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MINNESOTA ALLIANCE WITH YOUTH

The Impact of Motivational Interviewing on Student Outcomes

STATISTICAL ANALYSIS

PREPARED FOR

Minnesota Alliance With Youth

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Introduction

During the 2024-2025 school year, the Minnesota Alliance With Youth trained a cohort of AmeriCorps Promise Fellows to use Motivational Interviewing (MI) in their 1:1 student interventions.

IMPACT OF IMPLEMENTATION

This finding supports the Alliance's hypothesis that effective use of MI skills enhances the impact Fellows have on the students they serve.

In our sample of more than 500 students who were fully served during the 2024–2025 school year, the impact of MI implemented with fidelity on student attendance was statistically significant. This finding supports the Alliance's hypothesis that effective use of MI skills enhances the impact Fellows have on the students they serve.

Motivational Interviewing is “a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion.” (Miller & Rollnick, 2012). It offers an opportunity to shift the typical reliance on extrinsic motivators, such as grades, toward a focus on intrinsic motivation. This approach tends to resonate with educators and stakeholders who are committed to improving student achievement through more meaningful and sustainable engagement.”

This study examined the relationship between MI fidelity and student attendance outcomes and explored what implementation factors most influenced program impact. The findings offer insights into how the Alliance can strengthen training and support for Fellows moving forward.

Background

Since its founding in 1997, Minnesota Alliance With Youth has worked in collaboration with youth and partners statewide to achieve educational success for young people through four main initiatives:

the Minnesota Youth Council, AmeriCorps Promise Fellows, Youth Mental Health Fellows, and Groundwork Fellows. Each initiative centers on partnering with young people to drive cross-sector collaboration, amplify their voices, and support them in shaping their futures.

The AmeriCorps Promise Fellows program, the focus of this study, engages students in grades 6 through 12 in developing personalized plans that keep them engaged in school and on track to graduate, using evidence-based, data-informed strategies grounded in leading dropout-prevention research.

Promise Fellows (referred to as “Fellows” throughout this report) implement interventions in three areas: caring adults, service and service-learning, and out-of-school time supports. These interventions align with the National Dropout Prevention Center’s “Basic Core Strategies” of mentoring and tutoring, service-learning, and afterschool/out-of-school opportunities; three of the most effective approaches for reducing school dropout.

The Fellows theory of change is that face-to-face, personalized support for students at risk of school disengagement and dropout serves as a preventive factor. Fellows serve students who either:

1. Have attendance rates below 90% or
2. Report low levels of school engagement on the Student Engagement Instrument (SEI).

Once they begin working with students, Fellows provide direct support to increase attendance and engagement at school. At a minimum, these supports include at least 30 minutes of student-centered time per week, for at least 12 weeks, focused on building positive relationships, setting meaningful goals, and helping students overcome obstacles to achieving those goals. Fellows provide this support during the school day or during out-of-school time.

In 2022, an external Quasi-Experimental Design (QED) evaluation found statistically significant improvements in attendance rates among students supported by a Fellow compared to a matched group of students who were not (Van Norman, 2022). More specifically, students supported by a Fellow attended approximately five additional days of school, with larger effects observed among high school students (+11.5 days), Latino students (+9.9 days), and Asian students (+10.1 days).

Motivational Interviewing is a collaborative, goal-oriented style of communication with particular attention to the language of change.

AmeriCorps Promise Fellows implement interventions in three areas: caring adults, service and service-learning, and out-of-school time supports.

Methods

Evidence-Based Strategies

Minnesota Alliance With Youth, through the Fellows, has employed an array of evidence-based techniques and tools to improve academic engagement and school attendance.

This report focuses on the impacts of one of those techniques, Motivational Interviewing (MI). Others have included:

Established-Maintain-Restore (EMR)

The EMR framework encompasses a series of strategies to help adults establish a strong relationship with students, maintain it once established, and restore it if needed. (Cook et al., 2018) In two separate evaluations of EMR methods, teachers reported significant improvements in their relationship with students and in student engagement, and significant decreases in disruptive behavior. (Cook et al., 2018; Duong et al., 2019)

WOOP (Wish, Outcome, Obstacle, Plan)

Fellows were also trained to facilitate goal setting using WOOP (Wish, Outcome, Obstacle, Plan), an evidence-based strategy to help individuals “find and fulfill their wishes, set preferences, and change their habits.” Recent research on this approach to goal setting has demonstrated statistically significant effects on student grades, attendance, school conduct, and test preparation. (Duckworth et al., 2013; Duckworth et al., 2011)

Youth Mental Health First Aid

Youth Mental Health First Aid is an evidence-based, early-intervention program, administered by the National Council for Mental Wellbeing, that teaches participants to recognize and respond to signs and symptoms of mental health and substance use challenges and provide initial support until appropriate professional help is secured.

Motivational Interviewing

The Alliance began training Fellows in Motivational Interviewing (MI) in 2019 to help Fellows build positive relationships and trust with students.

During the 2024-2025 program year, Fellows were divided into standard and advanced MI training groups.

The standard MI group completed a two-day training on MI principles, spirit, processes, and core skills, including its rationale, evidence base, and practical application.

The advanced MI group received the same initial two-day training, plus an additional full day focused on deepening skills, building confidence in delivering MI sessions, and refining personal MI style. Fellows in both groups were also observed using the technique with students during a recorded student session submitted to an MI consultant for review and scoring using the Behavior Change Counseling Index (BECCI).

The use of MI techniques by individual Fellows was reviewed and scored using the Behavior Change Counseling Index (BECCI).

Assigning Standard and Advanced MI Training Groups

School-level factors, such as attendance rates, diversity, and school size, helped ensure comparable groups for evaluating the impact of MI training.

To support an observational study and account for site-level factors that could influence the relationship between the intervention and student attendance outcomes, the Alliance and TerraLuna created two comparable groups of Fellows and students to enable a more robust assessment of change.

Fellows were sorted into the standard and advanced MI training groups described above based on equivalent school- and Fellow-level characteristics. School-level factors included North Star Consistent Attendance rates, student diversity, free/reduced lunch percentages, and school size. Fellow-level factors included prior service as a Fellow and previous experience using MI.

Research Framework

Study Objectives

The 2022 evaluation provided evidence of the program's overall impact; however, several opportunities remain to improve Fellows' efficiency and impact.

The 2022 evaluation provided evidence of the program's overall impact; however, several opportunities remain to improve Fellows' efficiency and impact. Consistent with AmeriCorps recommendations for continuous program improvement, the current evaluation examined the impact of minor program modifications on implementation and outcomes. In particular, the Alliance sought to assess whether additional coaching and support for MI would (1) improve the rate and quality of MI implementation with youth and (2) generate greater attendance gains compared to standard implementation.

Motivational interviewing is an evidence-based practice (EBP) and has been shown to achieve successful outcomes in over 300 peer-reviewed research studies. However, while MI's effectiveness is well established in health care settings, its use in the education space is relatively new.

The goal of this study is to assess the added impact of advanced MI training on student attendance and, secondarily, on student engagement and attitudes.

Meaning Making

Advanced MI training will support Fellows in engaging with, supporting, and building their students' confidence. Through consistent engagement throughout the school year, these students will be more likely to attend school, leading to improved academic performance and outcomes. Students will also develop a more positive attitude towards learning as their confidence, skills, and practice grow.

Data Collection and Sources

School-level data

School-level data included North Star Consistent Attendance rates, student diversity percentages, free/reduced lunch percentages, and total school enrollment. These data were obtained from the Minnesota Department of Education.

Student-level data included attendance rates and Student Engagement Instrument (SEI) scores. Fellows are responsible for collecting and entering both data types into a database for each student they support.

Fellows receive initial in-person training on data collection and entry at the start of their service term, along with ongoing access to written and recorded training resources throughout the year.

Attendance data

For attendance data, Fellows record each student's baseline attendance at the beginning of their service and update attendance rates once per quarter or trimester.

For SEI scores, Fellows administer the Student Engagement Instrument (a series of 35 questions designed to measure students' attitudes towards school) twice per year: a pre-test at the beginning of the service term, and an identical post-test at the end of the school year.

Each required data element has a designated due date for entry into the database, and progress reports and reminders are sent to Fellows and their supervisors to ensure timely submission. Fellows and sites understand that collecting accurate, complete student data is essential for demonstrating program impact to funders and partners, and for informing future impact studies.

Fellow-level data

Fellow-level data included MI observation scores and survey responses.

Fellows recorded an audio session of their work with a student and shared the recording with Alliance staff and trained MI coaches. MI coaches reviewed and scored each session using the Behavior Change Counseling Index (BECCI), assigning a score from 0 to 4 based on how effectively the Fellow applied MI strategies.

In addition, Fellows completed an experience survey with questions focused on their use of MI and their confidence in applying it. The survey questions and aggregated responses are presented in the *Qualitative Findings* section below.

Data for this study were collected at the school, student, and Fellow levels.

Analysis and Discussion

Based on data collected in partnership with school sites and Fellows, linear regression was used to examine whether advanced MI training was associated with changes in student attendance and attitudes.

The model accounted for baseline attendance for each student, Fellow assignment (standard or advanced MI training group), Fellow observation score, and, in some iterations, total intervention minutes (or dosage).

A full model was run to test for overall significance. Backward selection was then applied to isolate the variables with statistically significant and meaningful associations. This approach allowed us to focus on the factors most strongly related to changes in attendance and engagement outcomes.

Context and Limitations

A growing recognition of the critical role that positive, caring adults play in supporting middle and high school students informed the Alliance's decision to study the impact of MI on student attendance and engagement.

Very little research on the use of MI exists outside health care and medical settings. The Alliance identified a need to examine how MI can be applied in K–12 education, particularly in response to growing calls from educators for additional support for students struggling with school engagement. This study examined opportunities for using MI, its impact on student attendance and academic engagement, and the implementation and effectiveness of MI training. Insights from this work are informing program design and implementation for the 2025-2026 school year.

The Alliance experienced several key staff transitions during the 2024-2025 program year, which complicated both data collection and program consistency. These changes required new staff to quickly familiarize themselves with the evaluation framework and the components of MI training and implementation. They also limited staff capacity to conduct multiple in-person observations of Fellows using MI strategies with students.

The Alliance also faces challenges in collecting complete and accurate student-level data from Fellows and their schools. To address this, it is committed to strengthening communication about data-sharing requirements in contracts with schools and

A growing recognition of the critical role that positive, caring adults play in supporting middle and high school students informed the study.

clarifying data entry expectations for Fellows. The Alliance also provides Fellows with ongoing training and resources on data entry procedures to promote greater consistency and accuracy.

In the 2024-2025 program year, the Alliance collected complete attendance data for 87% of students served and full SEI data for 42% of students. This represents an improvement over the 2023–24 program year, when complete attendance data were collected for 66% of students and full SEI data for 38%. However, these figures indicate that further improvement is needed to ensure the data more accurately reflect Fellows’ impact on student outcomes.

Additional details on current and planned strategies to improve data collection rates are outlined in the *Impacts of the Study on Research Planning* section below.

44 Schools

partnered with the Alliance over the 2024-2025 school year

Over the 2024-2025 school year, the Alliance partnered with 44 schools, training and supporting 50 Fellows who provided academic support to selected students in grades 6 through 12.

Half of the Fellows received advanced MI training, while the other half participated in a single MI training session held in the fall. Fellows in both groups were observed once during the year to assess how effectively they implemented MI practices.

To identify the impact of advanced training, the study sample was limited to students with both baseline and final attendance data who had received the full intervention, defined as at least 12 weeks of participation with 30 or more minutes or more per week.

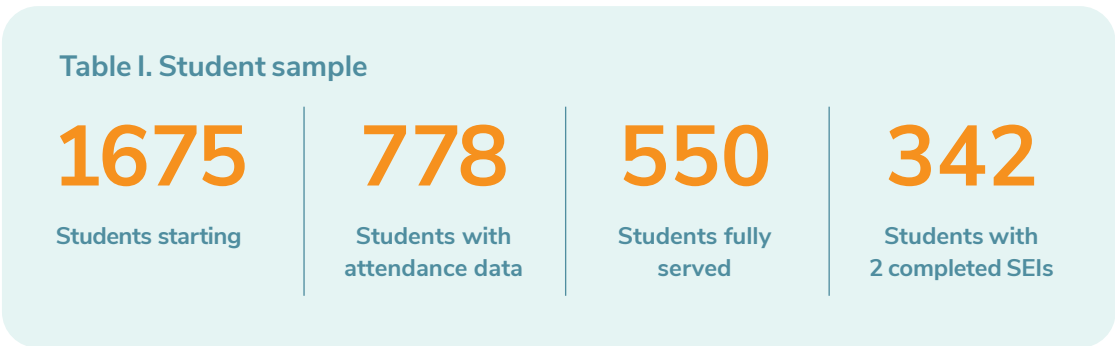
50 Fellows

provided academic support to selected students in grades 6 through 12.

When examining the impact of the intervention on student attitudes, this sample was further narrowed to students who completed both the pre- and post-administrations of the Student Engagement Instrument (SEI).

These data were entered by Fellows, and efforts to improve data collection and recording were integrated into ongoing Fellow and host site engagement.

The table below shows the number of students with complete data and the percentage of all students served who were included in the final study sample. From left to right, the sample size narrows as additional study criteria are applied. In total, 550 students were included in the analysis of advanced MI training and its impact on attendance, and 342 students were included in the analysis of MI training and its impact on student attitudes.



Because academic interventions take place within complex systems influenced by many factors, both measurable and not, this analysis looks at how the intervention and outcomes (such as attendance and SEI score changes) move together in a generally linear way. The sample reflects students from a range of sites, each with its own unique context. While the sample sizes were large enough to detect statistically significant effects, collecting data over multiple years would provide a clearer and more reliable understanding of these relationships.

Quantitative Findings

This section presents the results of our quantitative analyses examining how the implementation and fidelity of Motivational Interviewing influenced student attendance and social-emotional growth during the 2024-2025 school year.

We used linear regression models to test the relationships between key intervention variables —Fellow training level, observation scores, and service dosage —and their effects on student outcomes. The findings show that strong implementation and consistent engagement were most closely linked to improvement.

Student Attendance

To test the main hypothesis, we examined how changes in attendance for each student in the research sample (N = 550) were related to their Fellow’s training group assignment (standard or advanced MI), baseline attendance, and the Fellow’s average observation score.

Other variables, including dosage (the total amount of time Fellows spent working directly with students), were not significant predictors of attendance change and were excluded from the final model.

The majority of students had a baseline attendance rate above 75%, representing the proportion of school days they attended during the previous year. While this indicates some room for improvement, many students started with even higher baseline attendance rates, suggesting that only modest changes were possible.

Table II. Results of the model estimating changes in student attendance with related intervention variables.

VARIABLE	ESTIMATE	TEST OF SIGNIFICANCE
ADVANCED MI	0.0008	0.98
STANDARD MI	-.0042	0.88
AVERAGE BECCI OBSERVATION SCORE	0.040	0.0030

In this study, a significance of less than 0.1 is meaningful.

Fellow group assignment (standard or advanced MI) showed no significant relationship with student attendance. In contrast, the average observation score was a significant predictor of change in attendance. Under the assumptions of the linear model, each one-point increase in the observation score (on a four-point scale) was associated with, on average, a four-percentage-point increase in student attendance.

When we examined the relationship between the training group and observation scores, no significant connection was found. This indicates that Fellows who demonstrated strong MI implementation skills are just as likely to be in either the standard or advanced training group. In other words, the quality of MI practice, rather than the type of training, appears to account for differences in student attendance.

Change in SEI score outcome

The secondary outcome of this study examined students' social-emotional growth by analyzing changes in SEI scores, measured early in the school year and towards the end. We analyzed changes in relation to Fellow group assignment, average observation score, and dosage (total minutes served or total weeks supported) across the SEI's six individual domains. The intervention produced statistically significant improvements in four specific domains, as detailed below.

Each of the six domains was analyzed in relation to Fellow group assignment, average observation score, and dosage. We used a complete model that examined all domains, then applied backward selection to identify the variables most strongly associated with outcomes. This approach revealed that observation score and group assignment operated independently in their relationship to SEI scores; a pattern similar to what we observed with attendance outcomes.

The total number of students who were fully served and had both pre- and post-intervention SEI data was 342. Of these students, 92% (315) saw an increase in their overall SEI score. Because most students showed some level of change in their scores, there was limited variation in outcomes across groups, and any change resulting from the intervention would likely be small or difficult to measure within this sample. Still, statistically significant relationships were found between specific variables and SEI domains; however, the overall model explained only a small portion of the variance in outcomes. This may be due to the complex nature of the outcomes and the many conditions, characteristics, and random factors that influence the SEI scores. Although some SEI changes were significantly associated with intervention minutes and MI training, these changes may have been significant enough to outweigh other factors that contribute to student success and attitudes towards learning.

We consider these results exploratory and view the relationship between MI, the time Fellows spend with students, and the quality of that time, as reflected in social-emotional indicators, as both intuitively and observationally significant.

IMPACT ON ATTENDANCE

Analysis showed that each one-point increase in the MI observation score (on a four-point scale) was associated with an average four-percentage-point increase in student attendance.

342

The total of fully served students with matched pre/post data.

92%

Students saw an increase in their overall SEI score.

Table III. SEI Domains (four of six) that showed statistically significant associations with one or more aspects of the intervention.

SEI DOMAIN	VARIABLE OF SIGNIFICANCE	ESTIMATE	TEST OF SIGNIFICANCE
TEACHER STUDENT RELATIONSHIPS	TOTAL INTERVENTION MINUTES	0.000047	0.098*
CONTROL AND RELEVANCE OF SCHOOL WORK	TOTAL INTERVENTION MINUTES	0.000027	0.062*
FUTURE ASPIRATIONS AND GOALS	TOTAL INTERVENTION MINUTES	0.000029	0.037*
INTRINSIC MOTIVATION	GROUP ASSIGNMENT (STANDARD)	-0.445	0.015*

In this study, a significance of less than 0.1 is meaningful.

Overall, advanced MI training was linked to higher levels of intrinsic motivation among students.

Students were more likely to report increases in specific SEI domains—particularly Teacher-Student Relationships, Control and Relevance of School Work, and Future Aspirations and Goals—with small increases in intervention minutes. Although the overall change in time spent with the students was modest, there may be other factors that influence the nature of the Fellow-student relationship that are consequential to how students feel about relationships, the relevance of school work, and their future. Overall, advanced MI training was linked to higher levels of intrinsic motivation among students.

Qualitative Findings

In addition to the observation scores for each Fellow, Fellows completed a self-assessment of their confidence with MI and provided feedback on using the technique with their students.

Qualitative data were collected from Fellows to better understand their training experience and self-assessed implementation of MI.

Surveys were distributed to Fellows in February 2025 and included the following questions related to their experiences with MI implementation:

1. Confidence: I received sufficient training on Motivational Interviewing, and I feel confident using these techniques with my students (Scale of 1 - 5)
2. Please share any additional feedback you have about using Motivational Interviewing techniques as part of your service (challenges, successes, how often you use it, etc.)

On average, Fellows who received advanced MI training reported feeling fairly confident and prepared in their use of MI, with an average self-assessment score of 4.47 out of 5. Nine of the fifteen Fellows in this group who responded to the survey reported the maximum score of 5, while two reported a score of 3 (the lowest score reported). In comparison, Fellows who received standard MI training reported an average score of 4.23. Of these thirteen Fellows in this group who completed the survey, three reported a score of 3, and six reported a score of 5.

Grounded theory analysis of the open-ended responses to the second question in the Fellow survey revealed several themes and recommendations. These themes emerged organically from the data and were not directly prompted.

Therefore, we cannot make assumptions about the prevalence of any particular theme, since Fellows shared what they felt was most relevant to their experiences.

The themes are:

1. **Self-efficacy**

Fellows provide examples of how they apply MI, demonstrating their comfort and confidence with the approach. Fellows in the advanced training group reported specifically using techniques that resulted in a difference with their students. One also reported using it somewhat unconsciously. Fellows from the standard training group also reported successful outcomes with MI, including the use of skills subconsciously and using MI to identify specific challenges with students to help them problem-solve.

2. **Frequency of use**

Fellows offer the use of MI as daily or very often; Fellows with advanced training report the additional training as helpful, while one Fellow in the standard group reported discomfort with use and using it rarely.

3. **Increase in Knowledge**

Advanced MI training Fellows shared that the additional training and resources helped them build skills and supported their use.

4. **Difficulty of Use**

Some Fellows offered that using MI felt unnatural and that it isn't the best way to engage students. These Fellows might benefit from individual coaching.

5. **Appreciation of Training**

Fellows connected their confidence and use of MI with the training they received

Fellows provided specific feedback, offering recommendations and highlighting MI's strengths and its impact on students. A sample of this feedback is included below. While not representative of every Fellow, it reflects shared experiences across the groups and underscores the overall strengths of the training.

“I use [MI] often and [it] is super successful. [It] allowed students to explain their feelings and build bonds because MI is more listening based with the open ended questions.”

“MI is important and something I find highly useful in my meetings with students. I personally talk to students about their attendance and grades. Without MI you are only pointing out the negatives and leaving students feeling punished or hopeless. I use MI to identify what are the problem areas and to help problem solve with the students. This allows them to feel good and capable of making the changes needed to make progress.”

“I find myself utilizing Motivational Interviewing frequently with my students and find it a useful tool to invite conversation or hold space.”

Four survey respondents (including Fellows from both groups) offered recommendations for future programming:

- More engaging facilitation delivery
- Monthly reminders with practical tactics for use
- Consider beginning training as early as possible to help Fellows build relationships with their students from the start.
- Expand training or offer alternatives for returning Fellows

Meaning Making

In our sample population of more than 500 students that were fully served during the 2024-2025 school year, the impact of Motivational Interviewing administered with fidelity on student attendance was statistically significant. This supports the Alliance's hypothesis that effective use of MI skills enhances the impact that Fellows have on the students they serve.

Statistical analysis of the relationship between student-level outcomes and advanced MI training (compared to standard MI training) produced results consistent with our original hypothesis. These findings align with existing evidence demonstrating MI's effectiveness in promoting positive behavior change and increasing self-efficacy, particularly in medical settings. The fidelity of MI implementation was associated with an increase in student attendance. This finding is meaningful because student attendance is a key driver of academic achievement. A shift over the course of one year could signal the beginning of a pattern of change in student behavior and other student outcomes.

The intervention led by the Alliance occurred over the 2024-2025 school year, and the significant impact on outcomes within that period is encouraging. It also indicates that Fellows' current work in schools is strengthened when they have the skills and the tools to further support students' ability to identify barriers to success, problem-solve, build confidence, and establish relationships. All of these factors influence a student's overall well-being and their potential for success and high school graduation.

Furthermore, this data, along with survey findings, suggests that personalized coaching and context-specific tactics and tools could enhance each Fellow's ability to connect with and positively impact students, beyond the standard MI training provided to all Fellows.

Impact of the Study on Planning

Based on the findings, the Alliance will continue to incorporate MI into the Fellow training and consider additional ways to strengthen their practice throughout the year. The study showed that the additional training sessions offered during the 2024-2025 school year did not have a significant impact on Fellow fidelity and student outcomes. What did have an impact on student outcomes was how effectively Fellows implemented MI strategies (as determined by observation scores). To increase Fellows' confidence and success in implementing MI, the Alliance plans to shift focus away from lecture- or presentation-based training sessions and towards more opportunities for individualized practice, observation, feedback, and coaching. Because observation scores and, therefore, MI fidelity, were significant findings in this analysis, increasing the number of observations and using them as coaching opportunities may help validate this measure and enhance its application. Based on the analysis, an improvement in observation scores would likely lead to improved student outcomes.

To gain deeper control over the 2025-2026 MI training framework, Alliance program staff have become certified MI trainers. By designing and leading internal training rather than relying on an external organization, the Alliance can focus on interventions it believes will lead to higher Fellow fidelity and student outcomes, such as personalized coaching and feedback. The Alliance also intends to increase opportunities for ongoing MI learning, including regular engagement with Fellows through simple tools and video-based demonstration of MI techniques. This will help keep MI topics fresh and relevant throughout the service year, rather than only during large-group training sessions.

Additionally, the Alliance has identified opportunities to expand interventions and enhance effectiveness, including:

1. More engaging facilitation delivery
2. Monthly reminders with practical tactics for use
3. Consider beginning training as early as possible to help Fellows build relationships with their students from the start.
4. Expand training or offer alternatives for returning Fellows

Impact of the Study on Data Collection

The Alliance is committed to responsible data stewardship and recognizes the importance of maintaining structures and processes to support collection, management, and analysis, thereby strengthening the evidence base for effective interventions and continuous learning.

To ensure data integrity and adequate sample sizes, the Alliance also plans to collaborate with sites to triangulate attendance data (addressing validity concerns) and identify strategies for helping sites support Fellows in fully serving students (12 or more weeks with 30 or more intervention minutes per week).

The value of comprehensive service delivery, consistent use of MI, and complete data collection will continue to be emphasized to Fellows during training and through ongoing communication.

In 2024-2025, the Alliance removed barriers to data collection for Fellows, resulting in an increase in the volume of data collected and entered. Improvements implemented in 2024-25 included a mandatory data entry training for all Fellows, held a few weeks into their service after they had begun supporting students. In previous years, data entry training was conducted during Kickoff, before Fellows began their on-site service. The Alliance believes that offering a separate, better-timed training made the content more memorable, relevant, and easier for Fellows to apply.

In previous service years, due dates were assigned for each piece of data required to be entered into the database. In 2024-2025, the Alliance increased communication about these due dates by sending email reminders before, on, and after each one. These reminders were emailed directly to each Fellow and their supervisor and included a personalized snapshot of how much required data had been entered and what was missing.

The Alliance has also reassessed and reduced the amount of data they previously required Fellows to collect, and have limited the requirements to only include data that can and will be used by the Alliance in meaningful ways. By targeting the specific data each Fellow is expected to enter for each of their students, we believe full data entry will be more achievable and manageable.

The Alliance intends to continue these successful data-collection optimizations into 2025-2026 to further increase the volume and accuracy of collected data.

Conclusion

When AmeriCorps Promise Fellows implemented Motivational Interviewing with fidelity in their 1:1 student interventions, the effect on student attendance was statistically significant across our sample of more than 500 students served in 2024-2025.

These results confirm that strong implementation of Motivational Interviewing skills strengthens the impact Fellows have on student outcomes.

Motivational Interviewing emphasizes collaborative dialogue centered on how people talk about change. Rather than relying on external incentives like grades, the approach cultivates intrinsic motivation by helping individuals identify and explore their own reasons for pursuing a goal within a supportive environment. This approach has gained traction among educators and stakeholders seeking more sustainable paths to improved student achievement.

The results provide direction for refining training and ongoing support systems. By identifying which implementation factors most influenced attendance gains, there is clear direction for where to invest the Alliance's training and support efforts going forward.

These results confirm that strong implementation of Motivational Interviewing skills strengthens the impact Fellows have on student outcomes.

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