking if student or teachers are in, try to arrange another time etc. not just the time mentoring." One participant indicated, "again we really need the interest of the school which is not always an option" (See Table 18).

Table 18

Comments About Mentors' Interest in Boss Receiving Summary of Their Mentoring Effort

Open-Ended Responses	Participants N = 23
Assenting Responses	
This would be good for accountability.	3
As the building champion of AM I would love to have that information so I can help mentors who are not finding mentoring time. Again I would not want to shame the mentors in any way.	1
I think this will help, but I guess a better Idea will be to mandate a specific time that we have to spend with our mentee. I will like to have a simple format for our meeting because when we meet with the students we barely have time to talk to the students about their academics with the short time we have.	1

Table 18 – Continued

Comments About Mentors' Interest in Boss Receiving Summary of Their Mentoring Effort

Open-Ended Responses	Participants N = 23
Might be nice for both mentor and supervisor to see amount of time spent on this important work.	1
Dissenting Responses	
Supervisor would get the information twice.	2
Could alter relationship with admin/mentee, add unnecessary and counterproductive pressure.	1
dislike this method of time management.	1
I feel like this will end up being more work on the mentor's part, inputting the # of hours they spent with their students.	1
I think that given that mentoring is an activity that we engage in, in addition to our teaching responsibilities, this summary puts added pressure to meet informal "targets."	1
If I am providing the info, I am not interested. Mentoring takes enough of my time, I do NOT think I can handle MORE things to do like reporting on how my time is being utilized.	1
My boss is extremely busy and wouldn't take the time to monitor me that closely. He rarely checks email and trusts me to work to my fullest extent.	1
Principal might think spending too much time on mentoring and not enough with our regular duties.	1
The volunteer experience should not feel like a monitored obligation.	1
This becomes more of a consequence driven activity than one driven by actually wanting to help the student. I liked the independence of determining how and what worked with my kid. If it becomes monitored, then it becomes something I can get in trouble if I don't do it (even if there was a valid reason that mentoring didn't happen that week or the appointed amount of time).	1
too much micro-managing.	1

Table 18 – Continued

Comments About Mentors' Interest in Boss Receiving Summary of Their Mentoring Effort

Open-Ended Responses	Participants N = 23
Ambivalent Responses	
As a trainer, I personally like this idea, but only because I am not mentoring any longer. If I was mentoring I would feel that it was a way of checking up on me and would place my answer at the end of the scale. I also think that if I as a trainer informed the trainees beforehand, then some if not most would opt out of the training.	1
could not hurt but not that essential.	1
I'm not sure how this would be beneficial in the environment we currently have, as classes are smaller with less staff we know who is where at the majority of the time.	1
will this capture the amount of time you spend checking if student or teachers are in, try to arrange another time etc. not just the time mentoring.	1
again we really need the interest of the school which is not always an option.	1

Mentors' Interest in Seeing Other Mentors' Average Mentoring Time

Table 19 provides a summary of 92 participant ratings indicating how interested Achievement Mentors would be to see a screen displaying the average amount of time other Mentors at their work site spend mentoring per student (See Appendix A6 for survey question and graphic). Seven percent of participants were very interested, and 22% were somewhat interested. Twenty-six percent said that they were neutral, and 27% said they were somewhat against the idea. Sixteen percent of participants said they were very much against this idea (See Table 19).

Table 19

Rating of Mentors' Interest in Seeing a Screen Displaying the Average Amount of Time Other Mentors Spend Mentoring

Ratings	Participants N = 92	% of Participants
Very much against this idea	15	16.30
Somewhat against this idea	25	27.17
Neutral	24	26.09
Somewhat interested	21	22.83
Very interested	7	7.61

Table 20 provides a summary of each of the 20 participants who provided open-ended comments about how interested Achievement Mentors would be to see a screen displaying the average amount of time other Mentors at their work site spend mentoring per student. The responses have been separated into three categories, assenting, dissenting and ambivalent responses. Out of 20 responses, one was assenting, 15 were dissenting, and four were ambivalent.

Assenting responses. One participant indicated, "This info could be an incentive for mentors."

Dissenting responses. Six participants indicated, "This puts us in competition with other teachers and makes us look bad." One participant indicated, "I am not at all convinced by this one." One participant indicated, "I am not sure how this would improve things for the student being mentored. This would not be valuable data for myself as a mentor unless it included the progress the mentors were making with their students." One participant indicated, "I'm the only mentor in our school so this would provide no comparison." One

participant indicated, "it would just take up their time as mentors." One participant indicated, "Its none of my business." One participant indicated, "Not really interested in seeing this - it will lead to comparisons (this mentor spends more time on average than that one) and each mentoring situation is different." One participant indicated, "Not relevant to me. The conditions of people's work vary too much within their schools. This information could be misinterpreted. I would not be happy with people knowing how many students I am mentoring unless I consent to telling them." One participant indicated, "Same reasoning as previous question. [I think that given that mentoring is an activity that we engage in, in addition to our teaching responsibilities, this summary puts added pressure to meet informal "targets.]" One participant indicated, "Teachers are naturally defensive and anything that seems meant to pit them against each other is problematic."

Ambivalent responses. One participant indicated, "I'm not sure how this is beneficial?" One participant indicated, "See answer to previous Q. [As a trainer, I personally like this idea, but only because I am not mentoring any longer. If I was mentoring I would feel that it was a way of checking up on me and would place my answer at the end of the scale. I also think that if I as a trainer informed the trainees beforehand, then some if not most would opt out of the training.]" One participant indicated, "The amount of time spent with the student varies according to student need. More than 30 minutes would require released time." One participant indicated, "What about Data Protection of individual," (See Table 20).

Table 20

Mentors' Comments About Their Interest in Seeing a Screen Displaying the Average Amount of Time Other Mentors Spend Mentoring

Open-Ended Response	Participants N = 20
Assenting Responses	
This info could be an incentive for mentors	1
Dissenting Responses	
This puts us in competition with other teachers and makes us look bad.	6
I am not at all convinced by this one.	1
I am not sure how this would improve things for the student being mentored. This would not be valuable data for myself as a mentor unless it included the progress the mentors were making with their students.	1
I'm the only mentor in our school so this would provide no comparison.	1
it would just take up their time as mentors.	1
It's none of my business.	1
Not really interested in seeing this - it will lead to comparisons (this mentor spends more time on average than that one) and each mentoring situation is different.	1
Not relevant to me. The conditions of people's work vary too much within their schools. This information could be misinterpreted. I would not be happy with people knowing how many students I am mentoring unless I consent to telling them.	1
Same reasoning as previous question. [I think that given that mentoring is an activity that we engage in, in addition to our teaching responsibilities, this summary puts added pressure to meet informal "targets."]	1
Teachers are naturally defensive and anything that seems meant to pit them against each other is problematic.	1
Ambivalent Responses	
I'm not sure how this is beneficial?	1

Table 20 – Continued

Mentors' Comments About Their Interest in Seeing a Screen Displaying the Average Amount of Time Other Mentors Spend Mentoring

Open-Ended Response	Participants N = 20
See answer to previous Q. [As a trainer, I personally like this idea, but only because I am not mentoring any longer. If I was mentoring I would feel that it was a way of checking up on me and would place my answer at the end of the scale. I also think that if I as a trainer informed the trainees beforehand, then some if not most would opt out of the training.]	1
The amount of time spent with the student varies according to student need. More than 30 minutes would require released time.	1
What about Data Protection of individual	1

Mentors' Comments About How Weekly Fidelity Measures Can be More Useful

Table 21 provides a summary of each of the 35 participants who provided open-ended comments about how completing weekly surveys can be more useful to Mentors (See Appendix A8). Eight of the 35 responses were sourced from other survey questions when the responses did not answer the stated question, but better answered the current question. The responses were separated into four categories, General Comments and Positive Praise, Suggestions for Improvement, Critical Comments, and Comments about Improving Rate of Reporting. Nine out of 35 participants provided general comments and positive praise. Fifteen participants provided Suggestions for Improvement, and six provided critical comments. Five participants provided comments about improving rate of reporting.

General comments and positive praise. Three participants indicated, "I do not have any additional comments." One participant indicated, "Finding a way to help them not appear to exist in isolation..." One participant indicated, "I like the format of checking off the boxes as easy and quick to complete. I think it a helpful tool to account for the work completed." One participant indicated, "I like the weekly surveys because I can see if my mentee is making any progress or if we are sliding backwards." One participant indicated, "I mentor my students on a daily basis depending on how receptive they are to advice and direction. I would find this formal mentorship to be a burden as I would have no choice as to who I mentor or how many I mentor. To be successful the student must want what I am selling and they must be receptive to the demands placed on them." One participant indicated, "The system that was in place worked well. It helped me when time to meet with student I can reflect back on survey with student. Also weekly surveys helped keep me on track and prevented you from falling behind." One participant indicated, "These are all great ideas."

Suggestions for improvement. One participant indicated, "Having a report to share with family and mentee at the end of the year or program." One participant indicated, "I think the graphs are a good idea for the mentors, and the average of the minutes spent a good idea for the employers, so both are good and worth including." One participant indicated, "I use the information as a log. I wonder if it would be helpful to show other mentors how easily that point of reference can be used." One participant indicated, "Include resources and or tips to support meetings with students." One participant indicated, "Is there any way to make it into an app for your phone?" One participant indicated, "It would

be nice if we had access to student school work information." One participant indicated, "Maybe some categories about the types of issues that were faced/discussed/ something more along the lines of feedback about the sessions rather than data collection about the hours..." One participant indicated, "More training." One participant indicated, "N/A - Feedback of any kind would be appreciated. We fill them out, but who reads them? Are they worth the time that I'm putting in doing the work? Is it a waste of my time or just more paperwork? :-)." One participant indicated, "Possibly rating oneself in each area that is required, e.g., instead of just clicking on a yes or no answer it may be beneficial to rate oneself so as to possibly enhance performance in all the areas." One participant indicated, "The communication and friendly reminders could be more frequent. As the days progressed it was easily forgotten to respond to email. Maybe an App or something on my phone I could have used to log meeting would have made it easier." One participant indicated, "create a text version so a text msg can be received and replied too." One participant indicated, "Could there be a screen for attendance and punctuality as well?" One participant indicated, "I'd change 'homework' to 'homework completion' as it doesn't rate the quality of the homework." One participant indicated, "Could Principals have opt in/out option for it?"

Critical comments. One participant indicated, "I feel mentoring is a valuable asset to their young person however it's not always treated that way in the school as the mentor can often find it impossible to find a space to meet young people." One participant indicated, "Keep it simple. This program is very time consuming and a lot is expected of mentors just getting involved with a student on such a personal level. DO NOT ADD MORE WORK! Most

of the mentors in our building already feel it is a difficult burden. However, we are afraid to tell those in charge for fear of fallout." One participant indicated, "This is about helping kids, not tracking data. Not interested in filling out any tables or seeing any graphs. I mentor two students and I can keep a working knowledge of their progress and achievement just fine. The idea of assigning numbers is silly." One participant indicated, "My goal is to help support them in achieving their weekly goals and submitting weekly reports will not assist in doing that. Perhaps a monthly report would be more realistic???" One participant indicated, "Not sure if the online WOMS system is the best way of tracking information." One participant indicated, "Sometimes during holiday periods in School, e.g., Christmas, Summer, Easter email reminders were still sent even though WOMs did not need to be completed during these periods. This resulted in a back-up on WOMs emails which sometimes was frustrating."

Comments about improving rates of reporting. One participant indicated, "Having correct codes and mentee details, responding to email requests in a timely fashion." One participant indicated, "I have many roles and many things that I am responsible for. Updating my surveys weekly will keep me from falling behind." One participant indicated, "I just need to remember to fill them out. I am guessing the data is useful to the university more than the mentors." One participant indicated, "Just that it is given priority from supervisors to do the work." One participant indicated, "This was a challenging part of the process that I was not great at. I think some motivation to get this part started at the very beginning would be helpful."

Table 21

Comments About How Completing Weekly Fidelity Measures Can be More Useful to Mentors

Open-Ended Response	Participants N = 35
General Comments and Positive Praise	
I do not have any additional comments.	3
Finding a way to help them not appear to exist in isolation...	1
I like the format of checking off the boxes as easy and quick to complete. I think it a helpful tool to account for the work completed.	1
I like the weekly surveys because I can see if my mentee is making any progress or if we are sliding backwards.	1
I mentor my students on a daily basis depending on how receptive they are to advice and direction. I would find this formal mentorship to be a burden as I would have no choice as to who I mentor or how many I mentor. To be successful the student must want what I am selling and they must be receptive to the demands placed on them.	1
The system that was in place worked well. It helped me when time to meet with student I can reflect back on survey with student. Also weekly surveys helped keep me on track and prevented you from falling behind.	1
These are all great ideas	1
Suggestions for Improvement	
Having a report to share with family and mentee at the end of the year or program.	1
I think the graphs are a good idea for the mentors, and the average of the minutes spent a good idea for the employers, so both are good and worth including.	1
I use the information as a log. I wonder if it would be helpful to show other mentors how easily that point of reference can be used.	1
Include resources and or tips to support meetings with students.	1
Is there any way to make it into an app for your phone?	1
It would be nice if we had access to student school work information.	1
Maybe some categories about the types of issues that were faced/discussed/ something more along the lines of feedback about	1

Table 21 – Continued

<i>Comments About How Completing Weekly Fidelity Measures Can be More Useful to Mentors</i>	
Open-Ended Response	Participants N = 35
the sessions rather than data collection about the hours...	
More training	1
N/A - Feedback of any kind would be appreciated. We fill them out, but who reads them? Are they worth the time that I'm putting in doing the work? Is it a waste of my time or just more paperwork? :-)	1
Possibly rating oneself in each area that is required, e.g., instead of just clicking on a yes or no answer it may be beneficial to rate oneself so as to possibly enhance performance in all the areas.	1
The communication and friendly reminders could be more frequent. As the days progressed it was easily forgotten to respond to email. Maybe an App or something on my phone I could have used to log meeting would have made it easier.	1
create a text version so a text msg can be received and replied too	1
Could there be a screen for attendance and punctuality as well?	1
I'd change 'homework' to 'homework completion' as it doesn't rate the quality of the homework.	1
Could Principals have opt in/out option for it?	1
Critical Comments	
I feel mentoring is a valuable asset to their young person however it's not always treated that way in the school as the mentor can often find it impossible to find a space to meet young people	1
Keep it simple. This program is very time consuming and a lot is expected of mentors just getting involved with a student on such a personal level. DO NOT ADD MORE WORK! Most of the mentors in our building already feel it is a difficult burden. However, we are afraid to tell those in charge for fear of fallout.	1
This is about helping kids, not tracking data. Not interested in filling out any tables or seeing any graphs. I mentor two students and I can keep a working knowledge of their progress and achievement just fine. The idea of assigning numbers is silly.	1
My goal is to help support them in achieving their weekly goals and	1

Table 21 – Continued

<i>Comments About How Completing Weekly Fidelity Measures Can be More Useful to Mentors</i>	
Open-Ended Response	Participants N = 35
submitting weekly reports will not assist in doing that. Perhaps a monthly report would be more realistic???	
Not sure if the online WOMS system is the best way of tracking information	1
Sometimes during holiday periods in School, e.g., Christmas, Summer, Easter email reminders were still sent even though WOMs did not need to be completed during these periods. This resulted in a back-up on WOMs emails which sometimes was frustrating.	1
Comments about Improving Rate of Reporting	
Having correct codes and mentee details, responding to email requests in a timely fashion	1
I have many roles and many things that I am responsible for. Updating my surveys weekly will keep me from falling behind.	1
I just need to remember to fill them out. I am guessing the data is useful to the university more than the mentors.	1
Just that it is given priority from supervisors to do the work.	1
This was a challenging part of the process that I was not great at. I think some motivation to get this part started at the very beginning would be helpful.	1

CHAPTER V

Discussion

Reporting program implementation fidelity is challenging to accomplish for busy practitioners in a non-research setting. Program implementation fidelity is important for improving student outcomes. Thus, methods need to be identified that will facilitate fidelity measurement reporting by practitioners. The present study surveyed, online, practitioners with current and past involvement in the evidenced-based program, Achievement Mentoring (AM). Practitioners answered questions regarding factors that facilitated and impeded their submission of emailed weekly AM implementation fidelity measures. Practitioners also rated projected changes to the web-based AM weekly fidelity measurement system.

A variety of techniques documented in the literature were utilized to maximize response rates to this study's electronic questionnaire. Practitioners were sent a prenotification email from the Program Developer, a familiar authority figure, requesting participation in the study. Practitioners were then emailed requests to complete this study's questionnaire twice a week for 11 weeks. Study participants also were offered a chance to win a gift card after completing the online questionnaire about their views of weekly fidelity measurement.

What Factors Interfered with Reporting Implementation Fidelity?

When asked about factors that interfered with the Mentors completing emailed weekly fidelity measures, 47% indicated that "Other job duties were more urgent." With

almost half of the sample endorsing this option, it appears that many participants encountered difficulties fitting in fidelity reporting among competing job responsibilities. That so many participants indicated other duties were more urgent suggests there is a relationship between reporting implementation fidelity and the role responsibilities assigned by school administrators. Thus, it is possible that reporting rates would increase when reporting is emphasized and properly allotted for by administrators as a job duty. On the other hand, 23.33 percent of participants indicated that nothing interfered with their completing the Weekly Online Mentoring Survey (WOMS).

Furthermore, almost one-fifth (18.89%) of participants indicated that they forgot about the email after completing the mentoring, and 13.33% had not done their mentoring yet when they received the email. These results suggest that the day and time that practitioners receive the WOMS email can influence submission rates and, accordingly, 3.33% of practitioners indicated that, "The day of week was bad." Given these data, it is possible that modifying the day and time of the WOMS emails may positively influence submission rates. Providing practitioners latitude to choose when the emails are sent may allow them to receive an email reminder at a chosen time that best facilitates their completion.

Other factors that interfere with Mentors submitting weekly fidelity reports include feelings that they are falling short of the necessary mentoring requirements. Participants generated several responses to that effect with 15.56% wishing they had, "done better mentoring," and a total of 23.33% indicating that they did not, "contact a teacher," "interview a teacher," or that they, "shortened the mentoring procedure." These results offer an opportunity for reflection on how practitioners respond when they feel like they did

not meet the standards of fidelity. Because obtaining information about difficulties Mentors have implementing the program is important for the Program Developer and ongoing AM Trainers, practitioners may require clarification that all reporting is valuable to do even when program implementation falls short of the mentoring guidelines.

However, some of the generated reasons for failing to submit fidelity measures also appear to reflect systemic/external constraints on practitioners' behavior. For example, three participants provided open ended comments stating that being away from the office interfered with reporting. Another three participants stated that they had, "Issues with student absences/attendance/transfers." Of course, those Mentors could have still submitted their WOMS after describing "transfer issues" in the comments section of the WOMS. Ongoing AM trainers could address these issues and encourage Mentors to submit fidelity measures under all circumstances.

What Factors Enhanced Implementation Fidelity Reporting?

As part of the AM protocol, Mentors received weekly emails to complete a WOMS for each mentee. Most participants in this study endorsed these email reminders as being the most influential factor in helping Mentors return the weekly measure of implementation fidelity. Bry and Yadegar (2013) found similar results. While email reminders were endorsed by 80% of the sample, the habit/routine of filling out the WOMS after every mentoring session was endorsed by 27.78% of participants. According to these participants, when implementation fidelity is measured via an online submission tool, including fidelity measurement as a final mentoring task in every session improves submission rates for them.

Another motivating factor appears to be the participants' desire to recall details of their mentoring session. A sizeable proportion of respondents endorsed related response options: Wanting to remember the details (21.11%), Wanting records of my work (16.67%), and Wanting to make/save notes about the session (14.44%). These results suggest that motivation to document work is a factor that influences submission rates of the WOMS. Later in this current study's questionnaire, three participants made congruent comments indicating that the "data would be useful to see," regarding a screen showing their student's progress to date. One participant stated that, with these data, they would be more likely to, "meet with [their] mentee and see the progression." It appears that, for a subset of participants, motivation to have access to documentation about their mentoring facilitated weekly implementation fidelity reporting, and some perceived that having access to additional data would be useful.

Mentors' Interest in Being Provided More Information After Reporting Weekly

Implementation Fidelity

Mentors showed great interest in receiving more information about their mentoring immediately after submitting weekly fidelity measures. They showed a clear preference, however, for the type of information that interests them versus the type of information that does not interest them. When Mentors were offered the opportunity to see a graph showing their student's progress, they indicated high interest. For example, 79.35% of participants were at least Somewhat Interested in seeing a screen showing their student's progress to date, and only 6.52% rated that option negatively. Fourteen participants provided open-ended responses, and the majority were positive. Three participants

commented that they “Like this idea,” that the “Data would be great/useful to see,” or that “Seeing a visual representation would be great.”

Mentors were less interested, however, in seeing a screen showing their average time spent mentoring per week with 58.7% of participants being at least Somewhat Interested and 15.22% being against the idea. When contributing open-ended responses for this question, participants expressed primarily neutral or negative comments with only three out of nine providing a relatively positive open-ended response. Some participants indicated that they would already know how much time they are mentoring or indicated a lack of value in having this information. Two participants thought negatively about having to track an additional piece of information and viewed such tracking as adding an “extra hurdle” for them.

As this study's questionnaire probed Mentors' interest in information that was less student-centered, ratings declined. For example, only 38.05% of participants rated being at least Somewhat Interested in having the Mentors' boss receive a summary of their mentoring efforts; whereas 30.43% were against this idea. As 31.52% of participants were neutral about this idea, it appears that participants were split as to the value of their boss receiving a summary of their mentoring effort. While eight open-ended comments reflected a positive view of its utility, many other open-ended comments reflected uncertainty or disapproval of having Mentors' bosses receive a summary of their mentoring effort. Some cited “micro-managing,” concern about getting “in trouble if I don't do it,” and the addition of “unnecessary and counterproductive pressure.” Displeasure with adding additional work

to Mentors, and the concern that, “most would opt out of the [Achievement Mentoring] training,” if bosses would be informed, were noted.

Mentors provided lower ratings of their interest in seeing a screen displaying the average amount of time other Mentors spend mentoring. For example, only 30.44% of the participants rated being at least Somewhat Interested in seeing the average time others spend mentoring, whereas 43.47% were against this idea. Out of 20 open-ended responses, 19 indicated uncertainty, displeasure or rejection of the idea. Six participants indicated concern about being “in competition” with other teachers and looking bad. Concern was expressed by two participants to the effect of information being “misinterpreted” due to varying work conditions within schools leading to incorrect comparisons.

Effects of this Study's Data Collection Methods

Emailed reminders. In this study, questionnaire completion rates were highest on the date of the initial questionnaire request (22.83%) and reached 32.61% of all the completed questionnaires before the first reminder email was sent. The observed effect of utilizing twice weekly email reminders to improve response rates was similar to results obtained by Kittleson (1997) and Sánchez-Fernández, Muñoz-Leiva, and Montoro-Ríos (2012), both of whom found no significant improvement in response rates following the second reminder. Aside from the opening day, the current study's questionnaire submission rates were highest on the dates that the first two email reminders were sent, 16.30% and 5.43% of all completed questionnaires, respectively, and did not improve beyond 4.35% of all completed questionnaires on any single day throughout the remainder of the study.

Within one week, after the second reminder was sent, 54 (58.70%) of the total participants had responded. Therefore, although response rates were low after the first two reminder emails, the continued use of reminder emails throughout the study, over the course of 11-weeks, resulted in the acquisition of 38 additional participants, an improvement of 70% from week one. These results indicate that there is some value in continuing email reminders to nonrespondents over a period of time. It required approximately six-weeks (12 email reminders), however, to obtain the final 10 participants. As a result, there is a point whereby continued reminders result only in minimal additions to collected data.

Mentors' time to complete the study's questionnaire. Eighty-two percent of participants completed the survey the same day that they started it, and in less than 65 minutes. The median completion time was 7.38 minutes, which matches closely the 8-minute questionnaire length that participants were promised. The remaining 17.39% of participants completed the survey over the course of several days and up to 41 days. The email reminders, sent on Mondays and Wednesdays at 10 A.M., appeared to impact both survey start and submission rates with the majority of participants engaging surveys on Mondays and Wednesdays. These results suggest that the reminder emails influenced survey behavior with most people engaging the questionnaires on the same day that a completion request was made. These results are congruent with Faught, Whitten and Green (2004), who found day of the week (Wednesdays and Mondays) and time of day (10 A.M. or 3 P.M.) resulted in the highest internet survey response rates.

Limitations and Directions for Future Research

Most respondents in this study (82.03%) participated in the AM program starting in the 2015 – 2016 school year or later. As a result, the obtained data most strongly reflect the experience of recent Achievement Mentors. Teachers represented 46.74% of the sample, while the roles of the remaining participants varied greatly and with lower representation.

In this study, a small percentage of participants (2.70%) started the questionnaire and never finished it. Eight percent of participants opted out by clicking an “unsubscribe” email link, and 66.18% did not respond in any way. As a result, there exists a concern that respondents may be different from nonrespondents in unknown ways. For example, it is possible that some nonrespondents had negative experiences with AM that reduced their likelihood of responding to a questionnaire about AM, and this suppresses the breadth of perspectives obtained. Additionally, it is possible that a portion of the nonresponding email addresses were not being actively monitored. A working but unmonitored email address would not return an “undeliverable” message. Thus, it is possible that some percentage of the seemingly ignored email requests were effectively undelivered. The effective response rate possibly would increase if the number of unmonitored email addresses were known.

The use of monetary incentives. In this study, all potential participants were offered a chance to win one of eight \$25 Amazon gift cards after completing the survey, and 69.57% of respondents opted for a chance to win one of the gift cards. Due to the design of this study, it was not possible to discern if the monetary incentive increased this study’s response rate, although, the use of monetary incentives has been shown in past studies to have a positive influence on response rates (Mertens, 2015). It should be noted that

participants were unable to calculate their odds of winning because they did not know the size of the participant pool. Whereas 69.57% of respondents chose the chance to win, it is not possible to know if they would have responded without being offered a chance to win nor how knowing the perceived odds of winning could have influenced their behavior. Future studies may elect to use an experimental design to understand how modifying the perceived odds impacts response rate, and the impact of offering a prize versus offering none.

The use of Unicode characters in the email subject. Unicode characters, in the form of small images, were featured in the subject line of every email transmission. While the small images were added to increase salience of the emails by means of contrast (i.e., standing out because most other email subjects do not contain small images), due to the design of this study, it is not possible to discern whether these characters had any impact on the rate of questionnaire return. Future studies assessing the impact of small images on increasing the response rate for email-based surveys should employ an experimental design in order to detect whether their use makes a significant difference.

Prenotification emails and personalization of salutation. All potential participants were sent a prenotification email that featured the participant's first name. In addition, the email was sent from the AM program developer's email address for the benefit of familiarity and authority, factors thought to improve response rates (Mertens, 2015). While the use of personalized email greetings is thought to improve response rates (Joinson & Reips, 2007; Sánchez-Fernández, Muñoz-Leiva, & Montoro-Ríos, 2012), personalized greetings were not used for any of the questionnaire completion requests in order to enhance the perception of

anonymity and increase responding. As a result, the effect of personalization was not utilized in full strength. The impact on nonrespondents of the impersonal nature of the generic reminder emails, however, is not clear.

Additionally, an argument can be made that a “warmer” prenotification message would have been a stronger “call to action.” Although personalized by first name, people may be sensitive to text that reads as a form letter sent to many people with only the name changed. Future studies should consider the impact of warm, personalized prenotification emails in improving response rates. In a study where questionnaire requests can be personalized, the effect of a warm request should be explored.

Summary

The positive outcomes of evidence-based programs decline when interventions are implemented without fidelity (e.g., Ogden et al., 2012; Smith-Boydston, Holtzman, & Roberts, 2014; Sundell, Hansson, Löfholm, Olsson, Gustle, & Kadesjö, 2008). The measurement of implementation fidelity, the degree that current practices correspond with the original program’s prescription (Durlak & DuPre, 2008), is important for monitoring whether a program is being implemented in a manner correspondent to when it was proven to be effective. Despite abundant evidence that monitoring implementation fidelity improves outcomes, in non-research settings, fidelity measurement is often challenging to accomplish due to a variety of factors including lacking human and financial resources. Relatively little systematic attention, however, has been given to the perspectives of practitioners who are implementing evidence-based programs regarding their perception of

factors that may increase the reporting of implementation fidelity data. In the current study, the author conducted a short web-survey (nine questions) and obtained the perspectives of 92 current and past practitioners of the Achievement Mentoring Program, an evidence-based, school-based intervention targeting the problematic academic behaviors of at-risk youth (Boyd-Franklin & Bry, 2019). Results included quantitative and qualitative data reflecting practitioner identified factors that facilitate/interfere with fidelity measurement (e.g., email reminders), and practitioner interest in seeing a variety of possible fidelity measurement modifications intended to increase utility for practitioners. Practitioners rated higher interest in modifications that featured student-centered data and rated lower interest in modifications featuring practitioner-focused performance data.

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Appendix A

Appendix A1

Questionnaire for the Achievement Mentors (Question 1)

Q1. When you were Achievement Mentoring, what helped you reply and return your weekly responses? (Choose all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Email Reminders | <input type="checkbox"/> Satisfaction from clicking "Yes's" |
| <input type="checkbox"/> Expectations of Supervisor | <input type="checkbox"/> Seeing "Hurray! No unopened Weekly Online Mentor Surveys!" |
| <input type="checkbox"/> Expectations of Trainer | <input type="checkbox"/> Wanting records of my work |
| <input type="checkbox"/> Liking the list of what do to each session | <input type="checkbox"/> Wanting saved content to discuss with other mentors, supervisor, and/or trainer |
| <input type="checkbox"/> Reminders from Brenna Bry or her Data Coordinator | <input type="checkbox"/> Wanting to make/save notes about the session |
| <input type="checkbox"/> Reminders from Supervisor | <input type="checkbox"/> Wanting to remember details |
| <input type="checkbox"/> Reminders from Trainer | <input type="checkbox"/> Written reminders after submitting a survey |
| <input type="checkbox"/> Routine/Habit of filling them out after every mentoring session | <input type="checkbox"/> Nothing encouraged or motivated me |

Any other comments about what would help mentors submit answers to weekly mentoring questions?

Appendix A2

Questionnaire for the Achievement Mentors (Question 2)

Q2. What interfered with your replying and returning the weekly responses? (Choose all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Nothing interfered | <input type="checkbox"/> I wish I had done better mentoring |
| <input type="checkbox"/> I did no mentoring | <input type="checkbox"/> My email address or password was not accepted for log in |
| <input type="checkbox"/> I did not contact a parent | <input type="checkbox"/> No computer was available when I was ready to answer the questions |
| <input type="checkbox"/> I did not interview a teacher | <input type="checkbox"/> No one would read my answers |
| <input type="checkbox"/> I forgot about the email after I mentored | <input type="checkbox"/> Other job duties were more urgent |
| <input type="checkbox"/> I had not done the mentoring when I received email | <input type="checkbox"/> The day of week was bad. A better day to send the emailed survey would be:
<input type="text"/> |
| <input type="checkbox"/> I no longer worked where the mentoring was done | <input type="checkbox"/> The emailed survey is not helpful to the mentoring process |
| <input type="checkbox"/> I shortened the mentoring procedure | <input type="checkbox"/> The link inside the email did not work |
| <input type="checkbox"/> I was not mentoring the students whose names were shown to me | |

Any other comments about what interferes with mentors submitting weekly answers?

Appendix A3

Questionnaire for the Achievement Mentors (Question 3)

Q3. We want to make completing Weekly Mentoring Surveys more useful to Mentors. Please rate how interested you think Mentors would be if the following accompanied the Weekly Surveys:

A screen showing their student's progress to date?



Please select a rating below:

Very interested	Somewhat interested	Neutral	Somewhat against this idea	Very much against this idea
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments about this idea?

Appendix A4

Questionnaire for the Achievement Mentors (Question 4)

Q4. Please rate how interested you think Mentors would be if the following accompanied the Weekly Surveys:

A screen showing the average time the Mentor has spent mentoring the student per week:

Weekly Online Mentoring Survey

Week of March 5, 2018

ALICE A.	<input checked="" type="checkbox"/>
BOBBY B.	<input checked="" type="checkbox"/>
CASSIE C.	<input checked="" type="checkbox"/>
DANNY D.	<input type="checkbox"/>
EMMANUEL E.	<input type="checkbox"/>

WOMS Feedback
For week of: March 5, 2018

Total # of sessions: 20
Total # of WOMS submitted: 10

Mentee's Name: Cassie C. School: Southwest Gender: F Year in school: 4

Average minutes per week:

78 mins. mentoring Cassie C.

Edit Print

Please select a rating below:

Very interested	Somewhat interested	Neutral	Somewhat against this idea	Very much against this idea
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments about this idea?

Appendix A5

Questionnaire for the Achievement Mentors (Question 5)

Q5. Please rate how interested you think Mentors would be if the following accompanied the Weekly Surveys:

A message is sent to the Mentor's boss (e.g., Principal or Supervisor) once a month that shares the average time the Mentor spends on mentoring each week per student, along with the total number of students the Mentor mentored that month:

EMPLOYEE: JOHN SMITH

- John is currently mentoring **5** students this month.
- John has spent a total of **12.5** hours on mentoring tasks this month.
- John has spent a total of **150** minutes on mentoring tasks this week.
- John has spent an average of **30** minutes per student on mentoring tasks this week.

Please select a rating below:

Very interested	Somewhat interested	Neutral	Somewhat against this idea	Very much against this idea
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments about this idea?

Appendix A6

Questionnaire for the Achievement Mentors (Question 6)

Q6. Please rate how interested you think Mentors would be if the following accompanied the Weekly Surveys:

The Mentor is presented with a screen displaying the average amount of time other mentors at their work site spend mentoring per student:

NAMES	NUMBER OF STUDENTS MENTORED	AVERAGE MENTORING MINUTES PER STUDENT
Mr. Simpson	4	38
Ms. Kelly	6	36
Mrs. Harbinger	2	30
Mr. Singh	5	28
Ms. Ramos	3	25

Please select a rating below:

Very interested	Somewhat interested	Neutral	Somewhat against this idea	Very much against this idea
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments about this idea?

Appendix A7

Questionnaire for the Achievement Mentors (Question 7)

Q7. When did you begin Achievement Mentoring?

Approximate school year you began Achievement Mentoring?



Approximate month you began Achievement Mentoring?



Appendix A8

Questionnaire for the Achievement Mentors (Question 8)

Q8. What was your job title when you mentored?

- | | |
|---|--|
| <input type="radio"/> After school worker | <input type="radio"/> SCP (School Completion Project) Worker |
| <input type="radio"/> Counselor | <input type="radio"/> SCP Coordinator |
| <input type="radio"/> Education/Student Support Worker | <input type="radio"/> Special Needs Assistant |
| <input type="radio"/> Family Support Worker | <input type="radio"/> Teacher |
| <input type="radio"/> Nurse | <input type="radio"/> Vice, Assistant, Deputy Principal |
| <input type="radio"/> Principal | <input type="radio"/> Youth Worker |
| <input type="radio"/> Probation Officer | <input type="radio"/> Other: |
| | <input type="text"/> |
| <input type="radio"/> School/Community Liaison/Support Worker | |

Appendix A9

Questionnaire for the Achievement Mentors (Question 9)

0% Survey Completion 100%

Q9. Any other comments about how completing weekly surveys can be more useful to mentors?



Appendix A10

Questionnaire for the Achievement Mentors (Raffle Entry)

0% Survey Completion 100%

Would you like to be entered into a drawing for a chance to win one of eight \$25 Amazon gift cards?

- ☐ Yes, please enter me after I click the arrow below...
- ☐ No, thank you.

You will be notified if you have won at the close of the study...



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Appendix B

Sample of a Weekly Online Mentoring Survey (WOMS)

Survey for	Fake Name
Week of	February 6, 2018
No Mentoring this week (Comment why below.):	<input type="checkbox"/>
Did you:	
1. Have Feedback To Show Mentee?	Yes ▾
2. Talk To Your Mentee Individually?	Yes ▾
3. Praise Something?	Yes ▾
4. Discuss An Area For Improvement?	Yes ▾
5. Get Student Views?	Yes ▾
6. Choose Together A Small Step To Take?	Yes ▾
7. Plan Together A Realistic Implementation?	Yes ▾
8. Contact A Parent This Week? (Required Only Once A Month)	No ▾
Comments (Include Any Goal For The Week):	<div></div>
<div>Submit</div>	<div>Save</div>

SAVE YOUR ANSWERS IF YOU NEED TO FINISH LATER or SUBMIT COMPLETED SURVEY

Appendix C

Sample of WOMS Submission Response

Thank you for submitting the survey for the week of February 20, 2018 for Marie D.

You may visit Marie D's page at /users/mentee_details/1297/.

There are still missing or incomplete surveys. Please take some time to complete the following:

[Details](#) | [Continue](#) | February 6, 2018 Marie D

[Details](#) | [Continue](#) | February 13, 2018 Jason A

[Details](#) | [Continue](#) | February 20, 2018 Jason A

Appendix D

Sample of Weekly Report Form (WRF)

Weekly Report Form (WRF)

WRF	Teacher: <i>Brown</i>	Subject: <i>Lang. arts</i>	Date: <i>4/10</i>		
'Details about the YESs/NOs' refer to behaviors - actions the teacher sees the child doing					
	Monday	Tuesday	Wednesday	Thursday	Friday
In School	(YES) NO	(YES) NO	(YES) NO	(YES) NO	(YES) NO
On Time	(YES) NO	YES (NO)	YES (NO)	YES (NO)	YES (NO)
Materials For Class <i>Pen, text</i>		(YES) NO	Did Classwork <i>no participation</i>		YES (NO)
Satisfactory Behavior <i>Polite, cell phone</i>		YES (NO)	Did Homework <i>zeros</i>		YES (NO)
			Marks/Grades <i>0, 0, 66, 0, 68</i>		
Details about the YESs: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>Good attendance.</i></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>Polite</i></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>On time Monday!</i></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>Passes some quizzes</i></div> <div style="border: 1px solid black; padding: 5px; height: 40px;"></div>			Details about the NOs: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>Doesn't pay attention</i></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>Cell phone. Never</i></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>raises hand</i></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>starts, but doesn't finish classwork.</i></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>No homework done, so gets zeros.</i></div>		
Goal for this week Generated by Pupil	<div style="border: 1px solid black; padding: 10px; font-size: large;"> Tell Mrs. Brown no cell phone. </div>				

Figure 11.1. Weekly Report Form (WRF)
Completed by an Achievement Mentor during
a Brief Teacher Interview.

Appendix E

Table E1

Content of Reminder Emails Sent to Nonrespondents







Date Email Sent	Email Subject Line	Body of Email
Wed - October 3, 2018	 Quick Feedback for Brenna Bry 	<p>Hello,</p> <p>As you may remember from Brenna Bry's email last week, I am sending questions to past and present Achievement Mentors about the weekly mentoring surveys. Could you complete and return the questionnaire right away? It will not take more than 8 minutes to finish. Your answers will be separated from your email address before they are combined with other Mentors' answers.</p> <p>You can find the survey here:</p>
Mon - October 8, 2018	 Quick Feedback, Please 	<p>Hello again,</p> <p>I want YOUR opinion.</p> <p>Click the link and answer 9 quick questions:</p>
Wed - October 10, 2018	 There is still time to help! 	<p>Hello!</p> <p>We are close to getting the minimum number of responses that we need for our survey.</p> <p>You can find the survey here:</p>

Table E1

Content of Reminder Emails Sent to Nonrespondents













Date Email Sent	Email Subject Line	Body of Email
Mon - October 15, 2018	  We Need Your Feedback  	Salutations, We are not quite there yet. There is still a chance to win one of eight Amazon gift cards! You can find the survey here:
Wed - October 17, 2018	▶ ▶ ▶ We Need More Responses ◀ ◀ ◀	Greetings, The questionnaire needs more respondents. It would be great to have your feedback to make improvements. You can find the survey here:
Mon - October 22, 2018	   We Need Your Expert Opinion!   	Hello again, We need experienced mentors to respond. It would help greatly to have your feedback and perspective. Please take a moment to look at the questionnaire:
Wed - October 24, 2018	 Getting Closer to the Goal 	Hello again, We still need more mentors to respond. It takes only a few minutes.

Table E1

Content of Reminder Emails Sent to Nonrespondents




Date Email Sent	Email Subject Line	Body of Email
Mon - October 29, 2018	   Please Take the Brief Questionnaire   	Please take a moment to look at the questionnaire: We appreciate your time, and hope you will take a moment to complete our questionnaire:
Wed - October 31, 2018	   Your Opinion, Please   	Good Day, You still have a chance to win a \$25 Amazon gift card. We need experienced mentors to take our questionnaire.
Mon - November 5, 2018	 Achievement Mentors Needed 	Click the link for 9 Quick Questions: Top of the Morning, We need experienced mentors to respond. It would help greatly to have your feedback and perspective.
Wed - November 7, 2018	  A Few Minutes of Your Time, Please  	Please take a moment to answer the questionnaire: Please take a break and answer our questionnaire

Table E1

Content of Reminder Emails Sent to Nonrespondents







Date Email Sent	Email Subject Line	Body of Email
		Five to eight minutes is all it takes:
Mon - November 12, 2018	 Quick Feedback for Brenna 	Hello again, I want YOUR opinion. Click the link and answer 9 quick questions:
Wed - November 14, 2018	 Your Quick Feedback, Please 	Hello, Could you complete and return the questionnaire right away? It will not take more than 8 minutes to finish. Your answers will be separated from your email address before they are combined with other Mentors' answers. You can find the survey here:
Mon - November 19, 2018	 Do you have any feedback for Brenna Bry? 	Hello! We are close to getting the minimum number of responses that we need for our survey. You can find the survey here:

Table E1

Content of Reminder Emails Sent to Nonrespondents













Date Email Sent	Email Subject Line	Body of Email
Wed - November 21, 2018	 There is Still a Chance to Give Your Opinion 	<p>We are not quite there yet. There is still a chance to win one of eight Amazon gift cards!</p> <p>You can find the survey here:</p>
Mon - November 26, 2018	   Please Answer 9 Quick Questions 	<p>Greetings,</p> <p>The questionnaire needs more respondents. It would be great to have your feedback to make improvements.</p> <p>You can find the survey here:</p>
Wed - November 28, 2018	 There is still a Chance to Win 	<p>Hello again,</p> <p>We need experienced mentors to respond. It would help greatly to have your feedback and perspective.</p> <p>Please take a moment to look at the questionnaire:</p>
Mon - December 3, 2018	  We Need YOUR Opinion  	<p>Hello again,</p> <p>We still need more mentors to respond. It takes only a few minutes.</p>

Table E1

Content of Reminder Emails Sent to Nonrespondents



















Date Email Sent	Email Subject Line	Body of Email
		Please take a moment to look at the questionnaire:
Wed - December 5, 2018	 Do you Have a Moment? 	Hi, We appreciate your time, and hope you will take a moment to complete our questionnaire:
Mon - December 10, 2018	 Complete our Questionnaire for a Chance to Win 	Good Day, You still have a chance to win a \$25 Amazon gift card. We need experienced mentors to take our questionnaire.
Wed - December 12, 2018	  Questionnaire Link Inside for Brenna Bry  	Click the link for 9 Quick Questions: Top of the Morning, We need experienced mentors to respond. It would help greatly to have your feedback and perspective. Please take a moment to answer the questionnaire:

Table E1

Content of Reminder Emails Sent to Nonrespondents

Date Email Sent	Email Subject Line	Body of Email
Mon - December 17, 2018	  The survey will close soon  	Greetings, Please take a break and answer our questionnaire. Five to eight minutes is all it takes:
Wed - December 19, 2018	   Today is the Last Day   	Hello again, The questionnaire will close tonight. I am hoping that you'll have a chance to complete the questionnaire today. Understanding your anonymous experience with the program will help Brenna Bry make the program better. You can find the link here: