Satisfaction with a Six-Week Intervention for At-Risk Juveniles

The Gentleman’s Academy Program

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Chapter 1: Introduction

The Gentlemen’s Academy (GA) is a six-week residential program designed for at-risk youth in the Louisville, KY, Metropolitan area. The objective of the program is to instill adaptive coping skills into young men with a history of juvenile offending. Instead of acting out violently when conflicts arise among these young men, the GA aims to teach alternate methods of self expression and to increase emotional intelligence. The GA also provides opportunities for academic and physical improvement.

In order to recruit the type of youth appropriate for such a study, the Louisville Metro Police Department identified several young men between grade levels 5-12 who had exhibited minor delinquent behaviors. Referrals came from parents, school staff, social workers, and police officers. The GA accepted 31 juvenile males into the program, along with 4 junior staff members who were graduates of the program from the previous year. During the first two weeks, 4 participants were removed due to behavioral concerns. The most common reason for expulsion was fighting. An additional 3 participants decided to quit the program at the end of the second week. Of the 24 participants who completed the program, 21 were African American, 2 were non-Hispanic White, and 1 was a Multi-racial male. The mean age of the GA participants was 13.8 (SD = 1.18).

In addition to formal instruction, GA scholars engaged in a number of specialized and hands-on activities.

- They became CPR and First Aid Certified.
- They learned how to recycle and compost material that were reusable.
- They took lessons on air and water quality, visiting the plants where water was being processed.
- They rode bikes and took air quality samples twice a week. The data was put into a computer and will be used by Louisville Metro Government. Four scholars were outfitted with bikes and monitors and have been hired to continue air quality research for the rest of the year.
- They learned about world-renowned sculptor Ed Hamilton by visiting his sculptures on the waterfront. He surprised them at one of his sculptures and gave them an autographed copy of his book.
- They received a basketball tutorial from pro basketball legend Darrell Griffith.
- They were invited to attend the PGA Championship at Valhalla.
- They had a special showing of the tribute to Langston Hughes at the Kentucky Center for the Arts.
- They put on a Shakespeare Production in Central Park for a packed crowd.
- They performed Community Service projects geared towards giving back that included neighborhood clean-ups in West Louisville and a free car wash for seniors at Spalding.
- They partnered with military personnel to clean up the headstones at Greenwood Cemetery.
- They went hiking, fishing, canoeing, and zip-lining.
- They enjoyed meals that were prepared by a professional chef every day.
- They had their linens professionally laundered.
- They learned how to care for an infant to avoid injuring them.

In a nutshell, these young men stayed extremely busy and were exposed to many professional people over the course of the week program. Though challenging, GA was extremely enjoyable. The kids were expected to work hard during academic sessions, but there was a very good balance of classroom and outdoor activities.
The survey administered to the GA participants consisted of several sections of questions aimed to assess changes in perspective among the GA participants after completing the GA program. Three important components of the program were academics, physical training, and emotional intelligence. The survey sought to capture whether the GA participants experienced a change in perspective within these three core areas. The survey specifically asked questions to ascertain whether past attitudes toward academics, physical training, and emotional intelligence had improved or remained unchanged after engaging in the program for six weeks. The first several sections of the survey evaluated overall changes that had taken place since completing the GA program. These sections looked for changes in how well participants handled negative situations and how much more interest they had in academic success since completing the GA. In addition to emotional intelligence and academics, the first several survey sections assessed whether there were any changes in how important physical fitness was to the participants. Respondents had the opportunity to choose the top 5 experiences which made the biggest positive impact on them during their time in the program. Moderate to high levels of change in perspective may indicate long term changes within these youth. The next several survey sections asked more specific questions about career interests. Many of the activities the youth were exposed to may have sparked interests in a variety of career fields including medical, entertainment, scientific or environmental careers. Career questions also sought to assess whether an increase in interest toward career attainment also indicated a shift in perspective toward academic achievement. Respondents were given the opportunity to write in their desired career field and were also asked to indicate whether a college degree would be needed to obtain this career.

Subsequent survey sections gave respondents the opportunity to consider long term goals by asking them to indicate goals they have for the next 12 months as well as accomplishments they would like to achieve in 3 years. The learning objectives section of the survey was aimed to assess whether everyday skills and academic skills had improved since attending the GA. The cardiopulmonary resuscitation (CPR) training section of the survey assessed whether participants may have acquired an interest in a helping or medical profession and whether they experienced positive feelings about obtaining CPR certification. The next set of questions was specific to the experience of living on a college campus. Some of the college campus experiences may have served as an incentive or motivator for the GA participants to attend college someday. For example, having access to a campus facilities and living away from home may have caused some of the GA participants to think about the benefits of attending college. The next two sections were specific to the development of more adaptive coping skills in the face of negative situations. The GA program promoted several different techniques to decrease maladaptive reactions to negative situations. As a result, Table 5 asked for participants to indicate which coping skills were most helpful for dealing with anger and frustration. The following section asked participants to select their top 3 coping skills. The last several sections were dedicated to ratings of the program overall. The GA participants were to indicate whether they were happy about attending the GA and whether they would attend the following year. They were also given the opportunity to describe what they liked best and least about the program and whether they would recommend the program to a friend. Lastly, participants rated which staff member or volunteer they would like to have as a mentor if the GA program were to be offered next year.

The surveys were administered individually to the participants on the 24th of July, 2014. Out of 24 participants, 100% of participants completed the survey. The mean completion time was 40 minutes. See Appendix A to view the complete survey.
Chapter 2: Before & After Gentlemen’s Academy

The single most important indicator of the success of the Gentlemen’s Academy program is the degree to which the perspective of the participants changed after having engaged in the program. As discussed previously, the youth who were chosen to participate in the GA had previously been involved in some type of delinquent activity. Their history of antisocial behaviors represents the inability of many at-risk youth to adopt more emotionally adaptive methods of coping when facing situations that elicit anger and frustration. If the GA is to be considered a relevant program, the coping skills taught to the participants would need to have changed their perspective in several important ways. According to the data provided by the self-report questionnaires each participant completed, several important shifts in perspective occurred after having taken part in the GA.

Figure 2-1: Improved Mastery

After Completing Gentlemen's Academy
I Am Better Able To:

When asked to compare how they had changed after completing the GA, the items most endorsed by the participants indicate an increase in thoughts about the future. This may indicate increased awareness that acting impulsively will adversely affect the future.

As shown in the bar graph above, most GA participants agreed that they think more about the future after completing the program. Because teaching more adaptive coping skills was a major goal for the GA initiative, the fact that 22 participants endorsed that they think more about the future than they did before completing the program indicates a change in perspective was made. Similarly impressive, 20 participants indicated they wish to work hard to create a more positive future for
themselves. Again, this may indicate increased motivation to make better academic and interpersonal choices to increase the chance for positive gains in the future. Nineteen participants endorsed that they follow directions better after engaging in the GA program. This seems to fall in line with the high number of participants who feel they want to work harder to create a positive future. These items may suggest that participants may understand the correlation between future focused thinking, following directions given by authority figures, and how these concepts may contribute to building a positive future. Other important highly endorsed items were the ability to calm down faster and present moment focus. Both of these items seem to indicate an ability and willingness to react differently to troubling situations which may have previously caused inappropriate behaviors. The continued use of the physical training was endorsed by 18 participants. This may indicate that a high number of participants targeted physical activity as a viable option in terms of expending frustration and anger when faced with troubling situations. In a similar fashion, 17 participants reported actually being more aware of physical health. In addition to some indication of increased emotional intelligence, the majority of participants felt that computer, math, and English skills had improved after participating in the GA program.

Overall, the data indicates that there was a significant shift in perspective toward showing increased levels of emotional intelligence as well as an increase in academic achievement among the GA participants. To gain a more detailed understanding of how the GA program promoted a positive shift in perspective toward emotional intelligence, academic achievements, and physical health, participants were asked to rate how significantly their perspective changed for a number of specific items.

**General Changes in Perspective Since Starting Gentleman’s Academy**

This section of the survey focused on inquiring about the respondents’ perceptions since starting the GA program. The respondents read a list of 17 different statements and rated them on a scale of 1 to 5 (1 = not at all helpful, 2 = a little helpful, 3 = somewhat helpful, 4 = very helpful, 5 = extremely helpful).

1. The first item asked respondent to rate the degree to which they endorse the following statement: “When I get angry, I think before acting more than I used to.”

A majority of respondents endorse thinking before acting only some of the time (41.7%). Surprisingly 29.2% of respondents reported moderately high to high levels of thinking before acting (29.2%), while the same percentage reported thinking before acting only a little or not at all.

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**Figure 2-2: Thinking Before Acting**

"When I get angry, I think before acting more than I used to"
2. The next item asked respondent to rate the degree to which they endorse the following statement: “I don’t fight as much as I used to.” Those who found that fighting behaviors had decreased very much and a lot since starting GA made up 33.4% of the responses. Respondents who endorsed a decrease in fight behaviors some, make up 29.2% of responses. A majority of respondents endorsed a decrease in fighting behaviors a little and not at all, with 37.5% of responses.

3. Respondents were asked to rate the degree to which they endorse the following statement: “I listen to my parent(s) more.” The majority of respondents endorsed a moderately high to high increase in listening to parents, with 58.4% of respondents endorsing very much and a lot. Those who responded that they now listen to their parents some made up only 29.2% of responses while 0% endorsed that they listen more a little and 12.5% endorsed that they do not listen to their parents more after attending GA.
4. Respondents were asked to rate the degree to which they endorse the following statement: “I think more about ways I can improve my community.” Those who indicated that they think more about ways to improve the community very much and a lot make up 37.5% of responses. The same percentage of respondents endorsed that they think about ways to improve their community some, while 25% of respondents indicated they think only a little and not at all about improving the community.

5. Respondents were asked to rate the degree to which they endorse the following statement: “I recycle more than I used to.” Only 8.3% of respondents endorsed very much in response to recycling more than they used to, while 25% endorsed a lot in response to this category. Those that endorsed some made up 29.2% of responses while a majority of participants indicated that they rarely or never recycle more than they used to with 20.8% indicating a little and 16.7% indicating not at all.
6. Respondents were asked to rate the degree to which they endorse the following statement: *I want to do better in school than I did last year.* A large number of respondents endorsed wanting to do better in school than they did last year, with 45.8% of participants indicating *very much* and 12.5% indicating *a lot.* Twenty-five percent or respondents endorsed *some,* while a small percentage indicated little to no desire to do better in school with 4.2 endorsing *a little* and 12.5% endorsing *not at all.*

7. Respondents were asked to rate the degree to which they endorse the following statement: *I have a better understanding of how to get along with other kids.* Half the respondents endorsed a moderately high to high understand of how to get along with other kids better, with 20.8% endorsing *very much* and 29.2% endorsing *a lot.* Those who endorsed *some,* account for 33.3% of responses while 16.7% of respondents endorsed having moderately low to no understanding of how to better get alone with other kids, with 12.5% endorsing *a little* and 4.2% endorsing *not at all.*
8. The next item asked respondents to rate the degree to which they endorse the following statement: *I have a better sense of what my future will look like since I attended the GA.* Half of the respondents indicated having a high to moderately high sense of what their future will look like since attending the GA with 33.3% of respondents endorsing *very much* and 16.7% endorsing *a lot.* Those who endorsed *some* make up 37.5% of responses while a very small percentage of respondents indicated a moderately low to no sense of what their future will look like since they attended the GA with 4.2% endorsing *a little* and 8.3% endorsing *not at all.*

9. Respondents were asked to rate the degree to which they endorse the following statement: *I have a better sense about my career choices.* Half of respondents indicated that they have a moderately high to high sense about their career choices since attending GA, with 20.8% endorsing *very much* and 29.2% endorsing *a lot.* Those who indicated *some* make up 37.5% of responses while only 12.5% endorsed having a low to no sense about career choices with 8.3% indicating *a little* and 4.2% indicating *not at all.*
10. Respondents were asked to rate the degree to which they endorse the following statements: *I have a better understanding about the environment I live in.* Half of the respondents indicated high to moderately high regarding a better understanding about the environment in which they live, with 20.8% endorsing *very much* and 29.2% endorsing *a lot*. Those indicating *some* regarding a better understanding of the environment make up 29.2% of responses while 20.9% of respondents indicate little to no understanding of the environment, with 16.7% endorsing *a little* and 4.2% endorsing *not at all*.

11. Respondents were asked to rate the degree to which they endorse the following statements: *I have a better sense about what it takes to be successful.* Over half of respondents indicated a moderately high to high level of agreement with this statement with 20.8% endorsing *very much* and 33.3% endorsing *a lot*. Those who indicated *some* make up 33.3% of responses while 12.5% indicate having little to no change in perceptions about what it takes to be successful with 8.3% endorsing *a little* and 4.2% endorsing *not at all*. 
12. Respondents were asked to rate the degree to which they endorse the statement: *I understand my physical health better.* Respondents who endorsed moderately high to high levels of endorsement with this statement made up 45.9% of responses with 29.2% of respondents indicating *very much* and 16.7% of respondents indicating *a lot.* Those who endorsed *some* made up 37.5% of responses, while 16.7% or respondents endorsed *a little.* No respondents endorsed *not at all.*

13. Respondents were asked to rate the degree to which they endorse the following statements: *I like my body more.* More than half of respondents endorsed liking their body more after attending GA, with 29.2% endorsing *very much* and *a lot.* Respondents who endorsed *some,* make up 16.7% of responses, while 25% endorsed *a little.* No respondents endorsed *not at all.*
14. Respondents were asked to rate the degree to which they endorse the following statement: “I want to maintain my physical health.” Over half of the respondents indicated moderately high to high levels of agreement with this item with 29.2% of respondents endorsing very much and 29.2% of respondents endorsing a lot. Those who endorsed some, make up 25% of responses while 8.3% of respondents endorsed a little and not at all.

15. Respondents were asked to rate the degree to which they endorse the following statement: “I am more aware about what’s happening around me because of meditation practice.” A large majority of respondents indicated moderately high to high levels of agreement with this statement with 16.7% of respondents endorsing very much and 45.8% of respondents indicating a lot. Those who indicated some make up 16.7% of responses while 20.8% of respondents endorsed a little. No respondents endorsed not at all.
16. Respondents were asked to rate the degree to which they endorse the following statement: “I understand more about air quality because I attended the GA.” Half of the respondents indicated moderately high to high level of endorsement with this statement with 20.8% of respondents endorsing very much and 29.2% indicating a lot. Those who indicated some make up 25% of responses while 25% indicated little to no agreement with this statement with 16.7% endorsing a little and 8.3% indicating not at all.

17. Respondents were asked to rate the degree to which they endorse the following statement: “I enjoy staying overnight at the GA.” Nearly half of the respondents indicated moderately high to high agreement with this statement about enjoying staying overnight at GA with 29.2% endorsing very much and 16.7% endorsing a lot. Those who indicated some make up 37.5% of responses while 16.7% of respondents having little to no agreement with this statement with 12.5% endorsing a little and 4.2% endorsing not at all.
Chapter 3: Gentlemen’s Academy Activities That Made the Biggest Impact

During the GA, participants were required to participate in a number of skill building activities. Some of these activities were physical in nature while some were academic and/or educational. Some were aimed at building useful skills. The physical training and gym-time were activities aimed to help GA participants become more aware of their bodies and the importance of physical health. Activities like environmental learning and air quality research were aimed to help participants become more aware of their environment and how humans impact environmental resources. Living on Campus and Meeting Adult with Interesting Jobs were activities which were useful for helping the GA participants consider future possibilities. Granting the GA participants access to the college campus and facilities were incentives aimed to provoke interest in attending college, while introducing them to successful people was meant to induce thoughts of the future and incite interest in some type of career path. CPR training and acting classes were other skills taught to the GA participants. By learning these useful skills some of the GA participants may have garnered an interest in these fields. Finally, the GA participants engaged in meditation practices and risky lifestyle lessons both aimed to instill skills useful at preventing behaviors that would jeopardize future plans and goals because of impulsive acts. Below is a graph indicating the degree to which the GA participants were impacted by the activities.

**Figure 3-1: Biggest Impact of Gentlemen’s Academy**

The top 5 experiences according to the GA participants were physical training, gym-time, community service, living on campus, and science in action. These top 5 experiences were rated either a lot or very much by the GA participants. Twenty (20) participants felt that the physical training was most impactful, while 19 felt that the Gym-time activity was most impactful. These
results seem to be consistent with the finding in the After Completing GA data, where a high number of participants felt that after completing the GA they felt more aware of their physical health and wished to continue physical training after the GA was over. Community service and living on campus were the third and fourth biggest impactful experiences, both gaining endorsement by 12 participants. While the reasoning for these finding are not completely clear, it is possible that the community service experience may have sparked personal and/or professional aspirations while the living on campus experience most likely sparked an interest in college life which may not have been there previously. Having access to the gym facilities and living independently in a dorm room may have sparked an interest in attending college and enjoying these benefits full-time. The science in action was the fifth most impactful experience according to the GA participants. This activity, which was an educational experience, may have also sparked interest in some type of career path in science. Meeting Ed Hamilton and meditation were also endorsed by 9 participants as well. While meeting Ed Hamilton may have sparked interest in a creative career path, the meditation experience was aimed at helping the participants develop more adaptive coping methods for dealing with frustration and anger. Unfortunately, much less than half of the GA participants felt meditation was impactful. Despite the low number of endorsements, it encouraging that some participants may use meditation as a strategy to cope with difficult situations in the future.

Career Orientation

The participants rated the degree to which they endorse eight different statements in a survey about career orientation. These questions were meant to assess the ability of the GA program to increase interest in academics and career aspirations. The respondents were asked to rate each item by indicating their experience on a scale of 1 to 5 (1=not at all, 2= a little, 3=some, 4 = a lot, 5 = very much).

1. The first item asked respondents to rate the degree to which they endorse the following statement: “I have a better sense of what I need to do to get good grades next year.” All of the respondents indicated they had gained some sort of knowledge about how to get good grades. 33.3% felt they had a very good idea of what they needed to do to make good grades next year, 16.7% indicated that they had a lot of knowledge about what they needed to do, 41.7% said they had some knowledge and 8.3% said they had a little.
2. The second item asked respondents to rate the degree to which they endorsed the following statement: “Being on a college campus encouraged me to attend college.” The results of the survey indicated that half of the participants were either “a lot” or “very much” encouraged to attend college after being on the campus. Another 37.5% of the participants felt being on the college campus encouraged them “some” to go to college, while 8.3% indicated being on campus encourage them “a little.” Only 4.2% of the participants said they were not encouraged at all by being on the college campus.

3. Respondents were asked to rate the degree to which they endorsed the following statement: "I am more interested in careers that include serving my community." All of the participants in the program felt encouraged to have a career serving their community. 16.7% of the participants are “very much” considering serving in their community and another 37.5% consider themselves “a lot” interested in serving in their community. Similarly, 29.2% of participants have “some” interested in serving in their community, while 16.7% have “a little” interest.
4. Respondents were asked to rate the degree to which they endorse the following statement: *I am more interested in the medical field since I am CPR certified.* Only 4.2% of the participants indicated that being CPR certified did not make them more interested in the medical field. The remaining participants indicated that they were at little more interested in the medical field (12.5%), some what more interested in the medical field (45.8%), a lot more interested in the medical field (20.8%) or very much interested in the medical field (16.7%).

5. Respondents were asked to rate the degree to which they endorse the following statement: *I am interested in zoology (the study of animals).* The participants were mixed on their interest level of zoology. Only 16.7% were highly interested, 16.7% were a lot interested, 37.5% were some what interested, 16.7% were a little interested, and 12.5% were not at all interested in zoology.
6. Respondents were asked to rate the degree to which they endorse the following statement: *I am interested in air or water quality research.* The majority of the participants were “a lot” interested in research on air and water quality and another 25% were “very interested.” Only 8.3% of participants were not at all interested and 8.3% were only a little interested. Finally 16.7% were some what interested in air and water quality research.

![Figure 3-7: Interest in Air or Water Quality](image)

7. Respondents were asked to rate the degree to which they endorse the following statement: *I have more positive role models to look up to since I attended the GA.* Almost all of the participants responded that they very much feel (29.2%), felt a lot like (20.8%), or some what felt like (37.5%) they have positive role models to look up to following the GA program. Only 4.2% responded that they did not feel at all like they had more positive role models while an additional 8.3% responded that they only felt a little bit like they had more positive role models.

![Figure 3-8: Positive Role Models](image)
8. Respondents were asked to rate the degree to which they endorse the following statement: *I have a better idea about how to get the education I need for the career I want.*

All of the participants felt that they had the knowledge on how to get an education in the field they want. Over half of the participants indicated they had a lot of understanding (41.7%) or had a very good idea (25%). Additionally a third of the respondents indicated that they had a little knowledge (12.5%) or some knowledge (20.8%) about how to get the needed education.
Chapter 4: Career Choices

This section of the survey focused on inquiring about the respondents’ career aspirations. The respondents were asked: *If you could choose any career, what would it be?* The respondents were asked to write in their individual career choices in a blank. With ten respondents indicating ‘athlete’ as their preferred career choice, other career choices like ‘medical field’ and ‘military’ were only chosen by 3 respondents each. Fields in ‘science’, ‘entertainment’, ‘law enforcement’, ‘mental health’, ‘engineering’, and ‘teaching’ only received one endorsement each. One respondent endorsed ‘sleeping’, while one was ‘undecided’. These findings are not surprising as the data from ‘general changes in perspective since starting the GA’ seems to indicate that a large majority of the GA participants place much importance on physical fitness. Physical training and Gym-time were the top two most impactful experiences according to the GA respondents.

Figure 4-1: Frequency of Career Choices

Several of the career options listed require a college degree. Many of the participants (19) indicated that they are interested in a career that requires a college degree. Only four of the participants were interested in careers that do not require degree. Two participants were unsure about career interest.
The Gentleman’s Academy Program

Figure 4-2: Careers Where College Degree is Required

**Frequency of careers chosen where a college degree is required**

![Bar chart showing the frequency of careers chosen where a college degree is required.]

**College Campus Incentives**

The respondents were asked to select what they valued most about staying on a college campus. The respondents were particularly interested in the campus gym (21 participants) as well as having access to the campus weight room (11 participants). Just being on a college campus was most valued by 16 participants, 9 indicated that having a shared living room was most valued, 6 valued having their own space, and 5 valued having a dorm room of their own the most.

Figure 4-3: Most Valued Aspects of Staying on Campus

**Most valued aspects of staying on campus during GA**

![Bar chart showing the most valued aspects of staying on campus during GA.]

- 25 - Going to campus gym
- 20 - Being on college campus
- 15 - Having access to weight room
- 10 - Having shared living room
- 5 - Having own space
- 0 - Dorm room
Chapter 5: Learning Objectives

The participants rated the degree to which they endorse eight different statements in a survey about learning objectives. The respondents were asked to rate each item by indicating their experience on a scale of 1 to 5 (1=not at all, 2=a little, 3=some, 4=a lot, 5=very much).

1. The first item asked respondents to rate the degree to which they endorse the following statement: *My mapping skills have improved because I learned how to follow a bike route.* More than half of the respondents indicated moderately high to high endorsement of this statement with 25% indicating *very much* and 29.2% indicating *a lot.* Those who indicated *some,* made up 33.3%. Respondents who agreed very little with this statement made up 12.5% of responses with 8.3% responding *a little* and 4.2% responding *not at all.*

2. The second item asked respondents to rate the degree to which they endorse the following statement: *My mapping skills have improved because I learned how to follow a specific walking route.* Respondents who experienced moderately high to high improvement in mapping skills due to learning a walking route made up 41.7% of respondents with 16.7% indicating *very much* and 25% indicating *a lot.* Respondents indicating *some,* make up the majority of response at 45.8%. A
relatively small percentage of respondents saw little to no improvement in mapping skills with 4.2% indicating a little and 8.3% indicating not at all.

3. The third item asked respondents to rate the degree to which they endorse the following statement: *I have a good understanding of air quality*. Respondents who feel that they now have a much better understanding of air quality make up 37.5% of responses with 16.7% of respondents indicating very much and 20.8% indicating a lot. Respondents who felt a moderate improvement in understanding of air quality made up 33.3% of responses while those who endorsed little to no improvement in understanding of air quality account for 29.2% of responses with 12.5% indicating a little and 16.7% indicating not at all.

4. Respondents were asked to rate the degree to which they endorse the following statement: *I know more about where it comes from and how it is used*. A large majority of respondents felt that they learned more about water, with 62.5% of respondents indicating moderately high to high level of improvement. Of the 62.5%, 16.7% of respondents indicated very much and 45.8% indicated a lot. Those who indicated some account for 29.2% of responses. Respondents who experienced very little improvement in their understanding of water indicated a little and account for 8.3% of responses.
5. Respondents were asked to rate the degree to which they endorse the following statement: *My reading skills have improved because I have attended the GA*. Respondents who indicated a moderately high to high level of improvement in reading skills since attending the GA account for 45.8% of responses, while those who indicated *some* level of improvement in reading account for 29.2%. Respondents who experienced little to no improvement in reading level account for 25% of responses with 16.7% indicating *a little* and 8.3% indicating *not at all*.

6. Respondents were asked to which they endorse the following statement: *My math skills have improved because I have attended the GA*. Exactly half of the respondents experienced an improvement in math skills since attending the GA with 29.2% indicating *very much* and 20.8% indicating *a lot*. Of those who indicated a moderate level of improvement in math skill, 33.3% of respondents indicated *some*. Respondents who experienced little to no improvement in math skills made up 16.6% of responses with 8.3% indicating *a little* and 8.3% indicating *not at all*. 
7. Respondents were asked to rate the degree to which they endorse the following statement: *My writing skills have improved because I have attended the GA.* Those who experience a moderately high to high improvement in writing skills due to attending the GA made up 37.5% of responses with 20.8% of respondents indicating *very much* and 16.7% indicating *a lot.* A majority of respondents indicated a moderate degree of improvement in writing skills with 45.8% of respondents indicating *some.* Respondents who experienced little to no improvement in writing skills made up 16.7% of responses with 12.5% of respondents endorsing *a little* and 4.2% of respondents endorsing *not at all.*

8. The eighth item asked respondents to rate the degree to which they endorse the following statement: *My computer skills have improved because I attended the GA.* A large majority of respondents endorse a moderately high to high level of improvement in computer skills since attending the GA with 29.2% indicating *very much* and 33.3% indicating *a lot.* Respondents who endorse a moderate amount of improvement in computer skills make up 25% of response while a small percentage experienced little to no improvement in computer skills. The percentage of those indicating *a little* made up 4.2% of responses while those indicating *not at all* made up 8.3% of responses.
CPR Training
The Gentlemen’s Academy provided its participants the opportunity to become CPR certified. This training, which most of the participants may never have experienced on their own, was meant to provoke interest in a helping profession or some type of medical career. Each participant was asked to answer either yes or no to three questions about their experience with CPR training.

Helping Civilians
Learning CPR helped me understand how to better help a civilian in need. Respondents overwhelming felt that they gained a better understanding of how to help a civilian in need with 87.5% of respondents indicating yes and 12.5% indicating no.

I Feel Proud
I feel very proud of myself because I have completed the requirements for the completed CPR training and I am now CPR certified. Again, a large majority of respondents answered yes to this statement with 79.2%, while only 20.8% indicated no with respect to feeling proud for receiving CPR certification.

Career in the Medical Field
CPR training got me thinking about careers in the medical field. Surprisingly, a relatively lower number of respondents indicated an interest in the medical field with 66.7% indicating yes to thinking about a medical career. Those indicating no to an interest in the medical field make up 33.3% of responses. The relatively low endorsement of interest in the medical field may indicate that completing the CPR requirements and the increased understanding of how to help civilians in need may have sparked interest in some other type of helping profession that is not necessarily connected to become a doctor or nurse.

Figure 5-9: Feelings About CPR Training
Chapter 6: Residential Life

The participants answered eight questions in a section in the survey about their experience living in a residence hall on campus while participating in the Gentlemen’s Academy. The respondents were asked to answer each item by indicating their experience on a scale of 1 to 5 (1=not at all, 2=a little, 3=some, 4=a lot, 5=very much).

1. The first question asked respondents: How comfortable were you being away from home? The majority of respondents indicated they felt very much comfortable being away from home (37.5%) or felt comfortable some with being away from home (33.3%). Other responses included 16.7% of participants indicating they felt comfortable a lot and 12.5% indicating they felt comfortable a little. None of the participants indicated they felt not at all comfortable.

2. The second question asked respondents: How comfortable were you with the adult staff? The respondents rating suggest they experienced varying level of comfort with the adult staff. Of the participants, 62.5% indicated they felt comfortable very much or a lot with the adult staff. Of the remaining respondents, 20.8% experience some, and 16.7% experienced a little. None of the participants indicated they felt not at all comfortable.
3. Respondents were asked: *How comfortable were you with the peer staff members?* The majority of the respondents indicated they felt high levels of comfort with the peer staff members, with 62.5% marking their comfort level as *very much* or *a lot*. Twenty-five percent of the respondents experienced *some* comfort and a small percentage of 12.5 had *a little* comfort. None of the participants indicated they felt *not at all* comfortable with the peer staff members.

![Figure 6-3: Comfort With Peer Staff Members](image)

How comfortable were you with the peer staff members?

- Not At All: 12.5%
- A Little: 25%
- Some: 41.7%
- A Lot: 20.8%
- Very Much: 12.5%

4. Respondents were asked: *How much did you enjoy the food choices provided for breakfast, lunch, and dinner?* The respondents’ ratings suggest high variability with regard to enjoying the meals that were provided. Half of the respondents described enjoying the food *very much* or *a lot*, whereas 16.7% enjoyed the food *some* and 20.8% enjoyed the food *a little*. Of the participants, 12.5% reported they did not enjoy the food at all.

![Figure 6-4: Opinion of Food Choices](image)

How much did you enjoy the food choices provided for breakfast, lunch, and dinner?

- Not At All: 12.5%
- A Little: 29.2%
- Some: 20.8%
- A Lot: 20.8%
- Very Much: 16.7%
5. Respondents were asked: *How satisfied were you with size of the food portions served?* The majority of respondents indicated high levels of satisfaction with the size of food portions served with 70.8% reporting they were *very much* or *a lot* satisfied. However, there was variability with the level of satisfaction for those who were less satisfied, with 16.7% reporting *some* satisfaction, 8.3% reporting *a little*, and 4.2% reporting they were *not at all* satisfied.

6. Respondents were asked: *How comfortable were you with the shower arrangements?* The majority of the respondents indicated they felt moderately to highly comfortable with the shower arrangements, with 41.7% experiencing *some* comfort and 41.7% reporting being *a lot* or *very much* comfortable. In contrast, 16.6% of the respondents indicated they felt *a little* or *not at all* comfortable.
7. Respondents were asked: *How comfortable were you with your roommate?* The majority of the respondents indicated they felt moderately to highly comfortable with their roommates, with 37.5% experiencing some comfort and 45.9% reporting being a lot or very much comfortable. In contrast, 16.7% of the respondents indicated they felt a little comfortable and none of the respondents indicated they felt not at all comfortable with their roommate.

8. Respondents were asked: *How comfortable were you sharing a room with someone you did not know?* The majority of the respondents indicated they felt moderately to highly comfortable with the sharing a room with someone they did not know, with 33.3% experiencing some comfort and 45.8% reporting being a lot or very much comfortable. In contrast, 8.3% of the respondents indicated they felt a little comfortable and 12.5% of the respondents indicated they felt not at all comfortable with sharing a room with someone they did not know.
Summary

The respondents’ rating suggest a general level of comfort with the adult and peer staff as well as general level of comfort with being away from home. In contrast, the ratings were more variable regarding enjoyment of food and satisfaction with the size of food portions served during breakfast, lunch, and dinner. Also, the majority of respondents indicated moderate levels of comfort with their roommate; however, the responses were higher in variability with regard to level of comfort with sharing a room with someone they did not know. These results indicate that the respondents felt a moderate to high sense of comfort with residential life overall, but were most dissatisfied with the food quality and portions and felt the least comfortable having to share a room with someone they did not know.
Chapter 7: Coping Skills for Anger & Frustration

This section of the survey focused on inquiring about the respondents’ perceptions of usefulness of various coping skills for dealing with frustration and anger. The respondents were asked: How helpful do you find the following coping skills for dealing with frustration and anger? The respondents then read a list of 16 different coping skills and rated them on a scale of 1 to 5 (1 = not at all helpful, 2 = a little helpful, 3 = somewhat helpful, 4 = very helpful, 5 = extremely helpful).

1. The first item in this section asked the respondents to rate how helpful they found focused breathing for dealing with anger and frustration. The majority of the respondents indicated focused breathing was highly helpful, with 66.7% rating focused breathing as extremely helpful or very helpful. In contrast, 16.7% rated this coping skill as somewhat helpful and 16.7% rated it as a little helpful. None of the respondents reported focused breathing as not at all helpful.

2. The second item in this section asked the respondents to rate how helpful they found music for dealing with anger and frustration. The majority of the respondents indicated music was highly helpful, with 62.5% rating focused breathing as extremely helpful or very helpful. In contrast, 16.7% rated this coping skill as somewhat helpful, 16.7% rated it as a little helpful, and 4.2% of the respondents rated it as not at all helpful.
3. Respondents were asked to rate how helpful they found bicycle riding for dealing with anger and frustration. The majority of the respondents indicated riding bikes was highly helpful, with 75% rating bicycle riding as *extremely helpful* or *very helpful*. In contrast, 16.7% rated this coping skill as *somewhat helpful* and 8.3% rated it as a *little helpful*. None of the respondents rated bicycle riding as *not at all helpful* for dealing with anger and frustration.

![Figure 7-3: Bicycle Riding](image)

4. Respondents were asked to rate how helpful they found focusing on the present moment for dealing with anger and frustration. The majority of the respondents indicated focusing on the present moment was moderately to highly helpful, with 83.3% rating focusing on the present moment as *extremely helpful*, *very helpful*, or *somewhat helpful*. In contrast, 16.7% rated this coping skill as *a little helpful*. None of the respondents rated bicycle riding as *not at all helpful* for dealing with anger and frustration.

![Figure 7-4: Focusing on the Present Moment](image)
5. Respondents were asked to rate how helpful they found talking to someone for dealing with anger and frustration. The majority of the respondents indicated talking to someone was highly helpful, with 62.5% rating talking to someone as extremely helpful, or very helpful. In contrast, 16.7% rated this coping skill as somewhat and 20.8% rated it as a little helpful. None of the respondents rated talking to someone as not at all helpful for dealing with anger and frustration.

6. Respondents were asked to rate how helpful they found going for a walk for dealing with anger and frustration. The majority of the respondents indicated that going for a walk was highly helpful, with 62.5% rating this coping skill as extremely helpful or very helpful. In contrast, 37.5% respondents rated going for a walk as somewhat or a little helpful. None of the respondents rated going for a walk as not at all helpful for dealing with anger and frustration.
7. Respondents were asked to rate how helpful they found playing sports for dealing with anger and frustration. The majority of the respondents indicated that playing sports was highly helpful, with 70.9% rating this coping skill as *extremely helpful* or *very helpful*. In contrast, 16.7% respondents rated playing sports as *somewhat helpful* and 12.5% rated it as *a little helpful*. None of the respondents rated playing sports as *not at all helpful* for dealing with anger and frustration.

8. Respondents were asked to rate how helpful they found replacing automatic negative thoughts with positive thoughts for dealing with anger and frustration. The majority of the respondents indicated that this coping skill was moderately to highly helpful, with 83.4% rating this coping skill as *extremely helpful*, *very helpful*, or *somewhat helpful*. The remaining 16.7% respondents rated this coping skill as *a little helpful*. None of the respondents rated replacing automatic negative thoughts with positive thoughts as *not at all helpful* for dealing with anger and frustration.
9. Respondents were asked to rate how helpful they found using S.O.B.E.R. (Stop. Observe. Breathe. Expand your awareness. Respond mindfully.) for dealing with anger and frustration. The respondents’ ratings were highly variable. Half of the respondents indicated using S.O.B.E.R. was very or extremely helpful and the other half of respondents rated this coping skill as less helpful, with 33.3% rating it as somewhat helpful, 4.2% as a little helpful, and 12.5% as not at all helpful.

10. Respondents were asked to rate how helpful they found reading a book or a magazine for dealing with anger and frustration. The ratings for this coping skill as helpful were highly variable. Half of the respondents rated reading as extremely helpful or very helpful. The other half of the ratings indicated reading as less helpful, with 12.5% rating reading as somewhat helpful, 16.7% rated it as a little helpful, and 20.8% rating it as not at all helpful for dealing with anger and frustration.
11. Respondents were asked to rate how helpful they found skateboard riding for dealing with anger and frustration. The responses were highly variable. Of the respondents, 41.7% rated skateboard riding as *very helpful* or *extremely helpful*, 25% rated it as *somewhat helpful*, 16.7% rated it as *a little helpful*, and 16.7% rated it as *not at all helpful* for dealing with anger and frustration.

```
<table>
<thead>
<tr>
<th>Not At All Helpful</th>
<th>A Little Helpful</th>
<th>Somewhat Helpful</th>
<th>Very Helpful</th>
<th>Extremely Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.5%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>12.5%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>
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12. Respondents were asked to rate how helpful they found watching TV for dealing with anger and frustration. The majority of the respondents indicated that this coping skill was moderately to highly helpful, with 79.1% rating this coping skill as *extremely helpful*, *very helpful*, or *somewhat helpful*. Of the respondents, 12.5% rated this coping skill as *a little helpful* and 8.3% rated it as *not at all helpful* for dealing with anger and frustration.

```
<table>
<thead>
<tr>
<th>Not At All Helpful</th>
<th>A Little Helpful</th>
<th>Somewhat Helpful</th>
<th>Very Helpful</th>
<th>Extremely Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.5%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>12.5%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>
```
13. Respondents were asked to rate how helpful they found avoiding for dealing with anger and frustration. Half of the respondents rated avoiding as very or extremely helpful. Regarding the other half of the respondents, 33.3% rated avoiding as somewhat helpful, 12.5% as a little helpful, and 4.2% as not at all helpful for dealing with anger and frustration.

14. Respondents rated how helpful they found doing some exercise for dealing with anger and frustration. The majority of the respondents indicated reading was moderately to highly helpful with 87.5% rating reading as extremely helpful, very helpful, or somewhat helpful. Others found reading to be less helpful, with 4.2% rating reading as a little helpful and 8.3% rating it as not at all helpful for dealing with anger and frustration.
15. Respondents rated how helpful they found taking five deep breaths for dealing with anger and frustration. The responses were highly variable regarding the perceived helpfulness of this coping skill. Some of the respondents indicated taking deep breaths was moderately to highly helpful, with 29.2% rating it as extremely helpful or very helpful and 29.2% rating it as somewhat helpful. Others found reading to be less helpful, with 20.8% rating reading as a little helpful and 20.8% rating it as not at all helpful for dealing with anger and frustration. Taking five deep breaths received the lowest ratings regarding degree of helpfulness.

16. Respondents rated how helpful they found roller skating for dealing with anger and frustration. The responses were highly variable regarding the perceived helpfulness of rolling skating. Some of the respondents indicated roller skating was moderately to highly helpful, with 54.2% rating it as extremely helpful or very helpful and 12.5% rating it as somewhat helpful. Others found reading to be less helpful, with 20.8% rating reading as a little helpful and 12.5% rating it as not at all helpful for dealing with anger and frustration.
After rating each of the sixteen coping skills on their level of helpfulness, the respondents were asked to select the top three coping skills they use to help calm their anger and frustrations. The top three most selected coping skills included playing sports, music, and bicycle riding. Eighteen respondents selected playing sports as one of the top three, 14 respondents selected music, and 12 chose bicycle riding.

**Summary**

The participants’ responses suggest they found several different coping skills to be helpful in dealing with anger and frustration, noting some are more helpful than others. The most coping skills the respondents found most helpful were playing sports, listening to music, and riding bicycles. Coping skills that appear to be the least helpful and have the lowest ratings are reading, using S.O.B.E.R, skateboarding, and taking deep breaths. Taking five deep breaths received the lowest ratings, suggesting the respondents find this to be the least helpful in calming their anger and frustrations.
Chapter 8: Participation in Gentlemen’s Academy

Toward the end of the survey the respondents were asked three questions regarding their participation in the Gentleman’s Academy program. Each of the three items required the respondents to answer the question as YES or NO.

The first question asked: Are you glad you participated in the Gentleman’s Academy this year? In response to this question, all of the respondents answered yes, indicating they were happy they participated in the program.

Figure 8-1: Were Participants Happy With Gentlemen’s Academy

The second question asked: Would you recommend the Gentleman’s Academy to a friend? A total of 91.7% of the respondents marked YES and 8.3% marked NO, suggesting the overwhelming majority would feel comfortable recommending the program to a friend.

Figure 8-2: Would Participants Recommend Gentleman’s Academy

Finally, the third question asked: Would you like to participate in the Gentleman’s Academy next year if you had the opportunity? The majority of the respondents, 87.5%, indicated they would like to participate in the program again if given the opportunity. Only a small percentage of respondents
indicated that they would not like to participate in the Gentlemen’s Academy, with 12.5% of respondents indicating NO.

**Figure 8-3: Would Participants Join Again**

Would You Like to Participate in the Gentlemen’s Academy Next Year if You had the Opportunity?

- **Yes**: 87.5%
- **No**: 12.5%
Chapter 9: Overall Ratings

The final section of the survey asked the respondents four questions about their overall experience at the Gentleman’s Academy. The first question asked: *How would you rate the GA on a scale of 1-10, where 1 is the worst and 10 is the best?* The respondents indicated on a scale of 1 to 10 how they would rate the GA program. The majority of the respondents gave the program a high rating, with 16 individuals rating it a 9 or 10. Seven respondents rated the GA program between a 6 and 8, suggesting moderate satisfaction, and one person rated the program as a 1, which was the lowest rating. Overall, the majority of the respondents gave the GA program moderate to high ratings. The mean response for how the GA respondents rated the program was 8.5 (SD = 2.25).

Figure 9-1: How Participants Rated Gentlemen’s Academy

The second question asked: *What did you like BEST about the Gentleman’s Academy?* This was an open-ended question left blank for the participants to respond. The vast majority of the respondents indicated that physical training was their favorite part of the program. Time with peers and sports were the second most frequent responses. Individual respondents also provided several other answers, such as math, field trips, and food. One individual indicated he liked “nothing.”
The third questions asked: *What did you like LEAST about the Gentleman’s Academy?* This question was an open-ended question and a blank space was left for the participants to write in their answer. The most frequent responses included, classes, conflict, and nothing. Individual respondents also provided other answers such as staying in all week, stealing by other students, food, and bathrooms. A few others indicated they liked physical training and disciplinary action the least.
The final question asked: *Which staff member or volunteer would you like to have serve as your mentor in the year to follow?* This question was also open-ended with a blank space provided for the respondents to write their answer. The majority of respondents, 45.8%, indicated they would like Officer Reeves to serve as their mentor in the following year. Other common choices were Colonel Gentry and Officer Fry.

**Figure 9-3: What Participants Liked Least**

**What Did You Like the Least About the GA?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes</td>
<td>5</td>
</tr>
<tr>
<td>Conflict</td>
<td>4</td>
</tr>
<tr>
<td>Nothing</td>
<td>3</td>
</tr>
<tr>
<td>Physical Training</td>
<td>2</td>
</tr>
<tr>
<td>Disciplinary Action</td>
<td>1</td>
</tr>
<tr>
<td>Water Company Trip</td>
<td>1</td>
</tr>
<tr>
<td>Staying All Week</td>
<td>1</td>
</tr>
<tr>
<td>Stealing</td>
<td>1</td>
</tr>
<tr>
<td>Bathrooms</td>
<td>1</td>
</tr>
<tr>
<td>Food</td>
<td>1</td>
</tr>
</tbody>
</table>

**Figure 9-4: Which Staff Member Participants Would Want For A Mentor Again**

**Which Staff Member Would You Like to Have Serve as a Mentor Next Year?**

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officer Reeves</td>
<td>45.8%</td>
</tr>
<tr>
<td>Unspecified</td>
<td>20.8%</td>
</tr>
<tr>
<td>Colonel Gentry</td>
<td>12.5%</td>
</tr>
<tr>
<td>Officer Fry</td>
<td>8.3%</td>
</tr>
<tr>
<td>Austin</td>
<td>4.2%</td>
</tr>
<tr>
<td>Officer Shaw</td>
<td>4.2%</td>
</tr>
<tr>
<td>Erica</td>
<td>4.2%</td>
</tr>
</tbody>
</table>
Conclusion

The data indicates that most of the GA participants did experience a change in attitude toward academic achievement, physical health, and emotional intelligence. There is a strong indication that most of the GA participants learned the importance of thinking beyond the here-and-now. Since completing the GA, most of the participants believed they thought more about the future and wanted to create a more positive future for themselves. More than half of the participants endorsed being able to practice more positive behaviors like being able to calm down faster, follow directions better, and an improved ability to get along with parents. This may indicate increased emotional intelligence.

Academically, a moderately high number of individuals endorsed that reading, writing, computer, and math skills improved during the program. Improvements in these vital areas may account for the moderately high percentage of the GA participants who expressed having a better understanding of what their future may look like. Similarly, a moderately high percentage of respondents expressed that they have a better understanding of what it will take for them to be successful in the future.

The GA program also caused the youth to pay more attention and focus to their physical health and fitness. A relatively high percentage of respondents indicated that they became more aware of their physical health and will continue to engage in physical training and exercise after the GA program. Of the top 5 experiences that made the biggest impact, physical training and gym-time were the top two. All but two respondents reported that going to the campus gym was the most valued aspect of staying on the college campus during the GA. The role of physical fitness to the youth prior to attending the GA is unknown, however, it is obvious that productive physical activity was vitally important to the youth. In fact, access to the college fitness facilities may play some part in future decisions to attend college.

Aside from the advances made in the areas of academics, physical fitness, and emotional intelligence, the vast majority of participants enjoyed the program and would even recommend it to others and enroll into the program again if the opportunity presented itself. The data showed that 100% of the participants were glad they participated. There is a strong indication that overall the GA yielded very positive outcomes for these youth. A positive impact was made academically, emotionally, and physically for a high percentage of participants. Based on the ratings and feedback given, other at-risk youth would likely benefit from the experiences provided by the GA program.
Appendix A: The Gentleman’s Academy Program Questionnaire
Instructions: Please answer the following questions to the best of your ability. There are no right or wrong answers as we are interested in your own experiences and opinions.

First Name: ___________________________ Last Name: ___________________________
Your age: _____
Grade level completed (select one):  5   6   7   8   9   10   11   12

1) Please pick all of the items below that best describe how you are different now compared to before you started the Gentleman’s Academy (GA).
   a. I am able to calm myself down faster than I used to.
   b. I feel like I follow directions better.
   c. I think more about my future.
   d. I get along better with my parents.
   e. I am better able to solve conflicts in a positive way.
   f. I am more aware of my physical health.
   g. I will continue physical training after the GA.
   h. I will continue to focus on the present moment after the GA.
   i. I will continue to focus on my breath in challenging situations even after I graduate from the GA.
   j. I will work hard to create a positive future for myself.
   k. I am more aware of environmental issues, especially air quality.
   l. I met people who have interesting jobs that I didn’t know much about before the GA.
   m. My math and English skills improved.
   n. My computer skills improved.
<table>
<thead>
<tr>
<th>Table 1. General Changes in Perspective Since Starting GA</th>
<th>Not at All</th>
<th>A Little</th>
<th>Some</th>
<th>A lot</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When I get angry, I think before acting more than I used to.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. I don’t fight as much as I used to.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. I listen to my parent(s) more.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I think more about ways I can improve my community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. I recycle more than I used to.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I want to do better in school than I did last year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I have a better understanding of how to get along with other kids.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. I have a better sense of what my future will look like since I attended the GA.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. I have a better sense about my career choices.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. I have a better understanding about the environment I live in.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. I have a better sense about what it takes to be successful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. I understand my physical health better.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. I like my body more.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. I want to maintain my physical health.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. I am more aware about what’s happening around me because of meditation practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. I understand more about air quality because I attended the GA.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. I enjoyed staying overnight at the GA.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
2) Pick the top 5 experiences below that made the biggest positive impact on you:

   a. “Science in Action” at the Louisville Zoo
   b. Community Service
   c. Learning about the Environment
   d. Meeting Ed Hamilton and seeing his sculptures
   e. CPR Training
   f. Physical Training
   g. Gym-time
   h. Meditation
   i. Living on a College Campus
   j. Shakespeare (Acting)
   k. Learning about Healthy and Risky Lifestyles/Behaviors
   l. Air Quality Research
   m. Meditation Days at the Park
   n. Meeting Adults who have Interesting Jobs
<table>
<thead>
<tr>
<th>Table 2. Career Orientation</th>
<th>Not At All</th>
<th>A Little</th>
<th>Some</th>
<th>A lot</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have a better sense of what I need to do to get good grades next year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Being on a college campus encouraged me to attend college.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. I am more interested in careers that include serving my community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I am more interested in the medical field since I am CPR certified.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. I am interested in zoology (the study of animals).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I am interested in air or water quality research.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I have more positive role models to look up to since I attended the GA.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. I have a better idea about how to get the education I need for the career I want.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

3) Career choices:
   a. If you could choose any career, what would it be?
   b. Do you need a college degree for your career choice? YES  NO  I DON”T KNOW

4) List 5 things you would like to accomplish over the next 12 months
   (1) ______________________________
   (2) ______________________________
   (3) ______________________________
   (4) ______________________________
   (5) ______________________________
5) List 5 things you would like to accomplish over the next 3 years.

(1) ______________________________
(2) ______________________________
(3) ______________________________
(4) ______________________________
(5) ______________________________

6) Pick at least 3 options below that you liked about staying on a college campus.
   a. I liked that I was on a college campus.
   b. I liked my dorm rooms.
   c. I liked that we had a living area to share together with my peers.
   d. I liked that I had my own space.
   e. I liked going to the campus gym.
   f. I liked having access to a weight room with other college students.

Table 3. Learning Objectives

<table>
<thead>
<tr>
<th></th>
<th>Not At All</th>
<th>A Little</th>
<th>Some</th>
<th>A Lot</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My mapping skills have improved because I learned how to follow a bike route.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. My mapping skills have improved because I learned how to follow a specific walking route.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. I have a good understanding of air quality.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I know more about water—where it comes from and how it is used.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. My reading skills have improved because I have attended the GA.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. My math skills have improved because I have attended the GA.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. My writing skills have improved because I have attended the GA.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. My computer skills have improved because I attended the GA.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
7) CPR Training:

   a. Learning CPR helped me understand how to better help a civilian in need.  YES NO

   b. I feel very proud of myself because I have completed the requirements for the completed
      CPR training and I am now CPR certified.  YES NO

   c. CPR training got me thinking about careers in the medical field.  YES NO
Table 4. Residential Life

<table>
<thead>
<tr>
<th></th>
<th>How comfortable were you being away from home?</th>
<th>Not At All</th>
<th>A Little</th>
<th>Some</th>
<th>A Lot</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>How comfortable were you with the adult staff?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>How comfortable were you with the peer staff members?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>How much did you enjoy the food choices provided for breakfast, lunch, and dinner?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>How satisfied were you with size of the food portions served?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>How comfortable were you with the shower arrangements?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>How comfortable were you with your roommate?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>How comfortable were you sharing a room with someone you did not know?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 5. How helpful do you find the following coping skills for dealing with anger and frustration?

<table>
<thead>
<tr>
<th></th>
<th>Focusing on your breathing</th>
<th>Not at All Helpful</th>
<th>A Little Helpful</th>
<th>Somewhat Helpful</th>
<th>Very Helpful</th>
<th>Extremely Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Focusing on your breathing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Music</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Bicycle riding</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Focusing on the present moment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Talking to someone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Going for a walk</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Playing sports</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Replacing automatic negative thoughts with positive thoughts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Reading a book or magazine</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>Skateboard riding</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>Watching TV</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>Avoiding</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>Doing some exercise</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>Taking 5 deep breaths</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>Roller skating</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
8) Select the top 3 coping skills you use to help you calm your anger and frustrations.
   a. Focusing on your breathing
   b. Music
   c. Bicycle riding
   d. Focusing on the present moment
   e. Talking to someone
   f. Going for a walk
   g. Playing sports
   h. Replacing automatic negative thoughts with positive thoughts
   j. Reading a book or magazine
   k. Skateboard riding
   l. Watching TV
   m. Avoiding
   n. Doing some exercise
   o. Taking 5 deep breaths
   p. Roller skating
   q. Other: ____________________________________________________

9) Are you glad you participated in the Gentleman’s Academy this year?  YES  NO

10) Would you recommend the Gentleman’s Academy to a friend?  YES  NO

11) Would you like to participate in the Gentleman’s Academy next year if you had the opportunity?  YES  NO

Overall Ratings:

13) How would you rate the GA on a scale of 1-10, where 1 is worst and 10 is best?  (select one)

   Worst 1 2 3 4 5 6 7 8 9 10 Best
14) What did you like the BEST about the Gentleman’s Academy? ______________________________

15) What did you like the LEAST about the Gentleman’s Academy? ______________________________

16) Which staff member or volunteer would you like to have serve as your mentor in the year to follow?
_________________________________________________________________________________

Thank you for participating in the Gentlemen’s Academy for 2014!
Appendix B: Open Ended Questions
### List 5 things you would like to accomplish over the next 12 months

<table>
<thead>
<tr>
<th>Subj</th>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
<th>Item 4</th>
<th>Item 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>idk</td>
<td>idk</td>
<td>sleep</td>
<td>sleep</td>
<td>money</td>
</tr>
<tr>
<td>2</td>
<td>not being so mad at my dad than i was</td>
<td>having a job</td>
<td>save up my money</td>
<td>do more fun stuff</td>
<td>make good friends</td>
</tr>
<tr>
<td>3</td>
<td>idk</td>
<td>idk</td>
<td>idk</td>
<td>idk</td>
<td>idk</td>
</tr>
<tr>
<td>4</td>
<td>get my own car</td>
<td>get better grades</td>
<td>get back on the basketball team</td>
<td>sleep</td>
<td>have fun</td>
</tr>
<tr>
<td>5</td>
<td>be more fit</td>
<td>get strait as</td>
<td>play football</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>6</td>
<td>?????????????????</td>
<td>?????????????????</td>
<td>?</td>
<td>?</td>
<td>??</td>
</tr>
<tr>
<td>7</td>
<td>wrestle high</td>
<td>win</td>
<td>don't lose</td>
<td>be tough</td>
<td>be great</td>
</tr>
<tr>
<td>8</td>
<td>Straight A's</td>
<td>join a AAU</td>
<td>have perfect conduct in school</td>
<td>have perfect conduct at home</td>
<td>n/a</td>
</tr>
<tr>
<td>9</td>
<td>all A's</td>
<td>playing sports</td>
<td>faster and stronger</td>
<td>lose weight</td>
<td>stay ambitious</td>
</tr>
<tr>
<td>10</td>
<td>school</td>
<td>get good grades</td>
<td>high school</td>
<td>no referral</td>
<td>no trouble</td>
</tr>
<tr>
<td>11</td>
<td>play for my school</td>
<td>get vans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>to be a leader</td>
<td>listen</td>
<td>control anger</td>
<td></td>
<td>Get all black Vans</td>
</tr>
<tr>
<td>13</td>
<td>Play Football for Westport Middle School</td>
<td>Get A's and B's</td>
<td>Turn in all my work</td>
<td>shoes</td>
<td>Get elite socks</td>
</tr>
<tr>
<td>14</td>
<td>Go to school</td>
<td>Be good</td>
<td>Help people</td>
<td>Be respect</td>
<td>Get new shoes</td>
</tr>
<tr>
<td>15</td>
<td>play AAU</td>
<td>get good grades</td>
<td>help my family</td>
<td>go to the gym</td>
<td>do work</td>
</tr>
<tr>
<td>16</td>
<td>meeting a navy seal</td>
<td>meeting a marine</td>
<td>being a eagle scout</td>
<td>meeting mayor</td>
<td>getting good grades in school</td>
</tr>
<tr>
<td>17</td>
<td>get good grades</td>
<td>do P.T more</td>
<td>learn different things</td>
<td>work harder in sports</td>
<td>play different sports</td>
</tr>
<tr>
<td>18</td>
<td>talking</td>
<td>looking at the teacher when shes talking</td>
<td>stop playing with friends</td>
<td>stop play fighting and a stay in my set</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>football</td>
<td>good grades</td>
<td>basketball</td>
<td>learning track</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>job</td>
<td>good gpa</td>
<td>many friend</td>
<td>high school</td>
<td>live it up</td>
</tr>
<tr>
<td>21</td>
<td>good grades</td>
<td>good gpa</td>
<td>many friend</td>
<td>high school</td>
<td>live it up</td>
</tr>
<tr>
<td>22</td>
<td>cut grass for my family</td>
<td>mom</td>
<td>care of my family</td>
<td>get good grade</td>
<td>do good in school</td>
</tr>
<tr>
<td>23</td>
<td>do not gave up</td>
<td>practice</td>
<td>get a scholarship</td>
<td>Be a good student</td>
<td>do work</td>
</tr>
<tr>
<td>24</td>
<td>anger control</td>
<td>obedience</td>
<td>organization</td>
<td>yes mam</td>
<td>yes sir</td>
</tr>
</tbody>
</table>
List 5 things you would like to accomplish over the next 3 years.

<table>
<thead>
<tr>
<th>Subj</th>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
<th>Item 4</th>
<th>Item 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>job</td>
<td>MONEY</td>
<td>shoes</td>
<td>clothes</td>
<td>house</td>
</tr>
<tr>
<td>2</td>
<td>being a police officer</td>
<td>have a car</td>
<td>a nice house</td>
<td>pass high school get into collage</td>
<td>have a phone</td>
</tr>
<tr>
<td>3</td>
<td>have good grades</td>
<td>scoll foit ball team</td>
<td>idk</td>
<td>idk</td>
<td>idk</td>
</tr>
<tr>
<td>4</td>
<td>go to military</td>
<td>get a dog</td>
<td>have my own house</td>
<td>get shoes</td>
<td>get money</td>
</tr>
<tr>
<td>5</td>
<td>play football</td>
<td>???</td>
<td>???</td>
<td>???</td>
<td>???</td>
</tr>
<tr>
<td>6</td>
<td>grow a bread</td>
<td>make money</td>
<td>be famous</td>
<td>finish school</td>
<td>be myself</td>
</tr>
<tr>
<td>7</td>
<td>get a job</td>
<td>drive a car</td>
<td>college</td>
<td>get some new friend</td>
<td>start/take up a career</td>
</tr>
<tr>
<td>8</td>
<td>go to college</td>
<td>play college sports</td>
<td>good grades</td>
<td>career</td>
<td>take care of my family</td>
</tr>
<tr>
<td>9</td>
<td>college grades</td>
<td>uofk</td>
<td>basketball</td>
<td>football</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>play for high school</td>
<td>prepare for college</td>
<td>play for college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>to be a boss</td>
<td>Preparing for college</td>
<td>Getting a car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>High school</td>
<td>Play basketball</td>
<td>graduate</td>
<td>Have a girlfriend</td>
<td>Have the best family</td>
</tr>
<tr>
<td>13</td>
<td>play basketball for ballard</td>
<td>have a car</td>
<td>have a job</td>
<td>work at Footlocker</td>
<td>go to the gym</td>
</tr>
<tr>
<td>14</td>
<td>being a eagle scout</td>
<td>scout</td>
<td>president for scouts</td>
<td>project for the city</td>
<td>license</td>
</tr>
<tr>
<td>15</td>
<td>be in high school</td>
<td>get my jounior ring</td>
<td>get scholarships</td>
<td>be in a good high school</td>
<td>play sports</td>
</tr>
<tr>
<td>16</td>
<td>stay seted</td>
<td>and be good</td>
<td>stop talking</td>
<td>stop playing</td>
<td>be better in the other kids</td>
</tr>
<tr>
<td>17</td>
<td>in the right grade</td>
<td>make good grades</td>
<td>have a 4.0 gpa</td>
<td>be a track star</td>
<td>have a job</td>
</tr>
<tr>
<td>18</td>
<td>behavior</td>
<td>aditude</td>
<td>job</td>
<td>collage</td>
<td>sports</td>
</tr>
<tr>
<td>19</td>
<td>have a</td>
<td>play basketball</td>
<td>try to go to college</td>
<td>mom and dad</td>
<td>home</td>
</tr>
<tr>
<td>20</td>
<td>complete high school</td>
<td>drivers lics</td>
<td>job</td>
<td>get better at basketball</td>
<td>be on tv</td>
</tr>
</tbody>
</table>