THE IN-SCHOOL MENTORING PROGRAM

ANALYSIS AND REPORT

PREPARED FOR:

BIG BROTHERS BIG SISTERS OF HAMILTON AND BURLINGTON

April 19, 2007

by

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Acknowledgements

The Social Planning and Research Council of Hamilton and the authors of this report in particular would like to thank the Big Brothers Big Sisters of Hamilton for requesting our services to analyze their data and evaluate the impacts of the In-School Mentoring Program. We would also like to thank The Provincial Centre of Excellence for Child and Youth Mental Health for providing funding for this report.

In particular we would like to thank staff members Tracy Newton and Miriam Oda of Big Brothers Big Sisters Hamilton and Burlington for their support and guidance in assembling the program data and assisting in the process of analyzing and interpreting the findings. Their knowledge of the program and its participants as well as their dedication and commitment to providing high quality service made them a vital resource to the evaluation of this program.
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*Report on the In-School Mentoring Program, Big Brothers Big Sisters of Hamilton and Burlington, April 2007*
Report on
The In-School Mentoring Program
of
Big, Brothers Big Sisters of Hamilton and Burlington
Introduction

This report examines the In-School Mentoring Program of the Big Brothers Big Sisters of Hamilton and Burlington over 2004 and 2005. In January 2007 the Social Planning and Research Council of Hamilton was commissioned by Big Brothers Big Sisters of Hamilton and Burlington to:

- Conduct a review of the mentoring program goals, objectives and defined outcomes for the in-school mentoring program over the years 2004 and 2005.
- Examine all files and records associated with the mentoring program,
- Tabulate, summarize and provide an analysis of the data that relates to anticipated program outcomes.
- Construct a draft report of findings on program outcomes for discussion
- Assist in the development of new program evaluation tools and methods and make appropriate recommendations
- Prepare a revised report of program outcomes and recommendations for the In-School Mentoring program.

The following material provides the report of the data analysis that has been carried out and concludes with findings on program outcomes and recommendations for adjustments to the program evaluation design and data collection instruments.

The In-School Mentoring Program was established in 1994 by Big Brothers Big Sisters of Hamilton and Burlington in conjunction with local community school boards. Volunteers are recruited from the community then trained by Big Brothers Big Sisters of Hamilton and Burlington to become Mentors. They are then matched with an elementary school child who becomes a Mentee. The terms child and mentee are used interchangeably throughout this report. Mentors and Mentees meet for one hour a week on school property during school time and engage together in various recreational and other activities.  

This report examines the In-School Mentoring Program over 2004 and 2005. The emphasis is placed on the In-School Mentoring Program's five stated program objectives/outcomes:

1. To help boost the child's self-esteem and self-confidence.
2. To motivate the child within the school setting:
   a. Emotionally.
   b. Socially.
   c. Intellectually.
3. To encourage the child to stay in school.
4. To provide a meaningful opportunity for a volunteer to contribute to the life of a child.
5. To provide quality one-to-one relationships for children likely to benefit.
- This report looks at how well these goals were attained from the perspectives of five different groups who were impacted, directly or indirectly, by this program. These five groups are:
  o Mentors (Big brothers or sisters)
  o Mentees (Little brothers or sisters)
  o Parents (of the mentees)
  o Teachers (of the mentees)
  o School Contact Person (a designated official who acted as the information resource between the school and the designated In-School Mentoring Program representative)

Report on the In-School Mentoring Program, Big Brothers Big Sisters of Hamilton and Burlington, April 2007
Big Brothers, Big Sisters of Hamilton, Burlington surveyed each of these groups in 2004 and again in 2005. The results of these surveys provide the data used for this report. See the attached set of survey results for the analysis of these surveys.

**Outcome Measures by Groups Surveyed**

The following sections quantify the results of survey data gathered over a two year period of the In-School Mentoring program’s operation. The questions in each survey are associated with specific objectives and outcomes for the program. A full referencing of the associations of questions to objectives is listed in Appendix 1.

The following results report response rates that indicate the extent to which the desired outcomes are being achieved. Each section begins with a statement of the program objective and all data notations are based on an analysis of the surveys.

**Objective 1: To increase the child’s self-esteem and self-confidence**

1.1 Observations by Mentors (2004) (n=59 Mentors, 61 Mentees)
   - Mentors noted a growth in the self confidence of 48 Mentees (79%) to a fair degree (18%) good degree (28%) or an excellent degree (15%)\(^1\)
   - 16 (26%) of Mentees were noted to have improved self esteem and self-confidence as one of three top areas for improvements.\(^2\)

1.2 Observations by Mentors (2005) (n= 55 Mentors, 57 Children)
   - 20 Mentees (35%) were observed to have increased their self-esteem and self confidence through their relationship with the mentors.\(^3\)

   - 4 students (14%) said they had learned self esteem from their mentor\(^4\)
   - 6 Students (21%) indicated that they had increased their self confidence as a result of having a mentor\(^5\)

1.4 Observations by Mentees/children (2005) (n= 23 Mentees)
   - 3 (13%) of the students identified self esteem as a lesson they learned from their mentor\(^6\)
   - 21 (91%) of the students agreed that they were more self confident since they began meeting with their mentor.\(^7\)

1.5 Observations by Parents (2004) (n= 29 Parents, 29 Children)
   - 100% of the parents wanted their children to remain in the program. 4 parents (14%) identified their child’s increased self esteem as a reason they wanted their child to remain.\(^8\)
1.6 Observations by Parents (2005) (n= 22 Parents, 22 Children)
- 8 parents (36%) spontaneously noted an increase in their child's self confidence as a result of having a Mentor.  
- 20 Parents (91%) noted on a preset chart that their child's confidence increased since having a mentor.
- 20 Parents (91%) noted that their child felt important to another adult since having a mentor.

1.7 Observations by Teachers (2004) (n=37 Teachers, 49 Students)
- Teachers rated 27 (55%) of the students in the In-School Mentoring (ISM) Program as having made positive changes in their confidence level.

1.8 Observations by Teachers (2005) (n= 35 Teachers, 39 Students)
- 23 students (59%) were observed to have increased their self confidence as a benefit of participating in the Program.
- 29 students (74%) were observed to have increased their self confidence since having a Mentor.

1.9 Observations by School Contact Persons (2004) (n=15 School Contact Persons)
- 6 School Contact Persons (40%) identified increased self-confidence and self esteem as a benefit of the In-School Mentoring Program for the children.

1.10 Observations by School Contact Persons (2005) (n=16 School Contact Persons)
- 6 School Contact Persons (38%) identified increased self-esteem, self confidence, and self worth as a benefit for the children participating in the In-School Mentoring Program.

**Summary of Results on Measures of Increased Self Esteem and Confidence**
The analysis of survey results shows consistently positive outcomes from the responses of all participants in the program. The results vary by year and also vary according to the perspective of the person providing the response or assessment. It appears that mentors noted lower rates of increased self confidence in children they were mentoring in 2005 compared to their assessments in 2004. Children on the other hand reported much higher measures of self confidence in 2005 compared with 2004. Ratings of self confidence reported by parents were positive but showed variation. Teachers and school contact persons were most consistent in their measures of increased self confidence and both reported improvements in children each year.

Figure 1 below illustrates the responses of the various perspectives surveyed for change in levels of self confidence observed in children participating in the program in 2004. It is evident that all reported and increase in children's self-confidence although children themselves reported lower rates of improvement than various adults involved in the program.
Figure 1
Figure 2 below, in contrast to the previous year, shows the aggregated responses of the various perspectives surveyed for change in levels of self confidence observed in children participating in the program in 2005.

Figure 2
In this year there is a marked difference in the ratings provided by Mentors in that their assessment of the change over the year shows only a modest improvement. Children in the program on the other hand report a dramatically improved sense of increased confidence. Parents also report significant improvement in self confidence. Teachers
and School Contact persons tended to report rates of improvement similar to the year before but still showing a very positive benefit.

### Objective 2: To Motivate the Child: Emotionally, Socially and Intellectually within the School Setting

This section of the report analyses responses to questions that address the program objective of motivating the child. Questions and their responses have been grouped by year according to different qualities of the child’s development as indicated by the questions asked.

#### 2A. To Motivate the Child Emotionally Within the School Setting

2A.1 Observations by Mentors (2004) (n=59 Mentors, 61 Mentees)
- Mentors indicated that 23 (38%) of their Mentees showed increased emotional growth as one of the three top areas their mentee improved in the most.¹
- 48 (79%) of Mentees were observed to be more able to express feelings since participating in the program.²
- 29 (48%) were observed to have improved personal hygiene/appearance³

- 12 (21%) of mentees were observed to have increased their emotional growth through their relationship with the Mentor.⁴

- 10 (36%) of Mentees said they had gained emotional growth since having a Mentor.⁵

- 9 (39%) of Mentees indicated that they had made positive emotional changes since being with a Mentor.⁶

- 100 % of parents wanted their children to remain in the program. 1 parent gave her child’s increased emotional growth as the reason she wanted her child to remain in the program.⁷

- 5 (22%) or parents identified various ways that their child had gained emotional growth by having a Mentor.⁸
  - 19 (86%) noted that their child was more able to express feelings since having a Mentor⁹

- 20 students (41%) were noted to be more able to express feelings after being matched with a mentor¹⁰
• Teachers commented on emotional changes in 8 students (16%) (4 students were said to be happier, 1 was calmer, 2 were more open and 1 had a more positive attitude).\textsuperscript{11}

• 14 students (36%) were observed to have improved in attitude and behavior with peers and school after working with a Mentor\textsuperscript{12}
• 19 students (49%) were noted to be able to express their feelings better\textsuperscript{13}

3 mentees (20%) were noted to have general and positive emotional changes, as in the following quotations:
• I recognize that the students are eager to spent time with their mentors. They are happy and feel special having a mentor.\textsuperscript{14}
• They really enjoy doing fun one to one activities. Look forward to time spent together.\textsuperscript{15}
• Students are receptive and enjoy time with mentors\textsuperscript{16}

2A.10. Observations by School Contact Persons (2005) (n=16 School Contact Persons)
• 25% of School Contact Persons indicated that the Mentees had increased in emotional growth while having a Mentor. They commented on the following areas of growth:\textsuperscript{17}
  o More positive attitude (X1)
  o Increased responsibility (X1)
  o Increased dependability (X1)
  o Commitment (X1)

**Summary of Results on Emotional Growth and Development of Children**
Figure 3 below charts the measures of increased overall emotional growth reported by respondents to surveys for the year 2004. All report positive growth and development and fairly consistent assessment of change across all perspectives. Data on this dimension of development was not gathered from parents in 2004 but was collected the following year.

![Percentage of Mentees in 2004 Showing Overall Emotional Growth According to Groups Surveyed](image)

Figure 3

Measures of emotional growth and development for children in the In-school Mentoring program in 2005 are charted in Figure 4 below. Again the measures all show that respondents all observed positive changes in the...
development of children. Although Mentors did not observe the same high rate of increase as the year before, all others reported, on average, observations that indicate increased rates of healthy development with this characteristic compared to the previous year.

![Percentage of Mentees in 2005 Showing Overall Emotional Growth According To Groups Surveyed](image)

**Figure 4**

The survey instruments used to gather evaluative data for the program continue to undergo change and improvement. For this reason data collected in 2004 is not always collected and reported for 2005. More will be noted about this in the conclusions to the report. Still, the data collected in 2004 did gather specific measures of change in particular aspects of emotional development from mentors and teachers involved in the program. Some of these findings are charted in Figure 5 below.
The results indicate that mentors and teachers on average, observed high rates of improvement in children’s ability to express feelings and in their decision making ability. Parents and teachers reported observing similar improvements in children’s ability to express feelings in the year 2005. Mentors also noted that they observed marked improvements in the personal hygiene and appearance of children participating in the program as mentees in 2004. This data was not collected for the 2005 year.

2B: To Motivate the Child Socially Within the School Setting


- Mentors observed that Mentees showed improved relationships during the program with: ¹
  - Mentors - 57 (93%)
  - Friends - 43 (70%)
  - Adults - 31 (51%)
  - Family - 34 (56%)
  - Other Cultures - 24 (39%)

- Mentors indicated that their Mentees’ improved social skills and relationships were one of three top changes they noted in their Mentees. Improvements were noted in the following areas: ²
  - General Social Skills (X43) (70%)
  - With Teacher (X14) (23%)
  - With Peers (X43) (70%)
2B.2. Observations by Mentors (2005) (n= 55 Mentors, 57 Mentees)
   - Mentors indicated that Mentees had gained social skills through their relationship with their mentors.
     Increased social skills were observed in the following areas: ³
       o General Social Skills (X22) (39%)
       o With Peers (X2) (4%)
       o With The Mentor (X33) (58%)

   - 4 Mentees (7%) identified positive social changes in themselves. ⁴

   - 4 Mentees (17%) noted positive social changes in themselves. ⁵
   - 21 (91%) of the Mentees said that they had learned various social skills from their Mentor. ⁶
   - 18 (78%) said they got along better with friends and classmates because of their relationship with their mentor ⁷
   - 17 (74%) said that they now had better ideas for solving conflicts ⁸

   - Parents noted that their child improved relationships with the following groups since their child had
     been matched with the Mentor: ⁹
       o The parent – 8 (28%)
       o Friends – 13 (45%)
       o Peers – 13 (45%)
       o Family – 11 (38%)
       o Other adults – 11 (38%)
       o Other cultures – 5 (17%)

   - Parents noted that 11 children (50%) demonstrated increased social abilities as a result of having a
     mentor. Improvements were noted with the following areas: ¹⁰
       o Friendship (X3)
       o Constancy in a relationship (X1)
       o Trust (X2)
       o Kindness toward others (X1)
       o Increased openness (X1)
       o Anger control (X1)
       o New ways to deal with conflict (X1)
       o Increased understanding of adults (X1)

   - Parents indicated that the mentoring relationship resulted in an increase in these social abilities of their
     children: ¹¹
       o 19 (86%) were getting along better with friends and classmates
       o 17 (77%) had better ideas for solving conflicts with other
       o 19 (86%) felt more able to trust another adult
2B.7. Observations by Teachers (2004) (n=37 Teachers, 47 Students)
   - Teachers’ Rated their students as improving their relationships with these groups: 12
     - Teachers – 19 (40%)
     - Friends – 20 (43%)
     - Peers – 19 (40%)
     - Other Adults – 7 (15%)
     - Other Cultures – 4 (9%)

2B.8. Observations by Teachers (2005) (n= 35 Teachers, 39 Students)
   - Teachers commented that 14 students (40%) had improved their attitude and behavior with peers and school 13

   - 1 child (7%) was noted to have improved social skills 14

2B.10. Observations by School Contact Persons (2005) (n=16 School Contact Persons)
   - 4 children (25%) were observed to have gained or learned social skills while having a Mentor 15

Summary of Results on Increased Social Abilities of Children

Figure 6 below charts the measures of increased overall social growth reported by respondents to surveys for the year 2004 and 2005. All report positive growth and development and fairly consistent assessment of change across all perspectives. Data on this dimension of development was not gathered from parents in 2004 but was collected the following year. These results suggest that most participants in the program observed a marked improvement in social abilities of children in 2005 over the previous year. The exception to this trend is in the reported observations of the Mentors. They reported a positive change for 2005 but a less dramatic improvement than observed in 2004.

It is worth noting that the evaluation instrument for collecting data from mentors changed over the two year period. Fewer questions were asked of mentors about specific indicators of observed change in the child they were mentoring. It may be that asking fewer specific questions about the child’s change in relationships to other adults, friends, peers or with family altered the general perception of the mentor although these changes may have been made to the evaluation survey to better enable mentors to participate in the evaluation process.
A number of questions were asked of parents as part of the evaluation process in 2005. These questions were designed to probe deeper into the observed behaviours used to make assessments of social skill development. To some extent the responses to these questions can validate and illuminate the responses given to a more general question on this characteristic. The results indicate that parents on average had a positive view of the benefits of the mentoring program generally and a particularly favourable view of its impact on equipping children to better deal with conflict resolution and develop a greater trust of adults. These measures are reported in Table 1 below.

**Table 1: Percentage of Children Observed to have Improved Specific Social Skills**

<table>
<thead>
<tr>
<th>Social Skills the Mentees increased in:</th>
<th>Percentage of Mentees that Changed According to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mentees 2005</td>
</tr>
<tr>
<td>Trust</td>
<td>9%</td>
</tr>
<tr>
<td>Kindness</td>
<td>5%</td>
</tr>
<tr>
<td>Openness</td>
<td>5%</td>
</tr>
<tr>
<td>Anger Control</td>
<td>5%</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>74%</td>
</tr>
<tr>
<td>Understanding of Adults</td>
<td>5%</td>
</tr>
<tr>
<td>Trust of Adults</td>
<td>86%</td>
</tr>
</tbody>
</table>

One of the behaviours associated with the ability to demonstrate increased social ability is to improve relationships with those with whom a child would be in contact. In 2004 data was collected from program participants that reported on observed changes in children’s ability to interact well with mentors, friends, peers, adults, family, teachers and others. The results are illustrated by the chart in Figure 7.
Responses to these questions indicate that mentors, parents and teachers all reported positive development in the abilities of children in the program to interact appropriately with a wide range of people around them.

2C: To Motivate the Child Intellectually Within the School Setting

- 30 Mentees (49%) were observed to have improved their academic performance during the program.
- 47 Mentees (77%) were noted to have increased their interest in outside activities and hobbies.
- 27 (44%) were said to have increased their ability to set goals.
- 16 (26%) Mentees were rated as improving their overall performance level. Accomplishments were noted in the following areas:
  - Citizenship award in science
  - Trying to get good grades
  - Wants to do better at school
  - Less daunted by school work
  - Completing homework (X2)
  - Her academic performance has increased
  - Marks better (X2)
  - Improved his ability to get to high school
  - Better spelling; grammar
Improved Reading
Better at French
Improved English
Better school attendance (X2)
Completing more school activities

- 4 (7%) Mentees had their school performance rated as one of their 3 top areas of improvement.4
- 32 (56%) were noted to have increased their outside interests5

- 15 Mentees (54%) indicated that they had learned a variety of skills from their mentees – e.g. learning games, improving their reading, and improving their homework/schoolwork.6

- 14 Mentees (61%) noted that they had learned various skills from their Mentees – e.g. computer use, sports, dog care, needlepoint, cake making, math7
- 19 Mentees (83%) observed that they were more interested in hobbies or out-of-school activities because of their relationship with their Mentor.8

- 12 (41%) parents noted that their child's academic performance improved since being matched with a Mentor9
- 9 (31%) parents indicated that their child’s homework had improved since being matched with a Mentor10

- 15 parents (68%) observed that their children appeared more interested in hobbies or out-of-school activities because of the Mentoring relationship.11

- 19 students (39%) were noted to have more interests or hobbies since being matched with a Mentor12
- 19 students (39%) were said to be more capable of problem-solving since being matched with a Mentor13
- 22 students (45%) improved their academic performance improved since being matched with a Mentor14
- 16 students (33%) improved their homework since being matched with a mentor.15

- 6 teachers (17%) indicated that their students gained the opportunity to participate in extra activities during the program.16
- 19 students (49%) were noted to appear more interested in hobbies or out-of-school activities17

- 2 school contact persons (13%) commented that the In-School Mentoring Program was a resource for students with special needs18
- 1 school contact person (7%) said that the program helped students develop better work habits.19

- 1 school contact person (6%) noted that the program gave students exposure to new activities.20

Summary of Results on Intellectual and Academic Performance of Children
Report on the In-School Mentoring Program, Big Brothers Big Sisters of Hamilton and Burlington, April 2007
The data collected on changes in academic or intellectual performance changed from 2004 to 2005 making it difficult to identify trends in program outcomes. However, the data collected from all perspectives on different measures of performance and behaviour indicate consistently positive influences from participation in the in-school mentoring program. In 2004, mentors, parents and teachers all reported seeing improved academic performance of the children in the program, as indicated in Table 2.

<table>
<thead>
<tr>
<th>Area of Intellectual Growth</th>
<th>Mr 04</th>
<th>Mr 05</th>
<th>Me 04</th>
<th>Me 05</th>
<th>P 04</th>
<th>P 05</th>
<th>T 04</th>
<th>T 05</th>
<th>SCP 04</th>
<th>SCP 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Academic Performance</td>
<td>49%</td>
<td>7%</td>
<td>41%</td>
<td>45%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inc. Interest in Outside Activities</td>
<td>77%</td>
<td>56%</td>
<td>83%</td>
<td>68%</td>
<td>39%</td>
<td>49%</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvements in specific areas (narrative)</td>
<td>26%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learned skills for Mentors (games, reading, homework, computer, math)</td>
<td></td>
<td></td>
<td>54%</td>
<td>61%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Improvement in homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>31%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Better problem solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>Better Goal Setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>44%</td>
</tr>
</tbody>
</table>

Abbreviations: Mr = Mentor Me = Mentee P = Parent T = Teacher SCP = School Contact Person 04 = 2004 05 = 2005

One indicator of improved intellectual or academic performance is considered to be the interest of the mentee in the program to take an interest in activities outside or beyond required schoolwork. The observations of mentors, children parents, teachers and school contact people all indicated that children in the mentoring program showed on average a substantial increase in their interest in outside activities suggesting yet another positive impact of the program on children participating in it.

**Objective 3: To Encourage the Child to Stay In School**

The benefits made to mentees through their gains in self confidence (see section 1 of this report) and their gains in social, emotional and intellectual growth (see sections 2a, 2b and 2c of this report) would be an aid in encouraging these children to stay in school. In addition, the surveyed groups noted the gains outlined in this section.

- 36 children (59%) improved their school attendance since being matched with their Mentors.¹
- 3 children (70%) demonstrated a better attitude toward school since their match with the Mentor.²
- 23 children (38%) improved their homework over the course of the program
- 18 children (30%) showed better class participation³
- 18 children (30%) showed better class room behaviour⁴

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¹ Report on the In-School Mentoring Program, Big Brothers Big Sisters of Hamilton and Burlington, April 2007
• 18 children (30%) were observed to be using school resources more.⁵

3.2. Observations by Mentors (2005) (n= 55 Mentors, 57 Mentees)
• 8 Mentees (14%) were said to have improved their school attitude/performance as a result of their relationship with the Mentors⁷
• 30 Mentees (53%) were indicated to have a better attitude toward school as a result of their relationship with their Mentor⁸

• 8 Mentees (29%) noted that their Mentor had taught them skills and attitudes conducive to remaining in school (e.g. improved reading, homework/schoolwork and ideas like “Always follow what you have in mind / follow your dreams” and “Be good in school”⁹

3.4. Observations by Mentees (2005) (n= 23 Mentees)
• 3 Mentees (13%) indicated that their Mentor had taught them skills and attitudes conducive to remaining in school (e.g. “That school is great”, “Always do your homework””⁰
• 16 Mentees (70%) noted that they had a better attitude toward school since they began meeting with their Mentor.¹¹

• Parents noted that their child’s school attitudes and performance improved in the following areas since being matched with their Mentor:¹²
  o 6 parents (21%) observed better school attendance
  o 11 parents (38%) noted better school attitude
  o 9 parents (31%) indicated that their child’s homework improved
  o 13 parents (45%) observed better class participation
  o 8 parents (28%) noted better classroom behaviour
  o 9 parents (31%) indicated that their children were using school resources more.

• 3 parents (14%) observed that their children had learned skills and attitudes conducive to remaining in school, while in the program, e.g.:¹³
  o Motivation for reaching goals, using talents (X1)
  o New skills (X1)
  o Sense of accomplishment (X1)
• 16 parents (73%) noted that their children improved their attitude toward school.¹⁴

3.7. Observations by Teachers (2004) (n=37 Teachers, 49 Students)
Teacher noted the following Improvements in School Attitude/Behaviors:¹⁵
• 8 children (16%) showed better academic attendance since being in the program
• 20 children (41%) demonstrated a better attitude toward school since their match with the Mentor
• 21 children (43%) showed better class participation
• 17 children (35%) showed better class room behaviour
• 5 students (10%) were noted to have improved their school performance/attitude as a result of their Mentor’s influence.
3.8. Observations by Teachers (2005) (n= 35 Teachers, 39 Students)
- 14 students (36%) were noted to have improved their attitude and behaviour with peers and in school since participating in the In-School Mentoring program.  
- 28 students (72%) were observed to have a better attitude toward school since being matched with a Mentor.

- 3 School Contact Persons (20%) noted that students in the program gained benefits that would encourage them to remain in school, such as: (quoted)  
  o Reduced discipline problems by redirecting negative energy of students with problem behaviors  
  o Improved work habits for students

3.10. Observations by School Contact Persons (2005) (n=16 School Contact Persons)
- 4 School Contact Persons (25%) observed that students participating in the program showed an increased interest in and desire to attend school.
- 2 School Contact Persons (13%) observed that students improved their school attitude or attendance since working with a Mentor.

Summary of Results on Behaviours that Encourage the Child to Stay in School
The data collected on observed changes in behaviours of the children in the program provided information largely from mentors, parents and teachers in 2004. Their observations indicate that the program had a positive benefit on average. Teachers tended to provide higher ratings for improved class participation and better class behaviour than did parents or mentors. While parents and mentors offered a somewhat more positive assessment of improved attitudes and attendance than did teachers in 2004. These results are illustrated in Figure 8 below.
In 2005 the data was also collected from child mentees and the school contact person to augment information being collected from mentors, parents and teachers. Again the results suggest the program has substantial positive impacts influencing children to stay in school. Children, parents and teachers all reported very strong positive results on improved attitude toward school in the children in the program. Survey results are provided in Table 3 below.
**Table 3**

<table>
<thead>
<tr>
<th>Factors that would help the child to stay in school</th>
<th>Mr 04</th>
<th>Mr 05</th>
<th>Me 04</th>
<th>Me 05</th>
<th>P 04</th>
<th>P 05</th>
<th>T 04</th>
<th>T 05</th>
<th>SCP 04</th>
<th>SCP 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>better attendance</td>
<td>59%</td>
<td></td>
<td>21%</td>
<td></td>
<td>16%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>better attitude toward school</td>
<td>70%</td>
<td>53%</td>
<td>70%</td>
<td>38%</td>
<td>73%</td>
<td>41%</td>
<td>72%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>improved homework</td>
<td>38%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Better class participation</td>
<td>30%</td>
<td></td>
<td>45%</td>
<td>43%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Better class behavior</td>
<td>30%</td>
<td></td>
<td>28%</td>
<td>35%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using school resources more</td>
<td>30%</td>
<td></td>
<td>31%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentees learned skills &amp; attitudes conducive to remaining in skill (eg School is great; do your homework;)</td>
<td></td>
<td>29%</td>
<td>13%</td>
<td>14%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased interest in and desire to attend school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved school attitude or attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13%</td>
<td></td>
</tr>
</tbody>
</table>

Abbreviations:
Mr = Mentor  Me = Mentee  P = Parent  T = Teacher  SCP = School Contact Person  
04 = 2004  05 = 2005

**Objective 4: To Provide a Meaningful Opportunity for a Volunteer to Contribute To the Life of a Child**

Mentors filled out one survey for each mentee, some mentors have answered some questions twice, for example in providing ratings for the preparation and support they received. This analysis concludes that this does not significantly affect results.

23 (38%) had been matched with their current Mentee for over a year. (8 of these Mentors (13%) had been matched for 2 – 4 years, while 2 (3%) had been matched for more than 4 years).  
32 (52%) rated their volunteer process (i.e. application, references, screening interview) as good (18%) or excellent (34%). However, 29 (49%) did not answer this question. 
31 (51%) rated their training preparations for their role as good (20%) or excellent (31%) However, 29 (49%) did not answer this question. 

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30 (49%) rated the content of the volunteer handbook for the program as good (25%) or excellent (25%). However, 29 (49%) did not answer this question. 4

59 (97%) rated the support they received from the staff at Big Brothers Big Sisters as good (34%) or excellent (62%) for each of their matches 5

48 (79%) rated the support they received from the school as good (41%) or excellent (38%) for each of their matches 6

60 (98%) rated their overall experience as a Mentor as good (33%) or excellent (66%) 7

60 (98%) rated their relationship with their Mentee as good (36%) or excellent (62%) 8

53 (87%) rated the level of sharing/openness by their Mentee as good (48%) or excellent (39%) 9

54 (89%) rated their level of impact on their mentee as good (61%) or excellent (28%) 10

52 (85%) indicated that their Mentees showed increasing trust in them over the program to a good (43%) or an excellent (43%) degree. 11

45 (76%) Planned to Continue as a mentor 12

Mentors commented that they had most enjoyed the following aspects of being a Mentor: 13

- Enthusiasm of mentees for relating to mentor (X14)
- Having fun/doing activities with mentee (X5)
- Ability to help/make a positive difference (X14)
- Enjoy seeing mentee grow and make progress (X15)
- Enjoy personality of mentee (X4)
- Watching quality of mentee/mentor relationship improve (X7)
- Spending time with/relying on mentee (X14)
- Miscellaneous (X2)
- Only one negative comment was noted.

- Mentors commented that they had least enjoyed the following aspects of being a Mentor: 14

  - Limited time with mentee (X5)
  - Failure to be notified when mentee not available (X3)
  - Finding mentee absent from school (X5)
  - Desire for more school supplies (X2)
  - Desire for more information about mentee or about mentoring program (X2)
  - Problems re: Disciplining mentee (X4)
  - Transportation problems (X2)
  - Problems relating to mentee (X3)
  - Timing of mentoring activities (X2)
  - Desire to be of more help (X3)
  - Regret over needing to end relationship with mentee (X2)
  - Lack of space and other facilities in school (X3)
  - Lack of support from school (X1)

- 45 (76%) of Mentors said that they were planning to continue as a Mentor. Only 5 (8%) said they were not planning to continue. 15

4.2. Observations by Mentors (2005) (n= 55 Mentors, 57 Mentees)

27 (47%) had been matched with their current Mentee for over a year. (8 of these Mentors (14%) had been matched for 2 – 4 years, while 4 (7%) had been matched for more than 4 years). 16

57 (100%) agreed that they had received adequate training before becoming a mentor 17
57 (100%) were satisfied with the level of support they received from the BBBS Case Manager. 18
52 (91%) were satisfied with the level of support they received from the school staff. 19
56 (98%) were satisfied with the overall experience of participating in a Mentoring relationship. 20
37 (65%) planned to continue as a mentor. Only 4 (7%) did not plan to do so. 21
33 Mentors (60%) said that they had gained additional social skills and relationships through their relationship with their Mentor 22
Mentors stated that they had gained/learned the following through their mentoring relationship: 23
  o Ability to make a Positive Difference (X8)
  o Having fun with/doing activities with mentee (X5)
  o Friendship with Mentee (X6)
  o Improved Interpersonal/Relationship Skills (X19)
  o Increased Understanding of Mentee and Mentee’s Generation and Increased Skills to Relate to them (X22)
  o Personal Growth (X7)

  • 28 Mentees rated their relationship with their Mentor on a 5 point scale as Awesome (96%) or at a level 4 (4%). None rated their relationship as 1 (poor) or as 2 or 3. 24
  • 24 (86%) said that they had never been disappointed by their mentor 25
    The 4 (14%) who said they had been disappointed all named incidents where the mentor had to be away due to illness or schedule changes.
  • 17 (61%) said that they would be sad if they wouldn’t be seeing their Mentor again. 26

4.4. Observations by Mentees (2005) (n= 23 Mentees)
  • 21(91%) Mentees rated their relationship with their Mentor on a 5 point scale as 5 (“Great”) - (74 %) or at a level 4 (17%) or a level 3 (4%). None rated their relationship as 1 (poor) or as 2. 27

  • 26 (90%) of parents indicated that they were satisfied with the relationship their child has with his/her Mentor 28
  • 29 (100%) of parents indicated that they would you like their child to continue in the In-School Mentoring Program. 29
  • 7 (24%) of parents spontaneously expressed appreciation for the particular mentor their child had. 30

  • 20 (91%) of parents noted that their child talked positively about his/her Mentor. 31
  • 22 (100%) of parents indicated that they wanted their child to continue in the program. 32

4.7. Observations by Teachers (2004) (n=37 Teachers, 49 Students)
  • 4 teachers (11%) noted that Mentors had a positive effect on their Mentees. 33
  • 2 teachers (5%) recommended that the program continue. 34
4.8. Observations by Teachers (2005) (n= 35 Teachers, 39 Students)
   - Teachers noted that 35 Mentees (90%) spoke positively about their Mentors.  

   - 3 School Contact Persons (20%) observed that students in the program developed a special bond with their Mentors.  

4.10. Observations by School Contact Persons (2005) (n=16 School Contact Persons)
   - 4 School Contact Persons (25%) expressed spontaneous appreciation for the program.  

**Summary of Results on Quality of Volunteer Experience for Mentors.**
The In-School Mentoring Program depends heavily on volunteer participation to be effective and successful in supporting and encouraging the healthy development of children. Although many of the program measures testing the effectiveness of the program address impacts on children the program cannot be successful without considering the effects on volunteer mentors. For this reason the program evaluation process included the gathering of data that examines the quality of the experience mentors had as volunteers and some elements of the perceived quality of the relationship between mentors and mentees.

The data on the quality of the volunteer experience for mentors indicates very high levels of satisfaction with key aspects of their volunteer experience. Mentors indicated extremely high levels of satisfaction with the support they received from Big Brothers Big Sisters of Hamilton and Burlington and with the support they received from schools. Mentors also indicated that they were very satisfied with their overall experience as a mentor and that they felt they were having a positive impact on the healthy development of the children with which they worked as indicated in Table 4 below.
<table>
<thead>
<tr>
<th>Indicators of a meaningful volunteer experience:</th>
<th>Mr 04</th>
<th>Mr 05</th>
<th>Me 04</th>
<th>Me 05</th>
<th>P 04</th>
<th>P 05</th>
<th>T 04</th>
<th>T 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matches lasting 1 – 4+ years</td>
<td>38%</td>
<td>47%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied with pre-interview process (applications, references, screening interview)</td>
<td>52% but 49% no answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied with training</td>
<td>51% but 49% no answer</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied with volunteer handbook</td>
<td>49%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied with support from school</td>
<td>79%</td>
<td>91%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied with support from BBBS</td>
<td>97%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied with overall experience as a Mentor</td>
<td>98%</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good relationship with Mentee</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of impact on mentee as good or excellent</td>
<td>89%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor planning to continue w program</td>
<td>76%</td>
<td>65%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive ratings on mentor/mentee relationship by others</td>
<td></td>
<td></td>
<td>100%</td>
<td>91%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentees observed to speak positively about mentors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>91%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Mentors considered a positive influence on mentees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11%</td>
</tr>
</tbody>
</table>

Abbreviations:
Mr = Mentor       Me = Mentee     P = Parent     T = Teacher     SCP = School Contact Person
04 = 2004          05 = 2005

Mentors did indicate lower levels of satisfaction with the process used to recruit, train and support them as they entered the program in 2004, but indications of separation improved in 2005 due to program adjustments. Most mentors indicated they planned to continue with the program. This high rate of retention alone indicates that the volunteer experience is positive and rewarding. It is worth noting that substantial changes in surveying parents and teachers resulted in new measures of performance being reported for 2005. These findings indicate very positive results for the relationship between mentees and mentors.

Parents, children and teachers were all queried as part of the program evaluation process on the quality of the relationship between mentors and mentees. The results indicate very high ratings for the quality of relationships and positive influences between mentor and mentees. In spite of these positive ratings it is worth noting that teachers in 2004 gave very low ratings for when asked to assess the positive effects observed on mentees and low ratings when asked if the program should continue. These ratings are outliers in that they deviate dramatically from most other measures of the program. They may largely result from low response rates to evaluation questions, suggesting problems with the question construction. The same questions were not asked in 2005. Still, the assessments of the teachers should be reconsidered in any redesign of the program evaluation design and these observations further tested.
Objective 5: To Provide Quality 1-1 Relationships for Children Likely to Benefit

By its nature, the relationships between Mentors and Mentees are one-to-one. The quality of these relationships has been demonstrated by the benefits to the children (see Objectives #1, 2A, 2B, 2C and 3 in this report) and by the benefits to the volunteers (demonstrated in Objective 4 in this report).

Some parents, teachers and school contact persons emphasized how the program served children who had special needs and were especially likely to benefit from the In-School Mentoring Program, as shown below:

5.1. Quotations from Parents (2004) (n= 29)
- Because I am a single mother the male influence on my son is great.
- I feel (Mentor name) has a positive influence on (Student name) because he is so sensitive she shows him and accepts him as he is when others sometimes don't.
- (Student name) is a child with L.D who has always struggled at school and who's father suffers from A.L.S. Thank you Big Brothers for bringing some pleasure and enjoyment to his life.

5.2. Quotations from Parents (2005) (n= 22)
- My son has enjoyed a continuing relationship. He has something to look forward to each week which is "just his". Constancy is a good thing for him when there have been so many changes to adapt to.
- (Student name) had learned how to trust a male again. (Student name) has always wanted/yearned for a male to interact with since he never got it from his own father. (Student name) had something to look forward to every week.
- (Mentor name) has put a smile on my son's face when I didn't think I would ever see that again. (Student name) likes and loves himself more. He speaks up for himself with friends and with adults. He is starting to realize that he has a voice and his words are just as important as someone else's. (Student name) has had a tough year with schooling and to be able to visit with (mentor name) during his school day changes his attitude for the rest of the day.

5.3. Quotations from Teachers (2005) (n= 35)
- The student generated a positive social relationship and friendship with the mentor. This helped the student become aware of positive social skills, which were lacking in the home. Having a mentor also gave the student a sense of self worth.
- Student receives one-to-one assistance and attention which he so needs. The student's mood changes in a positive way when his mentor comes to school
- The children in my class who participated either have home problems or social problems. This program helped them to feel special and look forward to mentoring program.
- Look forward to mentor's regular visits. Child discusses/takes pride in experiences with mentor. Child participates in activities he may not have the opportunity to enjoy with his family. Mentor acts as a role model; sometimes discusses strategies to deal with classroom behaviours/issues. Mentor's visits often provide consistency not experienced at home.
5.4. Quotation from a School Contact Person (2004) (n=15)
- Some of the mentees have problems with anger management and other negative behaviours. The program helps to redirect their energy and this cuts down on discipline problems.\textsuperscript{11}

5.5. Quotations from School Contact Persons (2005) (n=16)
- Mentor provided support at a time when his life was fairly chaotic (new school, etc.) She was a familiar face and mentee looked forward to her visits.\textsuperscript{12}
- Very good for students with only one parent; having the student paired with a mentor of the same sex as the missing parent has proved beneficial especially for boys.\textsuperscript{13}
- More positive outlook; students make an effort to be at school on their mentor day; boys without fathers at home enjoy working with male mentors\textsuperscript{14}

**Summary of Narrative Comments Provided through Program Evaluation**
Most anecdotal comments provided by respondents to survey questionnaires offered strongly positive and supportive observations of the program and its impact on the children involved. Many of the comments provide information about changes in behaviours that are observable and enable the respondents to make assessments of the impact on children of being partnered with a mentor. Many of these behaviours are difficult to quantify but are observable none the less to an experienced observer. Parents in particular can be very aware of changes in behaviours that show enjoyment, fewer problem behaviours and increased social skill as noted in the comments provided. It was also clear from comments that this program provides children with time and attention from an adult role model that has benefit.
Conclusions and Recommendations

The In-School Mentoring program is in many ways a complex and sophisticated program that involves a great number of people working together to provide selected children with a positive role model and supportive relationship that will promote healthy social development. The objectives of the program are clearly stated and ambitious. Not only does the program commit to developing a greater sense of self-esteem and self-confidence in children participating in the program, it also commits to improving the motivation of the children emotional, socially and intellectually. The results of these changes at a personal level are designed to encourage the child to stay in school over the long term. The results of the survey data collected from participants over the 2004 and 2005 program years indicates that the program is meeting with considerable success in meeting its objectives.

The program evaluation design collects data from the perspective of participants that play very different roles in relationship to the children engaged in the program. The results indicate a great deal of consistency in the observations reported across these perspectives in assessing the positive impacts on children. Parents, mentors, teachers, school contact persons and even the children themselves all report high rates of beneficial change and influence as a result of involvement in the program. The extent to which observations across perspectives concur on these changes increases confidence in the validity of the observations.

In reviewing the program evaluation data it is also clear that the evaluation design has undergone some change over the two year period and we would recommend that this development and refinement of the evaluation design continue. Appendix 1 offers a construction for associating each question asked on each survey with a corresponding program objective for the In-School Mentoring Program. These relationships have been clarified as part of the program evaluation process. Some of the questions will need to be modified or refined in some cases to improve the association between the program objective, the question and the resulting data. The SPRC will contribute to this process in a subsequent process. To strengthen the evaluation methods further it is recommended that new and additional data be collected and added to the design. Where possible these additions would include data drawn from other sources that are standardized and quantifiable such as actual school records on academic achievement and school participation rates. Negotiating access to such records may be difficult but over the long term would provide even stronger evidence of the value of this mentoring program.

Clearly conducting a program evaluation requires a great deal of time and resources to design and implement. Much of that work is being done on a regular basis as surveys are designed, completed by participants and the responses entered into a data bank. Still, for the evaluation results to be useful it is important to have the data analysed and reported back to program administrators on a regular if not frequent basis. This process of feeding the results back enables program administrators to have the best aspects of the program reinforced and continued and supports early identification of underperforming aspects of the program that may need to be changed. Survey responses often included comments or other information that was valuable to understanding where there were issues or developments in the program that needed attention. Staff members managing the evaluation data need to be complimented for identifying on a case by case basis those significant issues which were noted on evaluations and acting to address those without delay so that no difficulties in mentor / mentee relationships were left unattended. However, where such developments suggest a trend that might require a program response, those trends may only be clearly identified through a trend analysis of all program evaluation data. For that reason we recommend that all program data collected be analysed and reported back to program administrators and participants on an annual basis.

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Each year the evaluation reports may result in adjustments to the program and possibly adjustments to the evaluation design as a result. We would recommend that adjustments to the evaluation design to the extent possible, be made in a way that will continue to support a comparative analysis with previous year's data. This approach to evaluation will enable a longer term trend analysis of program impacts that will prove useful for assessing impacts for more program participants.

There are a number of other less significant considerations that should be considered in any evaluation redesign that may be worth noting. These include suggestions such as recording a six digit postal code for each respondent as well as unique identifier numbers for each mentor and mentee. These notations will support a geospatial analysis of program participants in relation to target populations the program may be attempting to serve as well as enable a deeper analysis of mentor/mentee relationships over time. In addition, questions asked of respondents should be standardized across respondent types to aid in comparing data and of all perspectives to check observed changes against other perspectives. This will increase validity of observed and reported impacts.

Overall the results of this evaluation of the In-School Mentoring program indicate that it has been successful in achieving the objectives of the program. The only outstanding challenge might be to use the measures of success to date as a benchmark for success and begin work to discover the extent to which it may be possible to improve on the results and achieve even greater success.
Appendix 1

References

All references cited are contained in:
"Analysis of Surveys for the In-School Mentoring Program in 2004 and 2005" by: SPRC, Niki Stevens, Research Assistant, 2007 (Attached).

Abbreviations:
P = Page
Q = Question
A = Appendix

Introduction
2. Ibid

Objective 1: To help boost the child’s self-esteem & self-confidence

1. Analysis of Mentors’ Survey, 2004: P3 (Q10)
3. Analysis of Mentors’ Survey, 2005: P2 (Q10)
5. Analysis of Mentees’ Survey, 2004: P5 (Q14)
10. Analysis of Parents’ Survey, 2005: P1 (Q6)
13. Analysis of Teachers’ Survey, 2004: P3 (Q7)
15. Analysis of Teachers’ Survey, 2005: P4 (Q5)
16. Analysis of School Contact Persons’ Survey, P1 (Q5)
17. Analysis of School Contact Persons’ Survey, P1 (Q1)

Objective 2A: Emotional Growth

2. Analysis of Mentors’ Survey, 2004: P3 (Q15)
3. Analysis of Mentors’ Survey, 2005: P3 (Q15)
4. Analysis of Mentors’ Survey, 2005: P2 (Q10)
5. Analysis of Mentee’ Survey, 2004: P5 (Q14)
6. Analysis of Mentee’ Survey, 2005: P3 (Q7)
7. Analysis of Parents’ Survey, 2004: P6 (Q9)

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10. Analysis of Teachers’ Survey, 2004: P2, 3 (Q6)
11. Analysis of Teachers’ Survey, 2004: P3, (Q7)
12. Analysis of Teachers’ Survey, 2005: P1 (Q3)
13. Analysis of Teachers’ Survey, 2005: P4 (Q5)
15. Analysis of School Contact Persons’ Survey, 2004: P6 (A: C)
17. Analysis of School Contact Persons’ Survey, 2005: P3 (Q11)

Objective 2B: Social Growth

1. Analysis of Mentors’ Survey, 2004: P3 (Q15)
3. Analysis of Mentors’ Survey, 2005: P2 (Q10)
4. Analysis of Mentees’ Survey, 2004: P6, 7 (Q14)
5. Analysis of Mentees’ Survey, 2005: P4 (Q7)
6. Analysis of Mentees’ Survey, 2005: P4, 5 (Q8)
7. Analysis of Mentees’ Survey, 2005: P5 (Q9)
8. Analysis of Mentees’ Survey, 2005: P5 (Q9)
10. Analysis of Parents’ Survey, 2005: P1 (Q6)
12. Analysis of Teachers’ Survey, 2004: P3 (Q6)
13. Analysis of Teachers’ Survey, 2005: P3 (Q5)
15. Analysis of School Contact Persons’ Survey, 2005: P3 (Q11)

Objective 2C: Intellectual Growth

1. Analysis of Mentors’ Survey, 2004: P3 (Q15)
2. Analysis of Mentors’ Survey, 2004: P3 (Q15)
3. Analysis of Mentors’ Survey, 2004: P3 (Q15)
5. Analysis of Mentors’ Survey, 2005: P2 (Q10)
6. Analysis of Mentors’ Survey, 2005: P3 (Q17)
10. Analysis of Parents’ Survey, 2004: P3 (Q10)
11. Analysis of Parents’ Survey, 2004: P3 (Q10)
13. Analysis of Teachers’ Survey, 2004: P3 (Q6)
15. Analysis of Teachers’ Survey, 2004: P3 (Q6)
16. Analysis of Teachers’ Survey, 2004: P3 (Q6)
17. Analysis of Teachers’ Survey, 2005: P2 (Q3)
18. Analysis of Teachers’ Survey, 2005: P4 (Q5)
19. Analysis of School Contact Persons’ Survey, 2004: P1 (Q2)
20. Analysis of School Contact Persons’ Survey, 2004: P1 (Q2)
21. Analysis of School Contact Persons’ Survey, 2005: P1 (Q1)
Objective/Outcome 3: To Encourage the Child to Stay In School

1. Analysis of Mentors' Survey, 2004: P3 (Q15)
2. Analysis of Mentors' Survey, 2004: P3 (Q15)
3. Analysis of Mentors' Survey, 2004: P3 (Q15)
4. Analysis of Mentors' Survey, 2004: P3 (Q15)
5. Analysis of Mentors' Survey, 2004: P3 (Q15)
6. Analysis of Mentors' Survey, 2004: P3 (Q15)
7. Analysis of Mentors' Survey, 2005: P2 (Q10)
8. Analysis of Mentors' Survey, 2005: P3 (Q16)
10. Analysis of Mentees' Survey, 2005: P5 (Q8)
11. Analysis of Mentees' Survey, 2005: P5 (Q9)
13. Analysis of Parents' Survey, 2005: P1, 2 (Q6)
15. Analysis of Parents' Survey, 2005: P3 (Q6)
16. Analysis of Teachers' Survey, 2004: P1, 2 (Q3)
17. Analysis of Teachers' Survey, 2005: P4 (Q5)
18. Analysis of Teachers' Survey, 2005: P4 (Q5)
19. Analysis of School Contact Persons' Survey, 2004: P1 (Q2)
20. Analysis of School Contact Persons' Survey, 2005: P3 (Q11)

Objective 4: To Provide a Meaningful Opportunity for a Volunteer to Contribute To the Life of a Child

1. Analysis of Mentors' Survey, 2004: P1 (Q1)
2. Analysis of Mentors' Survey, 2004: P1(Q3)
3. Analysis of Mentors' Survey, 2004: P1 (Q4)
4. Analysis of Mentors' Survey, 2004: P1 (Q5)
5. Analysis of Mentors' Survey, 2004: P2 (Q9)
6. Analysis of Mentors' Survey, 2004: P2 (Q10)
10. Analysis of Mentors' Survey, 2004: P2 (Q13)
11. Analysis of Mentors' Survey, 2004: P2 (Q14)
13. Analysis of Mentors' Survey, 2004 P19 (Q5)
15. Analysis of Mentors' Survey, 2004: P4, 5 (Q18)
17. Analysis of Mentors' Survey, 2005: P1 (Q3)
18. Analysis of Mentors' Survey, 2005: P1 (Q5)
19. Analysis of Mentors' Survey, 2005: P1 (Q6)
20. Analysis of Mentors' Survey, 2005: P2 (Q7)
22. Analysis of Mentors' Survey, 2005: P2 (Q9)
23. Analysis of Mentors' Survey, 2005: P2 (Q10)
Objective 5: To Provide Quality 1-1 Relationships for Children Likely to Benefit

1. Analysis of Parents’ Survey, 2004: P3 (Q9)
2. Analysis of Parents’ Survey, 2004: P3 (Q9)
10. Analysis of Teachers’ Survey, 2005: P6 (A: A)
Appendix 2
Mentor Survey

We would like your feedback as an in-school mentor. This information will help us understand your perceptions of the program, the benefits to you and your mentee, and your suggestions for program improvement. All the information you provide will be kept confidential.

Name of Mentor: ___________________________ Date: ___________________________
Name of Mentee: ___________________________ School: ___________________________

Section A: Background Information

1. Did the school share background information about your Mentee?
   
   ( ) Yes  ( ) No

2. Did the School Contact Person facilitate the introduction to your Mentee?
   
   ( ) Yes  ( ) No

3. Length of your current match:
   
   ( ) less than 1 year  ( ) 1-2 years  ( ) 2-4 years  ( ) more than 4 years

4. How much contact did you have with the Mentee’s parents or guardians?
   
   ( ) not at all  ( ) a little  ( ) a moderate amount  ( ) a great deal

5. I received adequate training before becoming a mentor
   
   ( ) strongly agree  ( ) agree  ( ) disagree  ( ) strongly disagree

6. I am satisfied with the level of support I received from the BBBS Case Manager.
   
   ( ) strongly agree  ( ) agree  ( ) disagree  ( ) strongly disagree

7. I am satisfied with the level of support I received from the school staff.
   
   ( ) strongly agree  ( ) agree  ( ) disagree  ( ) strongly disagree

8. I am satisfied with the overall experience of participating in a mentoring relationship.
   
   ( ) strongly agree  ( ) agree  ( ) disagree  ( ) strongly disagree

9. Will you continue as a Mentor?
   
   ( ) Yes  ( ) No  ( ) Undecided

Continued on other side ➞
Section B: Your Perceptions of the Mentoring Relationship

10. What do you think your mentee has gained or learned through your relationship?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

11. What have you gained or learned through your relationship?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

We are interested in your perceptions of the impact of your mentoring relationship on your mentee in the following areas. Please check (✓) one response for each item.

<table>
<thead>
<tr>
<th>Because of our relationship, I think my mentee:</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Shows more self confidence</td>
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<tr>
<td>13. Is able to express their feelings better</td>
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<tr>
<td>14. Gets along better with friends and peers</td>
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<td>15. Has better strategies for resolving conflicts with peers</td>
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<td>16. Has a better attitude toward school</td>
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<td>17. Appears more interested in hobbies or out-of-school activities</td>
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<tr>
<td>18. Feels valued by at least one adult</td>
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<tr>
<td>19. Feels they have at least one adult they can trust</td>
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</table>

20. Do you have any other comments or suggestions?

Thank you for completing this survey.

Please return before April 20, 2006.

March 2006
Appendix 3
Parent Survey

IN-SCHOOL MENTORING PROGRAM
PARENT SURVEY
2005-2006

Please complete this survey regarding your child's involvement in the In-School Mentoring Program. This information will help us to understand how you feel about the program. All information that you give us will be kept private.

Name of Parent/Guardian: ____________________________
Name of Child: ____________________________
Child's Date of Birth: ____________________________
School: ____________________________
Child's grade: ____________________________

Is your child a ☐ boy or ☐ girl?

Please put a checkmark (✓) in the box that best represents your answer.

1. Did you receive a Parent Handbook on the In-School Mentoring Program?
   ☐ Yes ☐ no

2. Was the information in the Parent Handbook helpful?
   ☐ Yes ☐ no

3. Does your child talk positively about his/her Mentor?
   ☐ Yes ☐ no

4. Are you aware that your child participated in a Child Safety Program, conducted by Big Brothers Big Sisters?
   ☐ Yes ☐ no

5. Would you like your child to continue in the In-School Mentoring Program?
   ☐ Yes ☐ no

6. What do you think your child has gained or learned from having a Mentor?

Please use this chart to tell us whether your child has changed since having a mentor. Please check (✓) one response for each sentence below.

<table>
<thead>
<tr>
<th>Because of the mentoring relationship my child...</th>
<th>Strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. shows more self confidence</td>
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<tr>
<td>8. is better able to talk about his/her feelings</td>
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<tr>
<td>9. gets along better with friends and classmates</td>
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<tr>
<td>10. has better ideas for solving conflicts with others</td>
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<tr>
<td>11. has a better attitude toward school</td>
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<tr>
<td>12. appears more interested in hobbies or out-of-school activities</td>
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<tr>
<td>13. feels important when with another adult</td>
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<tr>
<td>14. feels able to trust another adult</td>
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</tbody>
</table>

please turn over the page

1
15. If you have any questions or comments about the program, please write them below and we will try to answer them.


Parent/Guardian phone # ( )


Thank you

Please return this survey in the postage paid envelope along with your child's survey by June 20, 2006

BIG BROTHERS BIG SISTERS OF HAMILTON AND BURLINGTON
638 Main St. E. Hamilton, Ontario L9M 1J4
905-525-3860, ext. 317; tracy@callbigbrothers.com

May 2006
Appendix 4
School Contact Person Survey

School: __________________________  School Contact Person: __________________________
Title: ____________________________

Thank you for facilitating your students' participation in the In-School Mentoring Program. We appreciate the
contribution you have made to this program and we value your opinions.

1. What benefits do you see for the children participating in the In-School Mentoring Program?

________________________________________________________________________

2. Is the School Handbook for the program helpful?
   □ Yes  □ No

3. Are you sharing the information from the School Handbook with the teachers who have Mentees in
   their classrooms?
   □ Yes  □ No

4. Have the parents/guardians been provided with the Parent Handbook?
   □ Yes  □ No

5. Are the Mentor Profiles helpful for the matching process?
   □ Yes  □ No

6. Is there any additional information that could be added to the profiles that would help you?
   _______________________________________________________________________

7. Do Mentors wear their photo IDs?
   □ Yes  □ No

8. Are you using a sign-in system for Mentors?
   □ Yes  □ No

9. Does the amount of contact you have with the Case Manager at Big Brothers Big Sisters meet your needs?
   □ Yes  □ No

10. Does the support you receive from the Case Manager at Big Brothers Big Sisters meet your needs?
    □ Yes  □ No

Please turn to page 2
Impact of the Program:

11. What do you think the mentees have gained or learned while having a Mentor?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

12. Please add any comments, questions or concerns that you have about the program.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Please return this survey by June 20, 2006

Thank you for your input and assistance throughout the year.

BIG BROTHERS BIG SISTERS OF HAMILTON AND BURLINGTON
639 Main St. E. Hamilton, Ontario L8M 1J4
905-525-3660

May 2008
Appendix 5
Survey for Mentees

BIG BROTHERS BIG SISTERS OF HAMILTON AND BURLINGTON
838 Main St. E.; Hamilton, Ontario; L8M 1J4; 905-525-3860
IN-SCHOOL MENTORING PROGRAM

SURVEY FOR MENTEES

Your Name: _______________________________  □ boy  □ girl
Your Date of Birth: _________________________
Your School: ______________________________
Your Grade: _______________________________
Name of your Mentor: _______________________

PLEASE ANSWER THE QUESTIONS BELOW, ALL OF YOUR INFORMATION WILL BE KEPT PRIVATE

1. Did anyone from school tell you anything about your Mentor before you met?  □ yes  □ no

2. How often do you see your Mentor at school? (please put a check mark √ beside your answer)
   □ 1 Once a week
   □ 2 Every two weeks
   □ 3 Every three weeks
   □ 4 Once a month
   □ 5 Not at all

3. How would you rate your relationship (how you get along) with your Mentor? (circle your answer)

   Not good  OK  good  very good  great

4. Do you share your thoughts and feelings with your Mentor about any of the situations in the list below?
   (please put a check mark √ in as many boxes as you want)
   □ School  □ Peers (kids like you)  □ Your feelings
   □ Friends  □ Drugs  □ Alcohol
   □ Parents  □ Other family members  □ Solving Problems
   □ Yourself  □ How to reach your goals  □ Other ______________
   □ Your goals about the future  □ Other ______________

5. What activities have you done with your Mentor? (please put a check mark √ in as many boxes as you want)
   □ sports  □ cooking/baking  □ arts & crafts
   □ computers  □ board games  □ reading
   □ talking  □ homework  □ playing outdoors
   □ other ______________
   □ other ______________

6. Why do you look forward to seeing your Mentor?

________________________________________________________________________________________

________________________________________________________________________________________

please turn over the page
7. In what ways have you changed because you have a Mentor now?

8. Name 3 things that you have learned from your Mentor?
   1. 
   2. 
   3. 

Use the chart to tell us about how you have changed since you began meeting with your Mentor. (Please check (✓) one answer for each of the 8 sentences below.)

<table>
<thead>
<tr>
<th>Because of my relationship with my mentor...</th>
<th>I agree a lot</th>
<th>I agree</th>
<th>I disagree</th>
<th>I disagree a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. I am more self confident</td>
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<tr>
<td>10. I am able to talk about my feelings better</td>
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<tr>
<td>11. I get along better with friends and classmates</td>
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<tr>
<td>12. I have better ideas for solving conflicts with others</td>
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<tr>
<td>13. I have a better attitude toward school</td>
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<tr>
<td>14. I am more interested in hobbies or out-of-school activities</td>
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<tr>
<td>15. I am important to at least one adult</td>
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<tr>
<td>16. I feel that I have at least one adult that I can trust.</td>
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</tbody>
</table>

Wait!—Be sure you have checked one box for each of the sentences above!!

Please put your survey in the postage paid envelope so you can mail it back to Big Brothers Big Sisters along with your Mom or Dad’s survey.

Thanks

BIG BROTHERS BIG SISTERS OF HAMILTON AND BURLINGTON
539 Main St. E. Hamilton, Ontario L8M 1J4
905-525-2860

May 2006
Appendix 6
Teacher Survey

School: ___________________________  Teacher: ___________________________

Thank you for facilitating your students' participation in the In-School Mentoring Program. We appreciate the contribution you have made to this program and we value your opinions.

Please complete the following questions. Your assistance is appreciated. Please return your completed survey to the School Contact Person (representing the In-School Mentoring Program at your school) for collection and return to Big Brothers Big Sisters.

1. Did you receive any information about the In-School Mentoring Program (ISM) from other school staff?
   □ Yes  □ no

2. Are you aware of the rules of the ISM Program?
   □ Yes  □ no

3. What benefits do you see for the children in your class who are participating in the In-School Mentoring Program?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. Comments or Questions:

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   please go to page 2
For each student (Mentee) in your class who participates in the ISM Program, please make extra copies of this form and complete the chart and questions below for each child.

Mentee's Name: ____________________________ Grade: ________

Please checkmark the chart below reflecting any changes that you have observed about each child (Mentee) since they have been matched with a Mentor.

<table>
<thead>
<tr>
<th>Because of this student's relationship with a mentor, he/she:</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Unsere</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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</thead>
<tbody>
<tr>
<td>5. Shows more self confidence</td>
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<tr>
<td>6. Is able to express their feelings better</td>
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<tr>
<td>7. Gets along better with friends and peers</td>
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<td>8. Has better strategies for resolving conflicts with peers</td>
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<tr>
<td>9. Has a better attitude toward school</td>
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<tr>
<td>10. Appears more interested in hobbies or out-of-school activities</td>
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<tr>
<td>11. Feels valued by at least one adult</td>
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<tr>
<td>12. Feels they have at least one adult they can trust</td>
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</tbody>
</table>

13. Does this student speak positively about his/her Mentor? □ Yes □ no

Please return this survey by June 20, 2006

Thank you for assistance and support to the Mentors throughout the year.

BIG BROTHERS BIG SISTERS OF HAMILTON AND BURLINGTON
639 Main St. E. Hamilton, Ontario L8M 1J4
905-525-3680

May 2006
Appendix 7
Mentor Survey

IN-SCHOOL MENTORING PROGRAM
MENTOR SURVEY
2004-2005

We are asking for your help to complete this survey regarding your experiences in the In-School Mentoring Program. Your comments are important to us.

Name of Mentor: ___________________________ Date Completed: ___________________________
Name of Mentee: ___________________________ School: ___________________________

1. Number of matches you have had: □ one □ two □ three □ more than three
2. Length of current match: □ less than 1 year □ 1-2 years □ 2-4 years □ more than 4 years

If you have been a volunteer for more than one year, please move on to Question # 7.
If you have been a volunteer for less than 1 year, please answer all the questions below.

Referring to the rating scale below, for each question, please circle the number that best corresponds with your answer.

1=poor 2=fair 3=good 4=excellent

Initial Contact/ Orientation/ Training:

3. As part of the volunteer process (i.e. application, references, screening interview), my experience was...

1 2 3 4

4. The preparation for my role as a Mentor, the information in the training session was...

1 2 3 4

5. The content of the Volunteer Handbook for the In-School Mentoring Program is...

1 2 3 4

Introduction to your Mentee:

6. How would you rate your introduction to your Mentee?

1 2 3 4

a) Did the school share background information on the Mentee? □ yes □ no
b) Did the School Contact Person facilitate the introduction to your Mentee? □ yes □ no
c) Was the introduction to your Mentee satisfactory? □ yes □ no

Report on the In-School Mentoring Program, Big Brothers Big Sisters of Hamilton and Burlington, April 2007

44
The Resources and Support:

7. The number of games and activities in the Mentoring Program games trunk has been...
   1  2  3  4

8. The types of games and activities in the Mentoring Program games trunk have been...
   1  2  3  4

9. The support I have received from the staff at Big Brothers Big Sisters this year has been...
   1  2  3  4

10. This year the support I have received from the school has been...
    1  2  3  4

The Match:

11. This year my overall experience as a Mentor has been...
    1  2  3  4

12. My relationship with my Mentee this year has been...
    1  2  3  4

13. The level of sharing/openness by my Mentee has been...
    1  2  3  4

14. The level of impact I feel I have had on my Mentee has been...
    1  2  3  4

Impact of Mentoring:

15. Please note any changes you have observed in your Mentee since you have been matched.

<table>
<thead>
<tr>
<th>SELF:</th>
<th>Not applicable</th>
<th>Don't know</th>
<th>No change</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>excellent</th>
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<tbody>
<tr>
<td>Self-confidence</td>
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<td>Able to express feelings</td>
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<td>Can make decisions</td>
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<td>Has interests or hobbies</td>
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<td>Personal hygiene/appearance</td>
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<td>Ability to problem solve</td>
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<td>Able to set goals</td>
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<th>ABILITIES:</th>
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<td>Attendance at school</td>
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<td>Academic performance</td>
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<td>Attitude toward school</td>
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<td>Homework</td>
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<td>Classroom participation</td>
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<td>Classroom behavior</td>
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<td>Uses school resources</td>
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<td>Uses community resources</td>
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<td>Able to avoid delinquency</td>
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<td>Able to avoid substance abuse</td>
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<td><strong>RELATIONSHIPS</strong></td>
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<td>Shows trust towards you</td>
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<td>Relationship with friends</td>
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16. In what 3 areas has your Mentee improved the most?

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________________________________________________________________________
________________________________________________________________________

17. Please comment on what you have **most** enjoyed about mentoring.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

18. Please comment on what you have **least** enjoyed about mentoring.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

19. Are you planning to continue as a Mentor?  □ yes  □ no  □ unsure

20. Have you discussed your plans with your Mentee?  □ yes  □ no

Thank you for your help.

*Please return this survey to Big Brothers Big Sisters by May 1, 2005*
Appendix 8
Parent Survey

Big Brothers Big Sisters
Hamilton & Burlington

IN-SCHOOL MENTORING PROGRAM
PARENT SURVEY
2004-2005

Please complete this survey regarding your child’s involvement in the In-School Mentoring Program. Your comments are important to us.

Name of Parent/Guardian: ________________________________
Name of Child: ________________________________ School: ________________________________

Please put a checkmark (✓) in the box that best represents your answer.

1. Length of your child’s current match to a Mentor: □ less than 1 year □ 1-2 years
   □ 2-4 years □ more than 4 years

2. Did the school provide you with a Parent Handbook regarding the In-School Mentoring Program (written by Big Brothers Big Sisters)?
   Yes □ no □

3. Is the information in the Parent Handbook helpful in understanding the In-School Mentoring Program?
   Yes □ no □ unsure □

4. Does your child talk to you about his/her Mentor?
   Yes □ no □

5. Are you satisfied with the relationship your child has with his/her Mentor?

   Tell us more: ____________________________________________________________
   Yes □ no □ unsure □

6. Is your child satisfied with his/her relationship with the Mentor?

   Tell us more: ____________________________________________________________
   Yes □ no □ unsure □

7. Are you aware of the rules of the program?
   a) that the Mentor and your child are not allowed to leave school property during their time together
      yes □ no □
   b) that the Mentor and your child are only allowed to visit for 1 hour each week, during the school year.
      yes □ no □
8. Are you aware that your child participated in a Child Safety Program, conducted by Big Brothers Big Sisters?
   yes □   no □
   a) Are you aware of the content of the Child Safety Program? yes □   no □
   b) Did your child talk about it after the session? yes □   no □
   c) Did your child bring home any written information? yes □   no □

9. Would you like your child to continue in the In-School Mentoring Program?
   yes □   no □   unsure □
   Explain Why: ________________________________________________________________

10. Place a check mark (✓) in each box in the chart below showing any changes that you have observed in your child since he/she has been matched with the Mentor.

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<td>Self-confidence</td>
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<td>Able to express feelings</td>
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<td>Can make decisions</td>
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<td>Has interests or hobbies</td>
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<td>Personal hygiene/appearance</td>
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<td>Able to problem-solve</td>
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<td>Able to set goals</td>
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<th>ABILITIES:</th>
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<td>Attendance at school</td>
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<td>Academic performance</td>
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<td>Attitude toward school</td>
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<td>Homework</td>
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<td>Class participation</td>
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<td>Uses school resources</td>
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<td>Keeps out of trouble</td>
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<tr>
<td>Able to avoid substance abuse</td>
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<tr>
<th>RELATIONSHIPS:</th>
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<tr>
<td>Shows trust towards you</td>
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<tr>
<td>Relationship with friends</td>
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<td>Relationship with other peers</td>
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<tr>
<td>Respects other cultures</td>
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<tr>
<td>Behaviour at home</td>
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</table>

11. If you have any questions about the program, please write them below and we will try to answer them.

_________________________________________________________________________
_________________________________________________________________________

Report on the In-School Mentoring Program, Big Brothers Big Sisters of Hamilton and Burlington, April 2007
12. Please feel free to add any comments:


Parent/Guardian phone # ( ) 

Thank you for your help

Please return this survey in the postage paid envelope along with your child’s survey by June 20, 2005
Appendix 9
School Contact Person Survey

Big Brothers Big Sisters
Hamilton & Burlington

IN-SCHOOL MENTORING PROGRAM
SCHOOL CONTACT PERSON SURVEY
2004-2005

School: ___________________________ School Contact Person: ___________________________
Title: ___________________________

Thank you for facilitating your children’s participation in the In-School Mentoring Program. We appreciate the
contribution you have made to this program and we value your opinions.

For questions with the rating scale of 1-4, where 1=poor; 2=fair 3=good 4=excellent,
please circle the number that best corresponds with your answer.

For other questions, please check (✓) the correct answer or add comments where

1. What benefits do you see of the In-School Mentoring Program for the children?

2. What benefits do you see of the In-School Mentoring Program for the school?

The Role of the School Contact Person:

3. The School Contact Person plays a critical and supportive role in the success of the In-School Mentoring
Program. Do you agree? Yes ☐ No ☐

The Tools of the Program:

4. How would you rate the In-School Mentoring School Handbook as a program resource tool?
1  2  3  4

5. Are you sharing the information from the School Handbooks with the teachers who have Mentees in
their classrooms?
Yes ☐ No ☐

6. How would you rate the Parent Handbook as a program resource tool?
1  2  3  4
7. Were the parents of the children (Mentees) informed about the benefits of the program?
   Yes ☐ No ☐

8. Were the parents of the children (Mentees) supplied with a Parent Handbook?
   Yes ☐ No ☐

9. How would you rate the information in the Mentor Profiles that are sent to you prior to matching a Mentor with a student (Mentee)?
   [Scale: 1-4]
   1  2  3  4  please turn to page 2

10. How would you rate the practice of Mentors wearing Photo ID’s for ensuring the continuity of safety for children (Mentees)?
    [Scale: 1-4]
    1  2  3  4

11. In-School Mentor volunteers are required to sign-in, how do you rate this practice?
    [Scale: 1-4]
    1  2  3  4

   **Contact with Big Brothers Big Sisters:**

12. The amount of contact I have with the Casemanager at Big Brothers Big Sisters is...
    [Scale: 1-4]
    1  2  3  4

13. The support I receive from Big Brothers Big Sisters is...
    [Scale: 1-4]
    1  2  3  4

**Impact of the Program:**

14. What feedback have you received from the **Mentees** in the In-School Mentoring Program?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

15. What feedback have you received from the **parents** of the Mentees in the In-School Mentoring Program?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

---

*Report on the In-School Mentoring Program, Big Brothers Big Sisters of Hamilton and Burlington, April 2007*
Any additional comments or recommendations:


Please return this survey by June 20, 2005

Thank you for your input and assistance throughout the year.
SURVEY FOR MENTEES

Your Name:__________________________________________
Your School:________________________________________
Your Grade:________________________________________
Name of your Mentor:_______________________________

PLEASE ANSWER THE QUESTIONS BELOW:

1. How did you feel when you were told you were going to have a Mentor?
   __________________________________________________

2. Who introduced you to your Mentor? _________________________

3. Did you know anything about your Mentor before you met?
   __________________________________________________

4. How did you feel about your Mentor when you first met?
   __________________________________________________

5. Name the **5 rules of safety** that you learned at the Child Safety Session (when someone from Big Brothers
   Big Sisters visited to do a presentation and showed a video)
   1. __________________________________________________
   2. __________________________________________________
   3. __________________________________________________
   4. __________________________________________________
   5. __________________________________________________

6. How often do you see your Mentor at school?
   Once a week ☐
   Every two weeks ☐
   Every three weeks ☐
   Once a month ☐

7. On a scale from 1 to 5 (poor to awesome), how would you rate your relationship (how you get along) with your Mentor? (circle your answer)
   1 (poor) 2 3 4 5 (awesome)
8. Do you share your thoughts and feelings with your Mentor about any of the situations in the list below?
   (put a check mark √ in as many boxes as you want)
   ☐ School
   ☐ Peers (kids like you)
   ☐ Your feelings
   ☐ Friends
   ☐ Drugs
   ☐ Alcohol
   ☐ Parents
   ☐ Other family members
   ☐ Solving Problems
   ☐ Your goals about the future
   ☐ How to reach your goals
   ☐ Yourself

9. List activities that you have done with your Mentor?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

10. Why do you look forward to seeing your Mentor?

________________________________________________________________________
________________________________________________________________________

11. Name 3 things that you have learned from your Mentor?
   1. 
   2. 
   3. 

12. Have you ever been disappointed by your Mentor?
    Yes ☐ No ☐

If you answered “yes”—What happened?

________________________________________________________________________
________________________________________________________________________


13. If you could change anything about your Mentor—what would you change?

________________________________________________________________________

14. In what ways have you changed because you have a Mentor now?

________________________________________________________________________

15. Do you talk to your parent(s) about your Mentor? Yes □ No □

16. Please write a story about a special activity you have done with your Mentor or something special about your time together.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

17. Have you and your Mentor talked about seeing each other again in September? Yes □ No □

18. If you won’t be seeing your Mentor again, how does that make you feel?

________________________________________________________________________

________________________________________________________________________

Please put your survey in the postage paid envelope so you can mail it back to Big Brothers Big Sisters along with your Mom or Dad’s survey.

Please return surveys by June 20, 2005. Thank you very much
School: ____________________  Teacher: ____________________

Thank you for facilitating your students’ participation in the In-School Mentoring Program. We appreciate the contribution you have made to this program and we value your opinions.

Please complete the following questions by checking boxes and filling in the spaces below. Return your forms to the School Contact Person (representing the In-School Mentoring Program at your school) for collection and return to Big Brothers Big Sisters.

1. Did you receive any information about the In-School Mentoring Program (ISM) from school staff?
   □ Yes  □ no

2. Did you receive any information about the role of the Mentor volunteer in the ISM Program?
   □ Yes  □ no

3. If you answered “no” to either #2 or #3, please list any questions you have about the program.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Are you aware that one of the rules of the ISM Program is that Mentor volunteers are not permitted to leave school grounds with the child (Mentee)?
   □ Yes  □ no
5. Do you ask the students (Mentees) about what they do together with their Mentor volunteers?

☐ Yes  ☐ no

General Comments:

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Recommendations:

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

For each student (Mentee) in your class who participates in the ISM Program, please make extra copies of this form and complete the chart and questions below for each child.

Mentee’s Name: ___________________________________________  Grade: ________

6. Please checkmark the chart below reflecting any changes that you have observed about each child (Mentee) since they have been matched with a Mentor.

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<th>Not a Problem</th>
<th>Don’t know</th>
<th>No change</th>
<th>Much worse</th>
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Report on the In-School Mentoring Program, Big Brothers Big Sisters of Hamilton and Burlington. April 2007

57
7. How has the Mentor volunteer specifically impacting on this student (Mentee)?


8. Does this student (Mentee) talk to you about his/her Mentor volunteer?

☐ Yes  ☐ no

Comments:


Please return this survey by June 20, 2005

Thank you for assistance and support to the Mentors throughout the year.