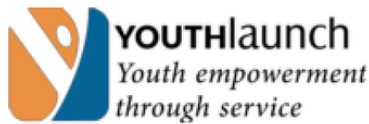


Austin ISD

PALS

Peer Assistance, Leadership, and Service



Current PALS:

YouthLaunch Survey Report

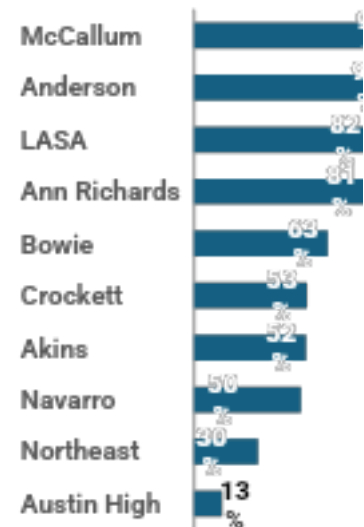
August 2025

Introduction

Executive Summary

In Spring 2025, high school students who were currently serving as a peer mentor in the Peer Assistance Leadership and Service (PALS) program participated in an end of year survey as part of their PALS coursework. Across 10 schools, 223 students responded to the survey with students from McCallum and Anderson having high response rates. Students provided feedback regarding their experience in PALS, perceived changes in their attitudes because of PALS, plans post-graduation, and relationship with their teacher. Students also provided open-ended feedback aligned with these questions to more deeply understand their experiences. Students who identified as participating as a PALee in elementary or middle school responded to a few additional questions about their experiences as a PALee.

223 students took the survey



Regardless of school, students provided overwhelmingly positive feedback on the survey. Indeed 96% of students agreed or strongly agreed that **PALS helped them feel connected to their community** – a critical goal of the program. Similarly, almost all students agreed or strongly agreed that **PALS improved their awareness of relationship building**, another key component of PALS programming. Students' open-ended comments revealed great insight into how participation in PALS changed their sense of self. Not surprisingly **97% of students would recommend PALS to a friend**. Also of note, **70% of students agreed that they**

would pursue a degree related to social responsibility.

Despite these positive results, a few areas of improvement emerged. For example, in open-ended responses, some students requested transportation to help get to schools and others requested deeper training. Overall, these results point to the fact that PALS is being implemented as designed, and students' attitudes are shifting as a result of PALS.



I would recommend pals to a peer since it's one of the programs where you learn so much about yourself while also helping lead younger ones. You learn so much about building strong relationships and how to encourage other[s] to be their best selves.

Introduction

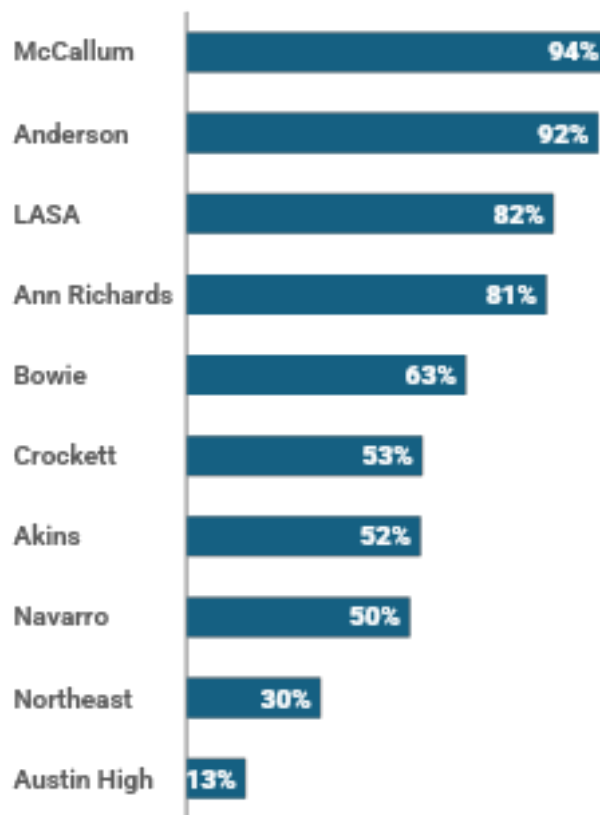
The Peer Assistance Leadership and Service (PALS) program is a peer-to-peer mentoring and youth empowerment program that started at Crockett High School in 1980. Since then, PALS has trained high school students across all Austin Independent School District (AISD) high schools to serve as peer mentors to younger students in the middle schools that feed into their respective high school. In this way, students engaging in PALS serve as role-models to younger students in their community and neighborhood. More recently, middle school students have been trained to serve in PALS and mentor elementary school students from schools that feed into their middle school. At its core, PALS promotes service, the development of interpersonal skills, and establishing community-mindedness for students which helps to create a more positive and productive school environment. Students enroll in PALS as an elective course, which is a curriculum-based program accredited by the Texas Education Agency (TEA). PALS is funded through donations from YouthLaunch. Funding for PALS is provided by the Buena Vista Foundation and the Kabacoff Family Foundation. For more information on PALS and YouthLaunch, visit the following websites: <https://www.austinpals.org/>, <https://www.austinisd.org/pals/about>, and <https://www.youthlaunch.org/>. Throughout this report, the following definitions are used:

- **PALS** are students trained in mentoring, leadership and cooperation by AISD's counseling, Social and Emotional Learning (SEL) and Trust Based Relational Intervention (TBRI) departments, as well as District-approved outside facilitators. PALS work with students at their own campuses and at feeder schools in their vertical teams to mentor, serve as role models and perform community service.
- **PALees** are students who are paired with a trained PAL from a higher grade. PALees typically spend 30-40 minutes per week with their peer mentor.
- **Activities for PALS and PALees** can vary from structured, outcome-oriented activities to less structured play or conversation. PALS and PALees work in their pairs or form bigger groups for games or other activities. PALS and PALees stay on campus during their time together and are subject to school rules and expectations for conduct.

The purpose of this report is to highlight findings from a survey administered in Spring 2025 to gather insight from students participating in the PALS program. The survey is designed to assess students' overall experiences with PALS both in survey responses and several open-ended responses.

Overall Impressions. In Spring 2025, current PALS were asked to complete a survey as part of their final class designed to assess their experiences as a PAL and the degree to which serving in PALS has influenced their attitudes. In total, 210 students completed the PALS survey. Most respondents were from Anderson (47, or 21% of the total number of respondents), with Navarro (9 responses, or 4%) and Austin (7 responses, 3%) having the least number of respondents (Figure 1; see Appendix B for number of responses by school). Although some schools had fewer students responding to the survey than did other schools, each school had more than adequate representation of the number of students who served at their respective schools.

Figure1. Students from McCallum and Anderson High Schools had the highest response rates on the survey.



Source. Spring 2025 PALS experience survey

Note. Percentages represent the response rates per school, or the number of students who responded divided by the number of PALs at each school.

Feedback gathered on the survey was overwhelmingly positive. Regardless of school, students reported positive experiences serving in PALS (**Figure 2; see Appendix B for N counts**). That is, students not only believed that PALS had a positive influence externally (e.g., positive relationships with their PALee and connection to the community), but also improved their internal beliefs (e.g., relationship skills, self-awareness, social awareness, responsible decision-making, and self-management skills). Students' ratings suggest that PALS heled them

feel connected to their community and that PALS is a unique experience at their school. Additionally, nearly all students agreed that serving as a PAL has improved their relationship skills, helped them feel that they could become a good mentor, and that they would like to continue mentoring others after high school. It should be noted that students participating in PALS are not explicitly taught in their PALS coursework to discuss academics with their PALee but is something that likely comes up naturally in conversations with their PALee.

Figure 2. Overall, students reported very positive experiences with serving as a PAL. Opportunities for growth center on opportunities for PALs to talk to their PALees about **academic plans (74%)**.



Source. Spring 2025 PALS experience survey, n = 223

Note. Scores ranged from 1 = strongly disagree to 4 strongly agree. Percentages represent the percentage of students who selected “agree” and “strongly agree” responses.

Students next answered questions relating to the overall program objectives of PALS. Again, responses were positive, with at least **90% of students agreeing or strongly agreeing with each statement (Figure 3)**. That is, nearly 100% of students would recommend PALS, thought the purpose of PALS was clear, and felt supported in their work as a PAL.

Figure 3. Nearly all students agreed or strongly agreed that they would recommend PALS to a peer, that the purpose of PALS was clear, were supported as a PAL, were mentored by their PALS teacher, and PALS has changed how they think about themselves.



Source. Spring 2025 PALS experience survey, n = 223

Note. Scores ranged from 1 = strongly disagree to 4 strongly agree. Percentages represent the percentage of students who selected “agree” and “strongly agree” responses.

Open-ended feedback. Students were also asked to provide open-ended feedback on the items included in **Figure 3**. First, students were asked to share feedback related to whether they would recommend PALS to a peer. Nearly all students who provided open-ended feedback shared that they would recommend PALS to a peer. Responses were coded for themes. **The most common themes related to overall great experience, improved relationship skills, improved self-awareness, increased confidence and leadership, and improved sense of community.** Importantly these themes closely tie to the overall goals of PALS.

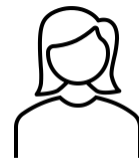
I would [recommend PALS] because it is the best experience to become a mentor [to] someone younger who might just need a friend. The training that we did at the start of the year also was very helpful, not just for the class, but for life.



Next, students were asked to provide open-ended comments to describe if the purpose of PALS was clear to them. Similar to previous questions, responses were overwhelmingly positive, with

students agreeing that **the goals of PALS were made clear due to the explicit instruction (lessons) and mentoring provided by their teacher**. Open-ended responses were coded for themes. The most common themes that emerged related to the straightforwardness of the lessons, the mentoring their teacher modeled with them, and the relationships they built in their class. As one student shared, *"The purpose of PALS was executed through all of our tasks whether [sic] it be homeroom or mentoring, our expectation was always very clear for who we stand for in and out of school, and held ourselves to a higher standard than most."* Another student shared, *"I believe the purpose of PALS was clear to me. From the beginning, it was obvious that the goal was to build connections, be a positive role model, and support others who might be going through tough times. Whether it was through mentoring, listening, or just being there for someone, I always understood that PALS was about making a difference in people's lives. The activities, trainings, and relationships we formed all pointed back to that main purpose, helping others feel seen, heard, and valued."*

The purpose of pals was clear from the beginning, to provide and give to the young community. There's so many ways to help out, with grades, with readings, with friendships, with home relationships and situations, but the most important is to provide stability and be a constant figure in this child's life, because they might not have anyone else.



Students were also asked to share whether they felt supported by PALS. In their responses, **students mostly discussed the relationships they built with their teacher and with their fellow PALS**. Many responses described feeling supported both by their teacher and by their fellow PALS. For example, one student shared, *"I feel supported when working as a PAL because I know that if I am having trouble with a PAL I can always ask my teacher for help or ask another PAL classmate. We all support each other in making sure that we can truly positively affect our PALS lives."* Some students also discussed the support they received from the school their PALee attended. For example, one student described, *"Whatever school that I went to always made sure that we had a place to either play or talk with our PALees. They always had games laid out too which made the greetings and goodbyes easy."*



I feel really supported because my other classmates helped me out whenever I needed the help and always feel supported by my teacher as well...[he would] help me understand things when I needed more knowledge.

Students were next provide feedback

asked to open-ended

asking them to reflect on whether PALS has changed the way they think about themselves. Responses were reviewed and coded for themes. **The most common themes related to self-awareness, social awareness, relationship skills, leadership, and community**. Many responses related to all themes. For example, one student shared, *"I believe PALS has changed me for the better because it helped me build connections with people I would have never imagined I would have talked to and it helped me become more socially aware, responsible, confident, and just showed me how to be a leader with an open mindset...[PALS] has also changed my plans for*

the future, being able to be there for younger kids and seeing how excited they get about pals has led me to decide I want to be a[n] elementary school teacher in the future.” Another student shared, “I believe PALS has changed the way I think about myself because it helped me grow in confidence, communication, and empathy. Working closely with others taught me to be more patient and understanding.” Another student shared that they now see how their actions relate to the larger community, stating, “PALS showed me the responsibility that each of us have to our communities. Before PALS I didn't really view myself as part of something greater, but now I realize that I'm a part of a bigger purpose. I now view myself as a leader and a role model, which I didn't really think of myself as before I started PALS.”



Finally, a student explained, “It has made me

confident in my abilities to build relationships and be a mentor to children. It has showed me how to make a difference and inspired me to go into social work in my future. It is the best thing that has ever happened to me.”

Being a PAL has challenged me to reflect on my own perspectives to broaden the impact I make on my community. Especially being a PAL to Life Skills students, I have been able to advocate for those with disabilities, not only changing the way I view others, but the way that my school views those with disabilities. Furthermore, PALS has taught me the importance of grit, determination, and respect. PALS allowed me to recognize my strengths and weaknesses to expand as a student and person outside of school.

Students were also asked to reflect on their relationship with their PALS teacher and coded for themes. The most common themes related to **modeling mentoring skills, being supportive, building relationships, and creating a sense of community**. One student shared that their PALS teacher “is quite literally everything to us. He is the best most understanding most kind teacher I have ever had and I honestly wish I had more time with him. I think every PALS should have a [teacher like my PALS teacher] because he made it such a special experience and probably the most unique amazing thing I've been a part of at [my school].”

My PALS teacher has guided me in and out of the PALS program this year. She has expanded my social skills immensely through the work we do in PALS regarding vulnerability, leadership, and community. It is because of her that I feel confident with myself in all aspects of life because I am able to apply all skills I learn in PALS to the rest of my life.



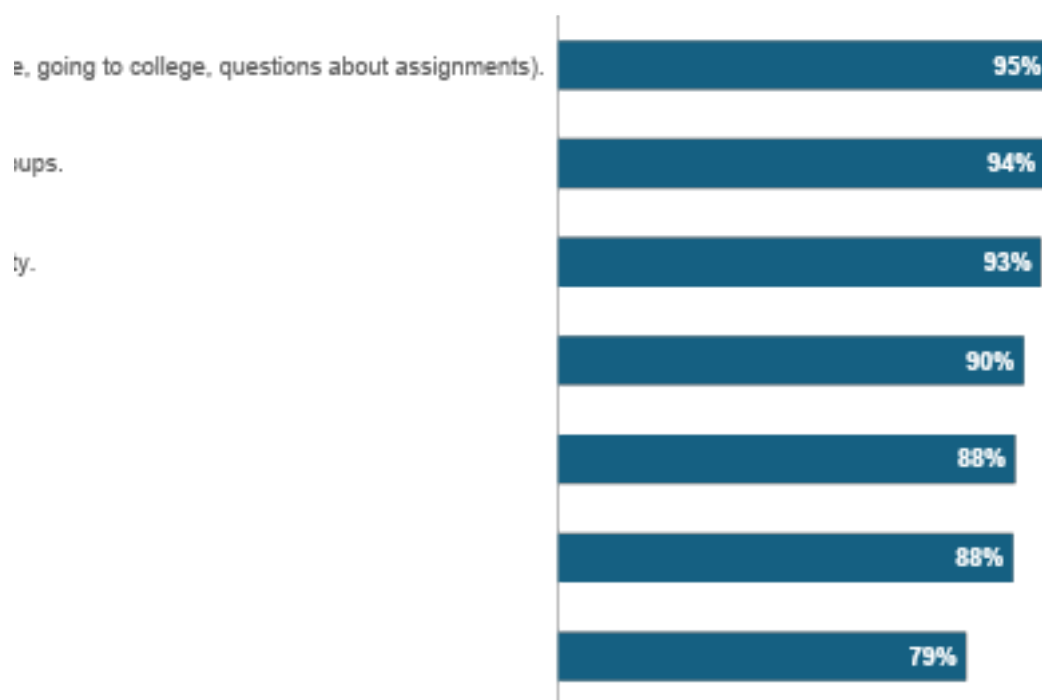
Another student

at a different school talked about how their PALS teacher helped them gain confidence. As they stated, “My PALS teacher is a great mentor for me because she has brought me out of my shell compared to the start of the year. She involves me in conversation or activities when I'm not confident enough to do so myself. She makes me feel included. and her advice has been very helpful for me.”

Experiences of former PALees. Students were asked to share whether they were a PALee when they were in elementary or middle school. Of the 223 students who responded to the survey, **38 (17%) indicated that they had been a PALee in elementary or middle school.** Although each

school was represented in this number, some schools only had 1 respondent. As a result, responses to these questions are not disaggregated based on school (**Figure 4**). Similar to questions about serving as a PAL, students' responses to questions about their experience as a PALee were very positive. Specifically, **at least 90% of students agreed that they felt comfortable talking to their PAL about academics, challenges with friends, understand the importance of community, and want to serve in PALS**. The item with the lowest level of agreement was "having a PAL helped me transition into a new grade and/or school" (79%). It should be noted that not all eligible students receive a PAL, and the number of years they had a PAL varied. Not all PALees had a PAL during a time of transition, which may have influenced responses.

Figure 4. Students who were a PALee reported an overwhelmingly positive experiences with their PALS and stated being a PALee made them want to be in PALS themselves.



Source. Spring 2025 PALS experience survey

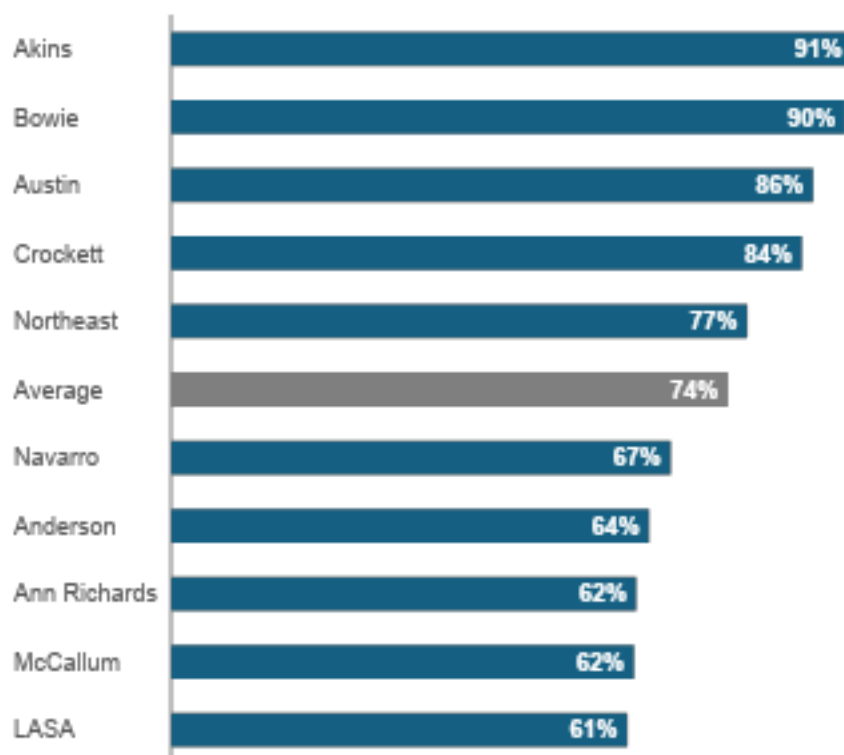
Note. Scores ranged from 1 = strongly disagree to 4 strongly agree. Percentages represent the percentage of students who selected "agree" and "strongly agree" responses.

Responses by school. This section of the report discusses level of agreement to each survey item disaggregated by school. While most responses were positive, there were some questions with more variation which are displayed in figures. Responses to all questions disaggregated by school are included in Tables 1, 2, and 3.

The first set of items examine how PALS related to their PALees. For example, 74% of students agreed that their PALee could talk to them about academic plans. Nearly all students from Akins and Bowie agreed with this item, with slightly more than 60% of students at Ann Richards,

McCallum, and LASA agreeing with this statement (**Figure 5**). Table 1 provides the percent agreement to each item by school.

Figure 5. At 5 of the participating schools, 3 out of 4 respondents felt that their PALee talks to them about their academic plans. At the remaining 4 schools, only 1 in 3 students agreed or strongly agreed with this item.



The

Source. Spring 2025 PAL experience survey, n = 223

Note. Scores ranged from 1 = strongly disagree to 4 strongly agree. Percentages represent the percentage of students who selected "agree" and "strongly agree" responses.

following table displays the level of agreement to items related to PALs interactions with their PALees. Across all schools, roughly three fourths of PALS surveyed talked about academic plans with their PALees. Students from Akins and Bowie were most likely to agree with this statement, while students from LASA, Ann Richards and McCallum had the least amount of agreement to these items. Nearly 90% of PALS agreed that their PALee talks to them about challenges with their friend group. All students from Austin and Bowie agreed that their PALee felt comfortable discussing these challenges with their PALS, with just under three fourths of students from Akins agreeing with this statement. Finally, a majority of PALS surveyed agreed that their PALee felt comfortable talking to them about challenges they faced at home. Agreement was highest at Austin (100%), with just two-thirds (66%) of students from Ann Richards agreeing with this item (Table 1).

Table 1. A majority of students agreed that their PALee felt comfortable talking to them about academics, challenges with friends, and challenges at home. Level of agreement varied based on school.

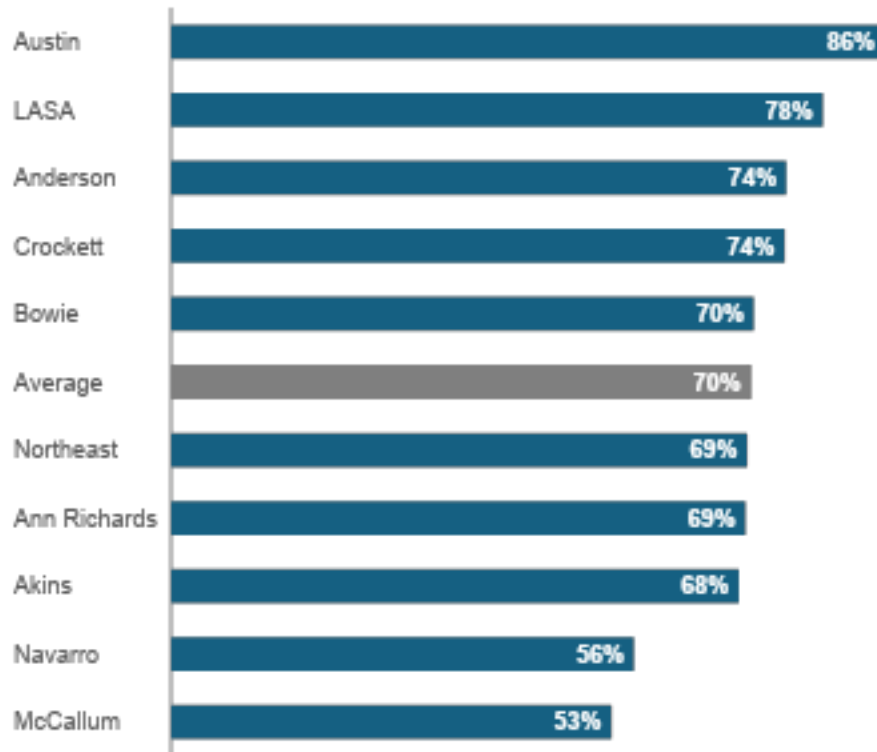
School	My PALee talks to me about their academic plans (for example, which classes to take, going to college, or specific questions about assignments).	My PALee talks to me about challenges with their friends/friend groups.	My PALee feels comfortable talking to me about challenges at home.
Akins (n = 22)	91%	73%	73%
Anderson (n = 47)	64%	94%	94%
Ann Richards (n = 29)	62%	79%	66%
Austin (n = 7)	86%	100%	100%
Bowie (n = 20)	90%	100%	95%
Crockett (n = 19)	84%	90%	95%
LASA (n = 23)	61%	78%	87%
McCallum (n = 34)	62%	85%	88%
Navarro (n = 9)	67%	78%	78%
Northeast (n = 13)	77%	92%	85%
Average (n = 223)	74%	87%	86%

Source. Spring 2025 PASL experience survey, n = 223

Note. Scores ranged from 1 = strongly disagree to 4 strongly agree. Percentages represent the percentage of students who selected “agree” and “strongly agree” responses.

Another question that showed variation asked students to indicate if serving as a PAL motivated them to pursue a degree in social responsibility. Students from Austin High had the highest level of agreement to this item (86%), whereas students from McCallum had the lowest level of agreement to this item (53%) (**Figure 6; Table 2**). Students’ level of agreement to this item were the lowest on the survey.

Figure 6. Across all schools, only 70% of students felt that serving as a PAL has motivated them to pursue a college degree in a field related to social responsibility.



Source. Spring 2025 PAL experience survey, n = 223

Note. Scores ranged from 1 = strongly disagree to 4 strongly agree. Percentages represent the percentage of students who selected “agree” and “strongly agree” responses.

Table 2. A majority of students agreed that serving as a PAL has helped them feel more connected to their community and increased their awareness of relationships.

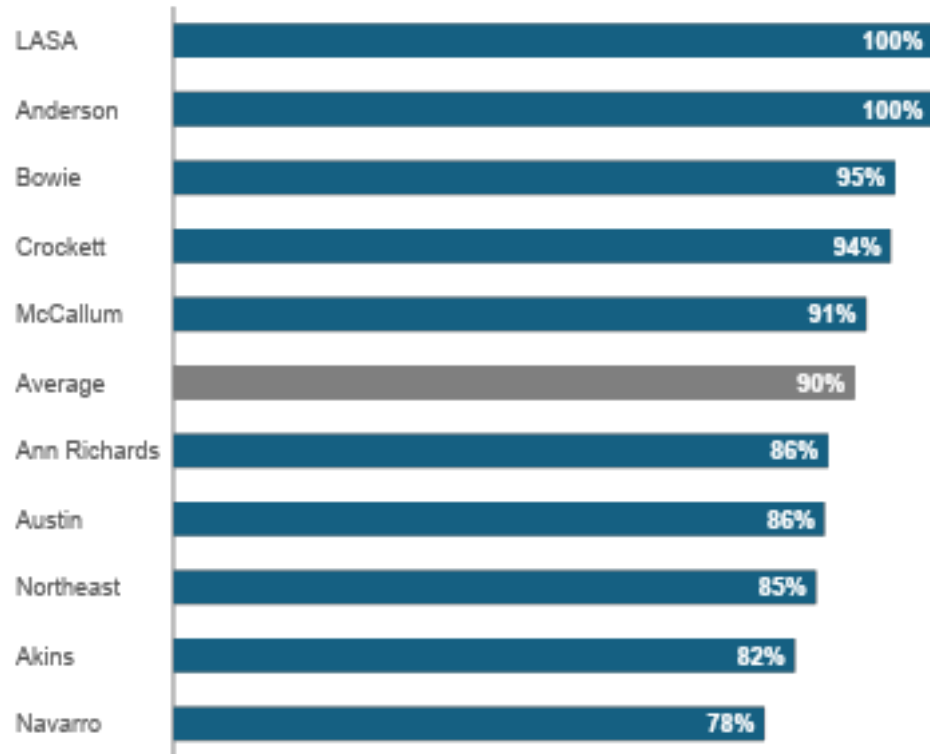
School	Serving as a PAL has helped me feel more connected to my community.	Serving as a PAL has motivated me to pursue a college degree in a field related to social responsibility.	Serving as a PAL has increased my awareness of building relationships.	Serving as a PAL has inspired me to continue mentoring others even after I graduate from high school.
Akins (n = 22)	96%	68%	100%	91%
Anderson (n = 47)	98%	74%	98%	89%
Ann Richards (n = 29)	97%	69%	97%	83%
Austin (n = 7)	100%	86%	100%	100%
Bowie (n = 20)	100%	70%	100%	95%
Crockett (n = 19)	100%	74%	100%	90%
LASA (n = 23)	100%	78%	100%	100%
McCallum (n = 34)	94%	53%	97%	97%
Navarro (n = 9)	78%	56%	67%	78%
Northeast (n = 13)	100%	69%	100%	92%
Average (n = 223)	96%	70%	96%	91%

Source. Spring 2025 PALS experience survey, n = 223

Note. Scores ranged from 1 = strongly disagree to 4 strongly agree. Percentages represent the percentage of students who selected “agree” and “strongly agree” responses.

One of the most important program goals of PALS is that participation not only improves the experiences of PALees, but almost more importantly, improves the attitudes and experiences of PALS. Importantly, responses to this question were high with only a few schools having lower levels of agreement (e.g., Navarro, Akins, Northeast, Ann Richards, and Austin; **Figure 7, next page**). Some of the low levels of agreement can be attributed to the smaller number of students responding to the survey at Navarro and Austin, so caution should be made when interpreting the results at these schools. However, examining the responses at schools like Northeast, Akins, and Ann Richards might result in some important conversations with PALS leaders at those schools to ensure the program is being implemented as designed, and uplift students’ responses (Table 3).

Figure 7. Most students agreed or strongly agreed (90%) that being a PAL changed the way that they think about themselves.



Source. Spring 2025 PALS experience survey, n = 223

Note. Scores ranged from 1 = strongly disagree to 4 strongly agree. Percentages represent the percentage of students who selected "agree" and "strongly agree" responses.

Table 3. Students' responses to questions related to their internal experiences with PALS were quite positive, with many average school responses at 100% agreement.

School	I believe I could be an excellent mentor because of my experience in PALS.	Being a PAL changed the way I think about myself.	I felt supported in my work as a PAL.	I would recommend PALS to a peer.
Akins (n = 22)	96%	82%	100%	100%
Anderson (n = 47)	98%	100%	96%	96%
Ann Richards (n = 29)	93%	86%	100%	100%
Austin (n = 7)	100%	86%	57%	100%
Bowie (n = 20)	100%	95%	90%	95%
Crockett (n = 19)	100%	94%	100%	100%
LASA (n = 23)	100%	100%	96%	91%
McCallum (n = 34)	94%	91%	97%	100%
Navarro (n = 9)	78%	78%	89%	89%
Northeast (n = 13)	85%	85%	100%	100%
Average (n = 223)	94%	90%	92%	97%

Source. Spring 2025 PALS experience survey, n = 223

Note. Scores ranged from 1 = strongly disagree to 4 strongly agree. Percentages represent the percentage of students who selected "agree" and "strongly agree" responses.

There were also some areas of improvement, such as connecting PALS to careers. In open-ended comments, some students mentioned wanting additional training. For example, one student stated, "I wish we had more training in how to handle certain situations or different types of things." Another student agreed, stating that *"My only complaint with the support I was given is I wish there was more in depth training. Maybe if it was 2 or 3 days instead of just the one I'd feel more able to handle children."* Another student requested transportation: *"I think next year having transportation would be better so that everyone could get there at the same time."* One student requested materials to help their PALee learn English: *"I was hoping for more materials I could use to help my PAL learn to read in English."* Similarly, one student felt that although individual schools were supportive of PALS, *I felt like the district did not play a huge role in support. We had a training, but other than that there was not too much."*

It is also important to note that although a vast majority of students reported overwhelmingly positive experiences with their PALS teacher. A few students reported some less positive relationships in their open-ended comments. Some students discussed that they liked their old PALS teacher, and had a hard time connecting with their new teacher: *"Our new PALs teacher had amazing experience and good stories but the work we were asked to do was useless and incredibly base level. Last year our teacher was amazing."* A student from a different school stated that, *"I think he's a good teacher in the sense that he wants us and motivates us to be there for our pals. But I think since he's a coach there are times where we are missing out on time of*

being with our pals and building a stronger connection with them because he has something to do for his team.” Another student at the same school shared, “My PALS teacher shows little to no enthusiasm for our class and will be hypocritical in conversation. He has denied a lot of kids memories and refused to participate at the school for the kids. Very unprofessional to say the least.” Finally, a student at a different school was upset that their teacher left, stating, “The lack of communication and causing disruption in our routine and communication with other schools was such a hassle to deal with. None of my class knew that they left until they just didn’t show up one day after rumors speculated the school. Teacher Stewart was not a leader in this sense and is 100% not a mentor to me in ANY way.”



Conclusions/Recommendations

Based on the feedback gathered in this survey, PALS leadership can better understand that the program is mapping onto the overarching program goals: improving students' relationship skills, promoting social responsibility and community connection, improving self-awareness, and providing leadership skills.

Students' open-ended responses often tied directly to these goals with agreement to survey items providing high-level insights amplifying program impact. While these responses are positive, it is important to note that some schools had a small number of students responding to the survey. As a result, any caution should be made when drawing conclusions or recommendations based on these results.

Future work based on these results may include offering data digs with students from these schools to uplift their responses and make improvements in identified areas. Additionally, sharing school-level reports to participating PALS leaders may also be insightful. Future research will also include reaching out to former PALS to gain insight into long-term effects of PALS participation such as connections to work and/or post-secondary majors. Research with former PALS will also include interviews and/or focus groups to provide additional qualitative insights to corroborate findings presented in this report.



Appendix A. Current PALS Survey

1. Please select your school (dropdown list):
2. How long have you been a PAL (if this is your first year, select 1)? (dropdown list: 1 year, 2, 3, 4, 4 or more)
3. Did you have a PAL when you were in Elementary and/or Middle School? (Y/N)

[If YES to having a PAL, ask the following questions, if NO skip to CURRENT PAL questions]:

3a. I felt comfortable asking my PAL questions about my academics (which classes to take, going to college, questions about assignments).

Scale: *Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)*

3b. I felt comfortable asking my PAL questions about challenges with my friends/friend groups.

Scale: *Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)*

3c. I felt comfortable asking my PAL questions about challenges at home.

Scale: *Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)*

3d. Having a PAL helped me feel comfortable going to school.

Scale: *Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)*

3e. Having a PAL helped me transition into a new grade and/or school.

Scale: *Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)*

3f. Having a PAL when I was younger made me want to become a PAL.

Scale: *Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)*

3g. Having a PAL when I was younger helped me understand the importance of community.

Scale: *Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)*

4. My PALee talks to me about their academic plans (for example, which classes to take, going to college, or specific questions about assignments).

Scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

5. My PALee talks to me about challenges with their friends/friend groups.

Scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

6. My PALee feels comfortable talking to me about challenges at home.

Scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

7. Serving as a PAL has helped me feel more connected to my community.

Scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

8. Serving as a PAL has motivated me to pursue a college degree in a field related to social responsibility.

Scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

9. Serving as a PAL has increased my awareness of building relationships.

Scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

10. Serving as a PAL has inspired me to continue mentoring others even after I graduate from high school.

Scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

11. I believe I could be an excellent mentor because of my experience in PALS.

Scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

12. Being a PAL changed the way I think about myself.

Scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

(Open-ended: Tell us why you do or do not believe PALS has changed the way you think about yourself:)

13. The purpose of PALS was clear to me.

Scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

(Open-ended: Tell us why you do or do not believe the purpose of PALS was clear to you:)

14. PALS is a unique experience at my school.

Scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

15. I felt supported in my work as a PAL.

Scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

(Open-ended: Tell us why you do or do not feel supported in your work as a PAL:)

16. My PALS teacher is a mentor to me.

Scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

(Open-ended: Please tell us why you do or do not believe your PALS teacher is a mentor to you)

17. I have continued to stay connected with my former PALee(s).

Y/N

18. I would recommend PALS to my peers:

Y/N

(open-ended: Please tell us why you would or would not recommend PALS to a peer)

Appendix B. Number of responses by school

School	# of responses
Akins	22
Anderson	47
Ann Richards	29
Austin High	7
Bowie	20
Crockett	19
LASA	23
McCallum	34
Navarro	9
Northeast	13
Total	223

Appendix C. Word clouds by school

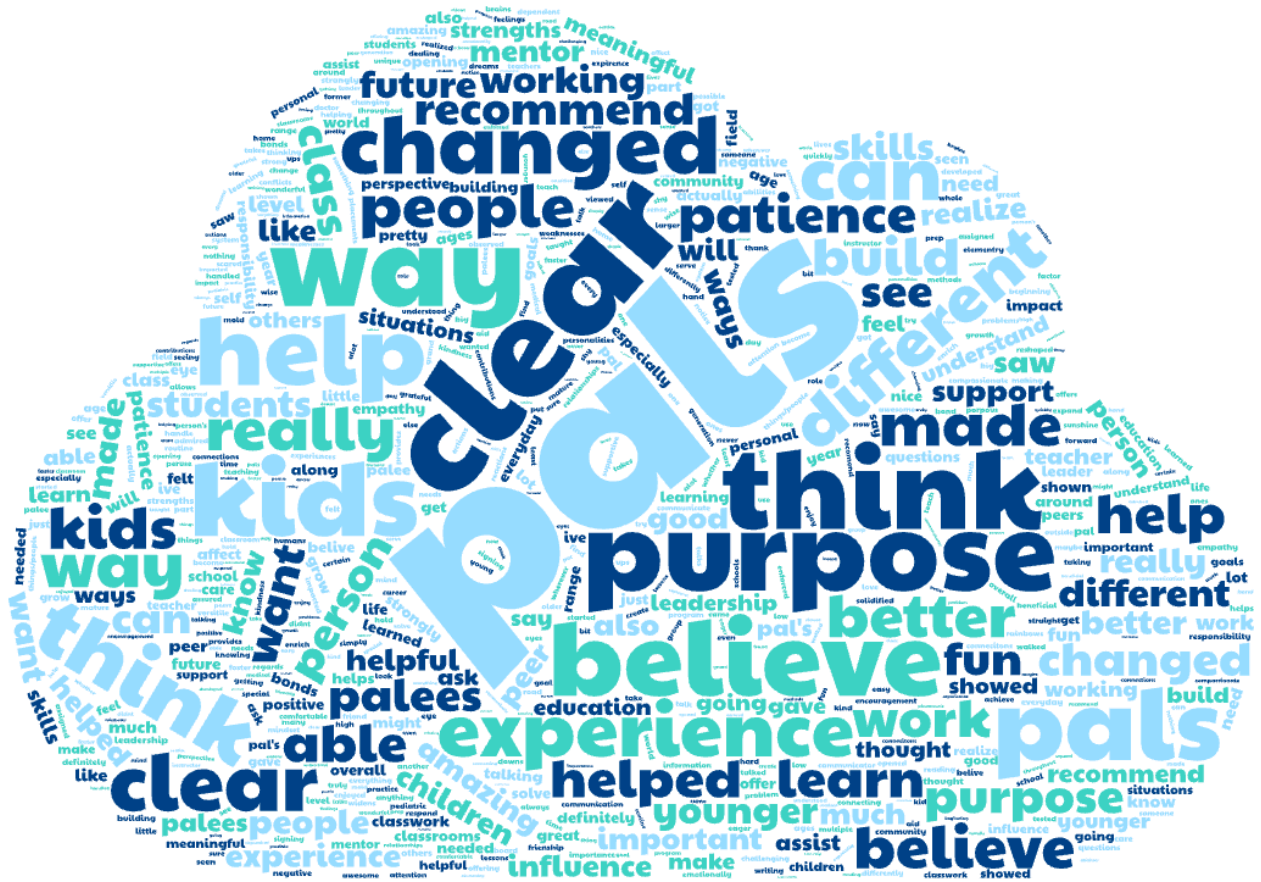
Akins



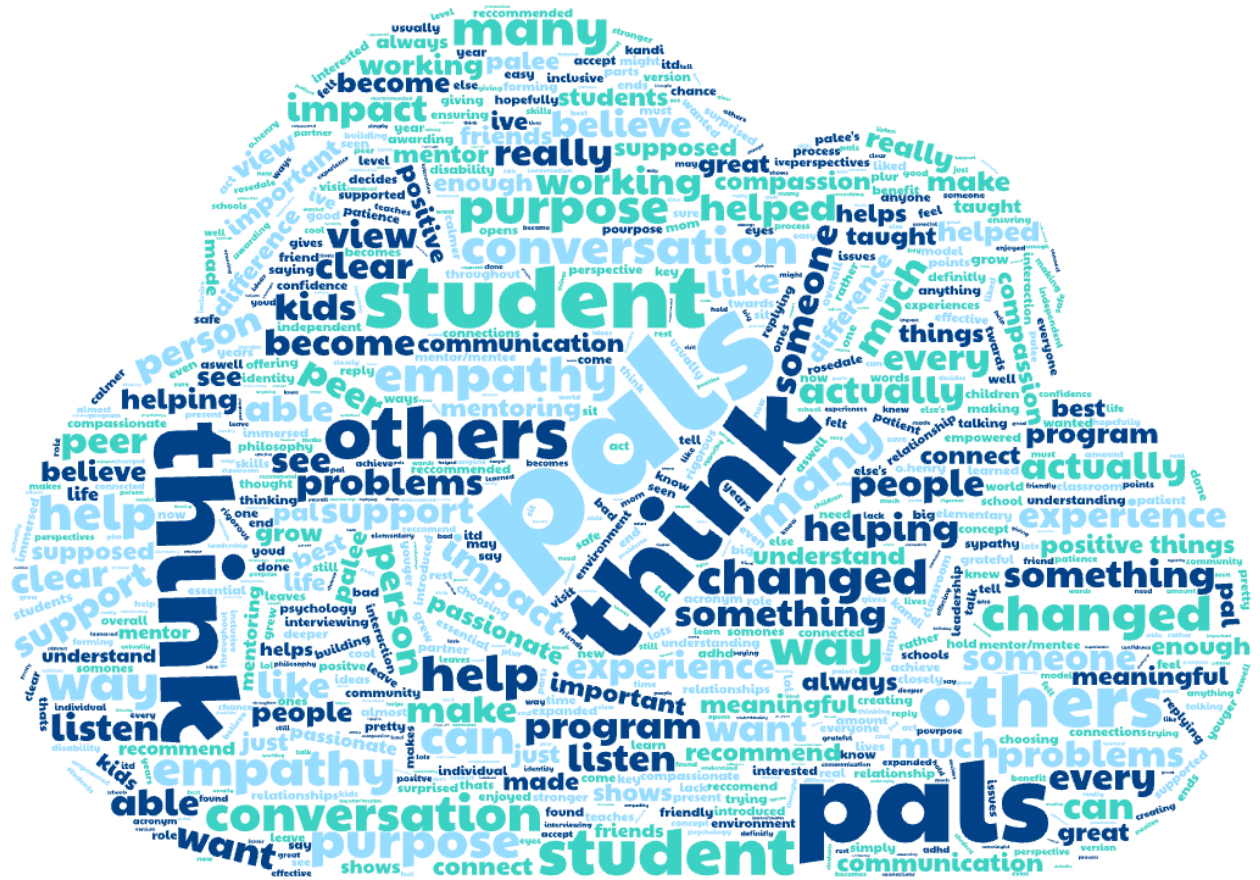
Anderson



Ann Richards



Austin



Bowie



Crockett









Northeast

