



Mikayla's Voice External Consultation Data Summary 2022-2023 Programming Year

Overview






During the 2022-2023 academic year, Mikayla's Voice offered their typical programming in 12 schools. Mikayla's Voice offered this programming along with a supplementary mentorship program in an additional 7 high schools, for a total of 19 participating schools. In past years, Mikayla's Voice used SurveyMonkey to host and distribute its surveys. However, SurveyMonkey has revised its policies and now prohibits the distribution of surveys to anyone under the age of 16 years. Therefore, surveys were distributed to each school as a Google Form during the 2022-2023 academic year. Unfortunately, several schools had blocked Google products from their students' devices, leading to issues with response rates this year. Surveys were determined to be pre- or post-test based on their date of completion (before any Mikayla's Voice programming began vs. after all programming was completed in a given school). These surveys were designed to be a brief, efficient way to gather information on students' perspectives on school climate and their experiences with their peers at baseline and post-intervention. In addition, Mikayla's Voice collected school-level data from the participating schools' leaders to better contextualize their programming and the schools served. Neither the pre-test survey nor the post-test survey was mandatory; students could choose to skip any items or the entire survey if they did not want to participate. In the sections that follow, data were only analyzed for schools that had responses to both the pre-test survey and the post-test survey. In addition, any surveys that were completed outside of the expected timeframe for each school, based on timing of the Mikayla's Voice programming in that school, were omitted from the analyses. A total of 4,595 pre-test surveys and 1,807 post-test surveys were included in the final analysis. The sections that follow present the data separately for schools participating in the typical programming and high schools participating in the mentorship program.

Student Survey Data, Typical Programming

Of the 12 schools that received the typical programming through Mikayla's Voice, 10 schools completed both the pre-test and post-test surveys. This resulted in student data with 2,938 surveys prior to their assemblies (pre-test) and 1,178 surveys following their assemblies (post-test). The tables below summarize data from the first question on the student survey, "How do you feel about your school?" (Note that percentages may not sum to 100% due to missing data if students skipped this question). There was a significant change in feelings about school from






pre-test to post-test: $\chi^2(4) = 45.91, p < .001$. The findings indicate that feelings about school improved between the pre-test and post-test surveys.

Summary of Students' Responses to "How do you feel about your school?" by Time

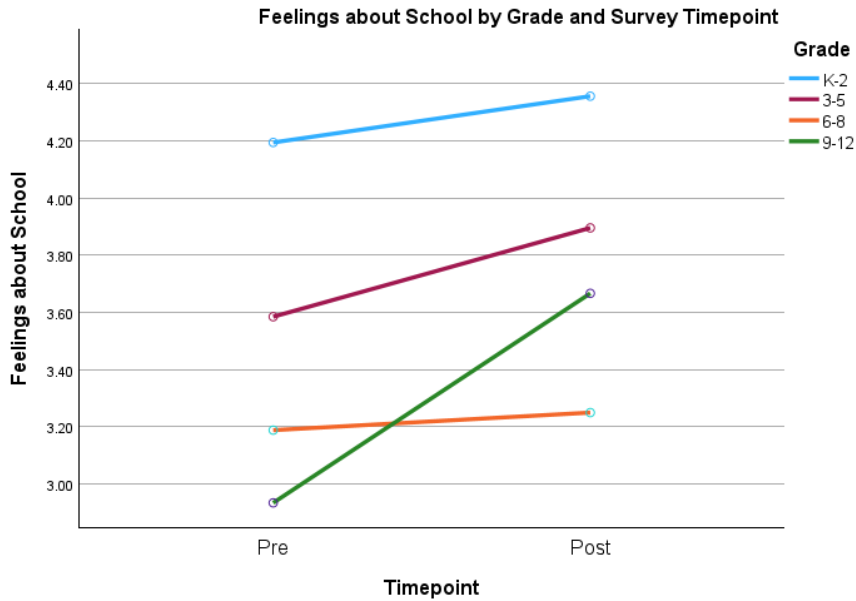
					
Pre-test	27.5%	33.7%	22.7%	8.3%	7.8%
Post-test	32.5%	38.8%	19.6%	4.8%	4.2%

Additionally, the data indicated that there was a statistically significant difference in reported feelings about school across the grade levels ($\chi^2(12) = 816.86, p < .001$), with better feelings about school reported in the lower grade levels. The stepwise decrease in liking of school brings attention to an unintended but important finding that is consistent with the previous year; namely, that the elementary school grades might benefit from the Mikayla's Voice programming from a preventive standpoint, with a goal to prevent the decline in liking of school that occurs in the secondary school years.

Summary of Students' Responses to "How do you feel about your school?" by Grade Level



					
Grades K-2	54.0%	28.5%	9.9%	3.4%	4.3%
Grades 3-5	24.2%	39.9%	22.1%	6.8%	6.9%
Grades 6-8	7.1%	37.1%	34.1%	12.6%	9.1%
Grades 9-12	3.9%	31.3%	43.0%	10.2%	11.7%

There was an interaction effect between intervention timepoint and grade, meaning that the improvement in feelings about school across time was not consistent across all grade levels. Students in elementary school (K-5) and high school (9-12) demonstrated improved feelings about school following the Mikayla's Voice programming. However, students in middle school reported negligible improvements across time.





The tables below summarize data from the second question on the student survey, “Do you have a friend at school?” (Note that percentages may not sum to 100% due to missing data if students skipped this question.) Students were more likely to indicate having a friend on the post-survey as compared to the pre-survey: $\chi^2(1) = 7.34, p = .007$. Additionally, the data indicated that there was a statistically significant difference in reported friends across the grade levels ($\chi^2(3) = 35.68, p < .001$), with students in the high school grades being the least likely to report having a friend at school. There was not an interaction effect between intervention timepoint and grade, meaning that students across all grade levels were more likely to have a friend following the intervention.

Summary of Students’ Responses to “Do you have a friend at school?” by Time

		
Pre-test	96.4%	3.6%
Post-test	98.0%	2.0%

Summary of Students’ Responses to “Do you have a friend at school?” by Grade Level

		
Grades K-2	97.9%	2.1%
Grades 3-5	96.8%	3.2%






Grades 6-8	96.8%	3.2%
Grades 9-12	88.3%	11.7%






Therefore, although causation cannot be determined in these analyses, there is evidence to suggest that the Mikayla’s Voice intervention is linked with: 1) improved feelings about school, and 2) increased likelihood of friendship for students across grades K-12.

Student Survey Data, Mentorship High Schools

Of the 7 high schools that received the typical programming plus the mentorship program through Mikayla’s Voice, 5 schools completed both the pre-test and post-test surveys. This resulted in student data with 1,657 surveys prior to their assemblies (pre-test) and 629 surveys following their assemblies (post-test). Of the 629 post-test surveys, 53 students indicated participated as mentors in the mentorship program. The table below summarizes data from the first question on the student survey, “How do you feel about your school?” (Note that percentages may not sum to 100% due to missing data if students skipped this question). There was a significant change in feelings about school from pre-test to post-test: $\chi^2(4) = 26.06, p < .001$. The findings indicate that feelings about school improved between the pre-test and post-test surveys. In addition, students who served as mentors were more likely to report liking school on the post-test survey, as compared to those who were not mentors: $\chi^2(4) = 15.14, p = .004$.



Summary of Students’ Responses to “How do you feel about your school?” by Time and Mentorship



					
Pre-test	4.2%	29.2%	35.3%	17.6%	13.6%
Post-test	6.5%	37.0%	33.9%	12.9%	9.7%

					
Mentors at Post-Test	11.3%	56.6%	20.8%	7.5%	3.8%
Non-mentors at Post-Test	6.6%	33.3%	36.2%	13.1%	10.8%

The tables below summarize data from the second question on the student survey, “Do you have a friend at school?” (Note that percentages may not sum to 100% due to missing data if students skipped this question.) Students were more likely to indicate having a friend on the post-survey as compared to the pre-survey, although the trend was not statistically significant: $\chi^2(1) = 1.49, p = .223$. The lack of statistical significance is likely due to the smaller sample size at post-test, leading to less power to find an effect. Students who served as mentors were more likely to indicate having a friend on the post-test survey as compared to those who were not mentors, although the trend was not statistically significant: $\chi^2(1) = 1.13, p = .287$.

Summary of Students’ Responses to “Do you have a friend at school?” by Time and Mentorship

		
Pre-test	96.4%	3.6%
Post-test	97.5%	2.5%

		
Mentors at Post-test	100%	0%
Non-mentors at Post-test	97.9%	2.1%

The tables below summarize data from the question, “I would talk to a student with a disability who I don’t know.” (Note that percentages may not sum to 100% due to missing data if students skipped this question.) Students indicated stronger agreement with the statement on the post-survey as compared to the pre-survey: $\chi^2(3) = 35.43, p < .001$. In addition, students who served as mentors indicated stronger agreement with the statement at post-test than non-mentors: $\chi^2(4) = 11.01, p = .026$.

Summary of Students’ Responses to “I would talk to a student with a disability who I don’t know.” by Time and Mentorship

	Strongly Agree	Agree	Disagree	Strongly Disagree
Pre-test	27.4%	58.8%	10.5%	3.3%
Post-test	40.0%	47.0%	9.4%	3.5%

	Strongly Agree	Agree	Disagree	Strongly Disagree
Mentors at Post-test	58.5%	30.2%	5.7%	3.8%
Non-mentors at Post-test	38.8%	48.6%	8.9%	3.4%

The tables below summarize data from the question, “I would invite a student who has a disability to hang out.” (Note that percentages may not sum to 100% due to missing data if students skipped this question.) Students indicated stronger agreement with the statement on the post-survey as compared to the pre-survey: $\chi^2(3) = 20.50, p < .001$. In addition, students who served as mentors indicated stronger agreement with the statement at post-test than non-mentors: $\chi^2(4) = 21.91, p < .001$.

Summary of Students’ Responses to “I would invite a student who has a disability to hang out.” by Time and Mentorship

	Strongly Agree	Agree	Disagree	Strongly Disagree
Pre-test	18.4%	61.3%	17.3%	2.8%
Post-test	26.6%	57.5%	13.3%	2.6%

	Strongly Agree	Agree	Disagree	Strongly Disagree
Mentors at Post-test	52.8%	41.5%	1.9%	3.8%
Non-mentors at Post-test	24.4%	57.2%	14.7%	2.9%

The tables below summarize data from the question, “I am considering a career in the human services.” (Note that percentages may not sum to 100% due to missing data if students skipped this question.) Students indicated stronger agreement with the statement on the post-survey as compared to the pre-survey: $\chi^2(3) = 19.52, p < .001$. In addition, students who served as mentors indicated stronger agreement with the statement at post-test than non-mentors: $\chi^2(4) = 14.08, p = .007$.

Summary of Students' Responses to "I am considering a career in the human services." by Time and Mentorship

	Strongly Agree	Agree	Disagree	Strongly Disagree
Pre-test	19.8%	27.3%	30.7%	22.2%
Post-test	23.3%	33.4%	27.6%	15.7%

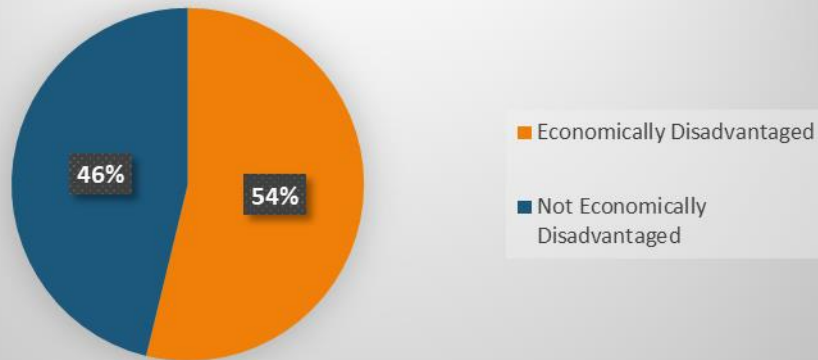
	Strongly Agree	Agree	Disagree	Strongly Disagree
Mentors at Post-Test	43.4%	28.3%	20.8%	7.5%
Non-mentors at Post-Test	20.7%	34.9%	28.3%	15.2%

Therefore, although causation cannot be determined in these analyses, there is evidence to suggest that the Mikayla's Voice intervention at the high school level is linked with: 1) improved feelings about school, 2) increased likelihood of friendship, 3) more openness to interactions with peers with disabilities, and 4) a stronger consideration of a career in human services. In addition, all of these effects were stronger for those who participated as mentors in the Mikayla's Voice mentorship program, providing preliminary evidence of the efficacy of this additional programming at the high school level.

School Survey Data

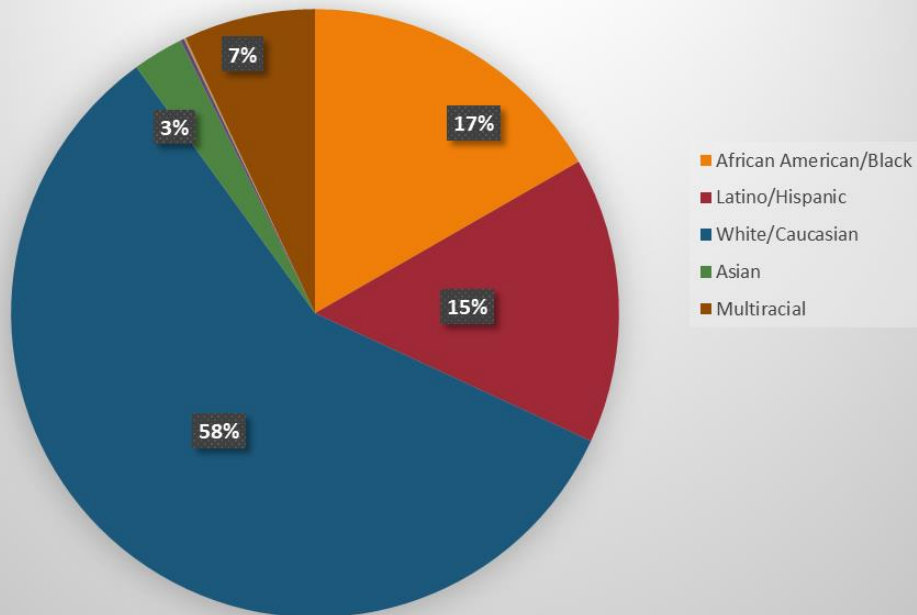
Mikayla's Voice had intended to collect school-level data from the Pennsylvania Information Management System (PIMS) during the Summer of 2023. However, data were still not available in September 2023. Therefore, Mikayla's Voice distributed a survey to school administrators in the Summer/Fall of 2023 to gather data about the student population served and behavioral and attendance trends for the school year. Of the 19 participating schools, 12 school administrator surveys were returned. Mikayla's Voice served a diverse group of schools, with the percentage of economically disadvantaged students in each school ranging from 11% to 90%; more information is presented in the figure below.

Average Socioeconomic Data Across Schools



The percentage of White/Caucasian students per school ranged from 7% to 96%; see the figure below for more information on racial/ethnic diversity across schools.

Average Race/Ethnicity Percentages Across Schools



The percentage of students receiving special education services ranged from 11% to 29%. The number of office disciplinary referrals ranged from 0-2155. In-school suspensions ranged from 0-81, whereas out-of-school suspensions ranged from 1-189. Attendance rates were generally

high; although one school reported a 31% attendance rate, the remaining 11 schools reported attendance rates ranging from 89% to 96%. From the full sample of 19 schools, 7 schools failed to complete the school administrator survey. Despite those missing data, it is evident from the completed responses that Mikayla's Voice continues to serve a diverse community of schools.

Summary and Recommendations

Statistical evidence from the 2022-23 academic year supports an increase in: 1) liking for school and 2) perceived friendship following the Mikayla's Voice intervention across grades K-12. In addition, students who participated in the mentorship intervention schools at the high school level reported increased openness to interactions with peers with disabilities as well as a stronger interest in a career in the human services. These effects were particularly pronounced for students who served as mentors in the new Mikayla's Voice mentorship program at the high school level, providing preliminary support for the efficacy of this mentorship model.

For the next programming year, it would be beneficial to be able to link students' surveys at pre-test and post-test with a unique student ID if possible, as this would assist with studying change over time. If that is not possible due to schools' privacy concerns, having student-level data is still beneficial in terms of statistical power to run analyses. In addition, we suggest moving the survey to the Qualtrics platform as there is less likelihood of schools blocking this software on students' devices; therefore, response rates should be higher than the current year when Google forms were used. We recommend tracking response rates in real-time, particularly at the post-test survey timepoint, so that schools can be reminded to encourage students to complete the surveys if response rates are lower than expected. Finally, we recommend continuing to collect behavioral, attendance, and demographic data from school leaders directly, in order to avoid delays associated with the posting of the PIMS data at the conclusion of the academic year.

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