

# Grand Area Mentoring 2011/2012 Annual Report

## *Executive Summary*

In 2011/2012, Grand Area Mentoring completed its seventh year of service to Grand County. The program exceeded all goals for the year, served a total of 58 at-risk students (or 4% of the student population), and worked with more than fifty volunteers.

Measure >>	Sustain relationships >12 months	Increase core academic performance	Reduce number of disciplinary actions	Decrease of unexcused absences
Goal	55%	35%	40%	35%
<b>Actual Performance</b>	<b>69%</b>	<b>47%</b>	<b>76%</b>	<b>78%</b>

*Dear Gretchen,  
Thank you for being my mentor. All my life you've been there when I feel like I'm nothing.  
Thank you. xoxoxo*

*—Message written to a six-year Grand Area Mentoring volunteer*



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### **The Effects of Long-Term Mentoring**

Matches that last longer have more positive outcomes. Therefore, Grand Area Mentoring asks volunteers to commit to relationships that last at least 12 months. Many of the program's participants have been matched for more than three years.

As proven by our statistics, students that have been mentored for more than one year have often performed better than their peers mentored for fewer months. Grand Area Mentoring fosters developmental relationships, which help build trust between mentors and students, and help matches persevere through challenges faced by the student and the match.

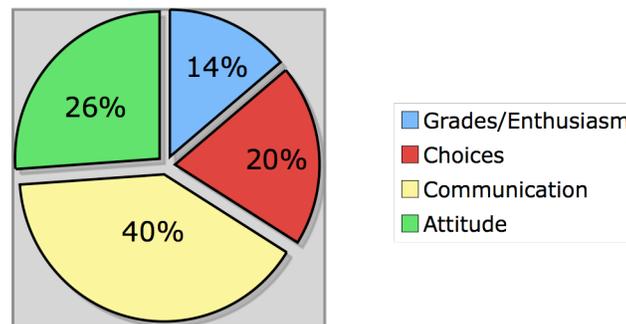
## Developmental Mentoring

Developmental relationships focus on trust, fun and reciprocity, understanding, and slowly building toward setting goals or pursuing projects. Developmental mentoring and activities lead to increased student confidence, higher attachment to school, better grades, and longer lasting matches.

### **Mentors' Perceived Impact on Students**

Surveys show that Grand Area Mentoring volunteers believe their mentoring time positively impacts students in four primary ways:

#### Changes in Students as Perceived by Mentors



Forty percent of volunteers believe mentoring improved the communication of mentored students. Due in part to bolstered communication skills, 76% of students reduced their number of discipline problems, and 100% of teachers agree that mentoring improved student relations with peers and adults.

**“Programs that offer adequate infrastructure increase the likelihood that close relationships will be forged and endure during difficult periods. In fact, program practices that support mentor relationships (i.e., training mentors, offering structured activities for mentors and youth, having high expectations for frequency of contact, and monitoring overall program implementation) produce stronger positive effects.”**

–Rhodes, Jean. *Fostering Close and Effective Relationships in Youth Mentoring Programs*. (2008)

### **MENTOR SURVEY QUESTION: DO YOU THINK MENTORING HAS IMPACTED YOUR MENTEE? IF SO, HOW?**

“My mentee is more confident and engaged in cooperative decision making.” (GrandAM Mentor)

“She is more respectful of others, more sharing, and more considerate. She has a positive attitude.” (GrandAM Mentor)

“So very much! My mentee’s self-confidence has grown by leaps and bounds.” (GrandAM Mentor)

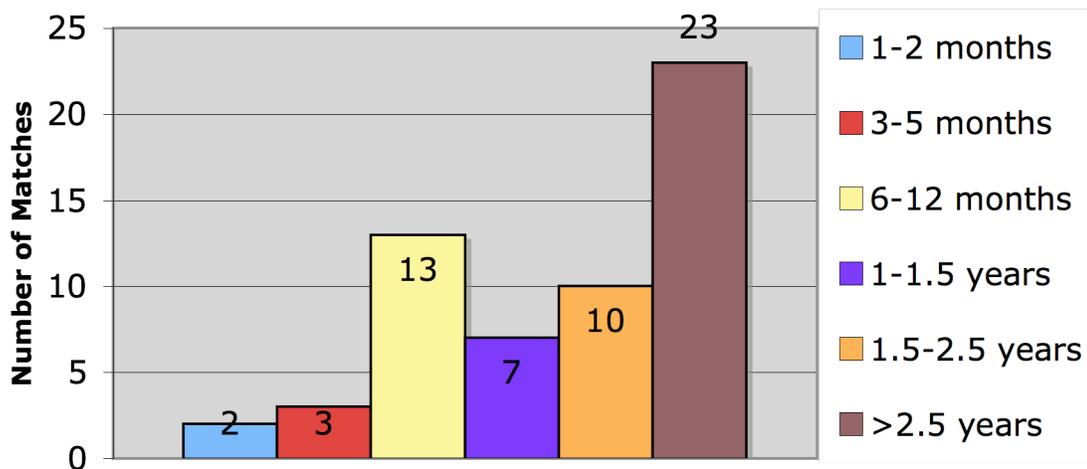
“My mentee has developed better social skills, and he is more willing to try new things.” (GrandAM Mentor)

### *Sustained Relationships*

Grand Area Mentoring surpassed the key goal of 55% of relationships sustained for more than 12 months. A sustained relationship is defined as a match of student and mentor that meets consistently for 12 consecutive months, not including June, July, and August.

Of all 58 matches in the 2011/2012 school year (including those closed and those expected to continue), 40 or 69% of *Grand Area Mentoring matches were sustained for more than 12 months*. 17 or 29% were sustained between 12 months and 2.5 years, and 23 or 40% were sustained for more than 2.5 years. The longest match has lasted 6 years.

**Sustained Matches by Duration, 2011/2012**



3 or 5% of GrandAM matches were closed during the 2011/2012 school year. Of these, 2 lasted more than 12 months, which means that these students met the program goal of 12 months participation before the students emigrated from Moab. One match closed due to low student commitment.

#### **MENTEE INTERVIEW QUESTION: WHAT HAVE YOU LEARNED THROUGH MENTORING?**

*“I learned about where some places are where I have never seen and I’ve learned about different things my mentor had done.” (1<sup>st</sup> grader)*

*“I’ve learned how to be nice.” (5<sup>th</sup> grader)*

*“I’ve gained some of her family stories. Stories she tells have a bond with me.” (7<sup>th</sup> grader)*

*“Friendship is better than being alone.” (6<sup>th</sup> grader)*

*“I’ve learned about new games, and I’ve learned that sometimes you’ve got to be more active, not just playing video games all the time.” (5<sup>th</sup> grader)*

*“We do math together and I learned to write with her.” (5<sup>th</sup> grader)*

*“It’s nice to know you can count on someone and they won’t turn their back on you.” (4<sup>th</sup> grader)*

*“If you have a friend you can always be happy and believe in yourself.” (5<sup>th</sup> grader)*

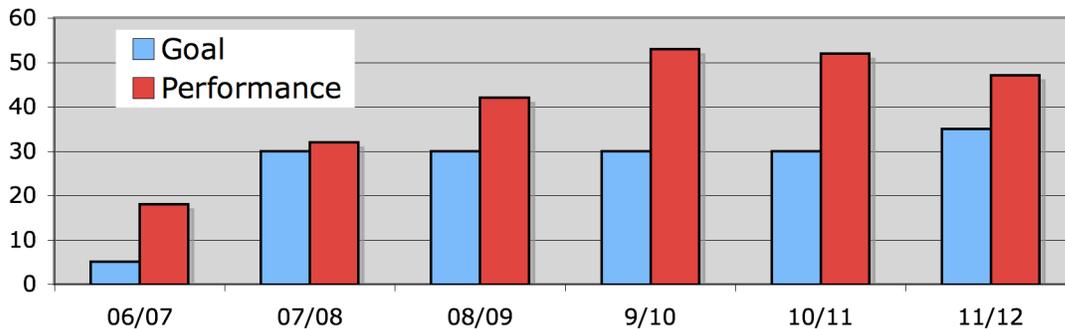
*“I learned that you should be nicer to other people.” (4<sup>th</sup> grader)*

*“That having a friend to hang out with makes me not so lonely.” (4<sup>th</sup> grader)*

## Student Academic Performance

Improvements in student academic performance are based on report card scores from this year compared to last year. Grand Area Mentoring met the goal of 35% of mentored students improving their academic score over 2011/2012. Of the students for which baseline academic data was available, **47% improved their overall academic score.**

### Percentage of Students with Improved Academic Performance (Goals vs. Performance) 2005-2012



Unlike other measures (absences and discipline problems), where a consistent zero score is considered a positive outcome, flat academic performance is not counted as improvement.

#### Teacher Survey – Academics:

Many teachers agree that mentoring had a significant impact on student academic performance. In an end-of-year survey of educators in kindergarten through eighth grade, **100% of teachers felt that mentored students had improved grades.**



**MENTORING RESEARCH:** “An evaluation of school-based mentoring programs demonstrated that youth in the longest matches demonstrated more improvement than the average non-mentored youth on a range of school-related outcomes.” (Rhodes, Jean. *Fostering Close and Effective Relationships*)

#### PARENT SURVEY QUESTION: DO YOU THINK MENTORING HAS MADE AN IMPACT ON YOUR SON OR DAUGHTER? IF SO, HOW?

“My daughter has started enjoying school and being in class learning. It really helps the students to have one-on-one time at school.”

“Mentoring has helped my daughter stay in school.”

“My son tries harder at school.”

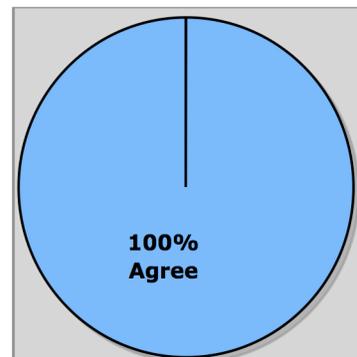
“My kids have been more motivated to do school work.”

“My son wouldn’t be doing as well without mentoring.”

“Mentoring motivates kids to keep up with their school work.”

#### TEACHER SURVEY

“Since being matched with a mentor, the **mentored students in my class have greater self confidence.**”



### *Student Unexcused Absences*

The 2011/2012 goal for the percentage of students that reduced their unexcused absences was 35%. Grand Area Mentoring student data shows that **78% of mentored students had fewer unexcused absences this year compared with student attendance in 2010/2011.**

This is 65% higher than last year's performance, which shows that re-training returning mentors in program policy, developmental mentoring, and promoting school attachment, while increasing supervision of on campus mentoring encouraged improved attendance.

#### **Teacher Survey – Attachment to School:**

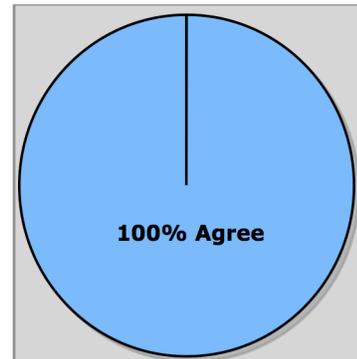
100% of teachers surveyed believe that mentoring helps students like school more. Higher school attachment has been shown to yield better attendance records, especially for at-risk children.

#### **Parent Survey – Verbatim:**

*"Mentoring has really helped my child, especially with her grades. She enjoyed the time she spent with her mentor. That was all my child talked about! Thank you for all that you have done for her."*

#### **TEACHER SURVEY**

*"Since being matched with a mentor, the **mentored students in my class have seemed to like school better, especially on mentoring days.**"*



#### **MENTEE INTERVIEW QUESTION: DOES HAVING A MENTOR MAKE YOU FEEL ANY DIFFERENT ABOUT SCHOOL? 55% of students answered that they feel more positive about school because of mentoring.**

*"I come to school to see my mentor." (4<sup>th</sup> grader)*

*"Yes, it makes me feel like I'll have fun and the day will finish faster." (7<sup>th</sup> grader)*

*"Mentoring makes me sometimes want to come to school more." (8<sup>th</sup> grader)*

*"I'm excited on mentoring days." (4<sup>th</sup> grader)*

*"Now I think of school as fun and not boring. It's very exciting, especially on Wednesdays because I can't wait until mentoring." (6<sup>th</sup> grader)*

*"My mentor has encouraged me to do more homework and practice." (5<sup>th</sup> grader)*

*"I get to have fun at the end of Mondays." (2<sup>nd</sup> grader)*

*"Mentoring gets my mind off stuff." (10<sup>th</sup> grader)*

*"Mentoring makes me want to come to school more." (7<sup>th</sup> grader)*

*"Mentoring makes me feel like coming to school." (4<sup>th</sup> grader)*

*"I come more often. I have just one absence this year." (6<sup>th</sup> grader)*

*"Yes, mentoring makes school more fun and exciting." (6<sup>th</sup> grader)*

*"Mentoring makes me really happy to come to school on Thursdays. I'm happy to come to school anyway, but extra happy on Thursdays." (5<sup>th</sup> grader)*

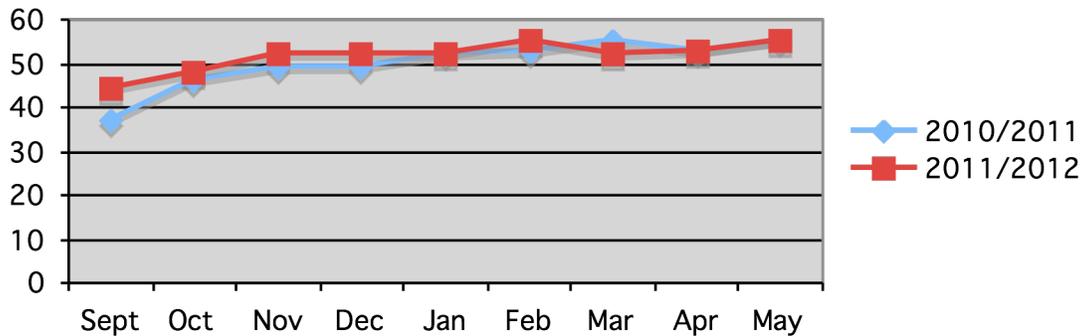
*"Yes, mentoring made me want to come to school on Thursdays and it's made me have fun in school." (4<sup>th</sup> grader)*

*"It makes me feel like I'm going to get my stuff done when it's time to finish it and then I'll get to have a fun time." (4<sup>th</sup> grader)*

### *Number of Matches*

Grand Area Mentoring’s 2011/2012 school year saw the program size remain stable at approximately 55 matches. Over the course of the year, GrandAM supported 58 matches in total. Maintaining this size gives the program optimal support for its mentors while serving a significant portion of the district’s at-risk students. Keeping fewer than sixty matches allows closer contact with each mentor and student, which assists in relationship oversight and troubleshooting.

**Number of Matches, 2010/2011 vs. 2011/2012**



While we supported four fewer matches this year compared to last, we closed only three matches over the course of 2011/2012, whereas last year we closed *fifteen*.

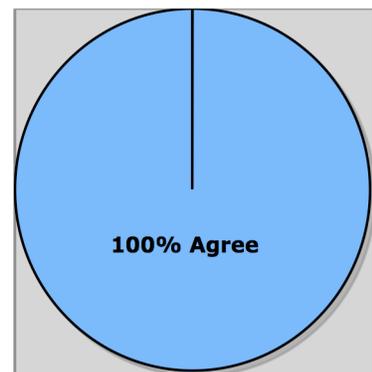
#### **Teacher Survey – Mentoring Benefits:**

The teacher and administration survey asked, “What is the greatest benefit of mentoring to students in your class or school?” Teachers listed the following in order of frequency:

- Role modeling
- Improved self-confidence
- Improved social skills with teachers and/or peers
- Students feel more noticed, included, important
- Greater trust of adults
- Improved grades

#### **TEACHER SURVEY**

“I am supportive of the mentoring program, and mentors are well trained and effective.”



#### **MENTOR SURVEY QUESTION: WHAT COULD BE DONE TO MAKE GRAND AREA MENTORING BETTER?**

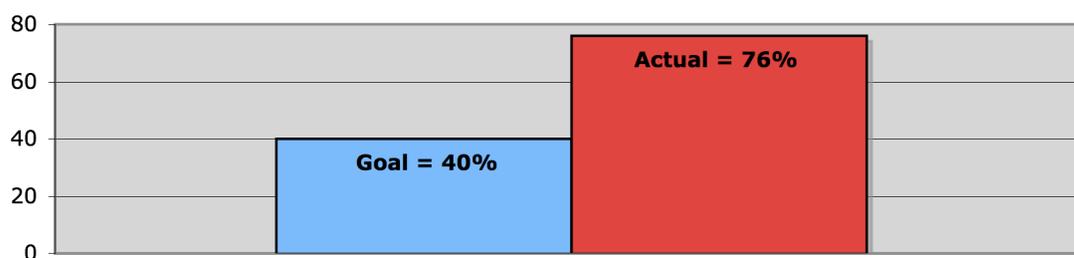
***“Grand Area Mentoring is meticulously organized and offers excellent communication between staff at school.” (HMK Staff Member)***

## *Student Behavior*

Grand Area Mentoring aimed to reduce the number of disciplinary actions for 40% of mentored students. Students that maintain a zero balance of office referrals or other corrective actions since the previous year are counted in this number.

Of Grand Area Mentoring's student participants for which GrandAM had baseline discipline data, **76% decreased their discipline referral rate or maintained it at zero.** This better 2010/2011's results by 5%. The chart below illustrates the success GrandAM has achieved in reducing discipline problems for mentored students:

### **Percentage of Students with Reduced Discipline Referrals** **(Goals vs. Performance) 2011/2012**



Parent surveys also support the link between mentoring and improved behavior. **88% of surveyed parents selected behavior as a positive change seen in their son or daughter** since beginning with mentoring. A parent noted, "My daughter seems to mind better. I see improvement." Another said, "Both my daughters have shown more respect." A third survey related: "My son has a better attitude when he gets home from school, especially on mentoring days."

Student surveys give some insight into how mentoring impacts feelings of positive change, levels of self-confidence, and use of social skills. Studies suggest that there is a link between improved social skills and a reduction in discipline problems at school and in the community. Here is a selection of direct quotes:

**QUESTION: DO YOU THINK HAVING A MENTOR HAS CHANGED THE WAY YOU GET ALONG WITH OTHER PEOPLE? IF SO, HOW? 63% of students answered that they were interacting with other people in a more positive way because of mentoring.**

**ANSWER: A selection of student quotes:**

"I'm not rude to people anymore." (5<sup>th</sup> grader)

"Sometimes people say mean stuff to me, and he says don't say anything back." (5<sup>th</sup> grader)

"I used to have problems with my friends but [my mentor] helped me to realize there is no need to fight." (4<sup>th</sup> grader)

"I'm not fighting a lot anymore. I get along with some people better." (6<sup>th</sup> grader)

"Mentoring makes me respect my parents more." (10<sup>th</sup> grader)

"I have more patience because of the type of projects we do together." (6<sup>th</sup> grader)

"I ask my friends more questions, and I get to know them better like I did with my mentor." (6<sup>th</sup> grader)

"Now I get to learn new stuff from [my mentor] so I can do it with other people when he's not around." (1<sup>st</sup> grader)

**QUESTION: DO YOU FEEL MENTORING HAS CHANGED HOW YOU FEEL ABOUT YOURSELF? IF SO, HOW? 76% answered with positive responses.**

**ANSWER: A selection of student quotes:**

*“When my mom passed away, I used to think everyone would make me feel so bad, but mentoring helps me be a lot happier.” (4<sup>th</sup> grader)*

*“My mentor acts like a big brother model.” (10<sup>th</sup> grader)*

*“I’m much nicer to my sisters.” (6<sup>th</sup> grader)*

*“Yes, I don’t dress like I’m cool and act like a hot shot like I used to.” (5<sup>th</sup> grader)*

*“I used to feel like nobody likes me, but when my mentor comes on Wednesdays she’s really happy to be here and hang out with me. Like last year, when I had those sores on my lips, kids would make fun of me, but my mentor didn’t care.” (4<sup>th</sup> grader)*

*“I thought I wasn’t that smart but she kept encouraging me that I’m smart enough to graduate.” (6<sup>th</sup> grader)*

*“I have more friends now.” (4<sup>th</sup> grader)*

*“Mentoring makes me happy to have someone nice in my life.” (3<sup>rd</sup> grader)*

*“When I came and said I feel ugly she told me I’m not.” (4<sup>th</sup> grader)*

*“I feel smarter.” (8<sup>th</sup> grader)*

*“I used to feel sad but now I feel really happy that I have company.” (4<sup>th</sup> grader)*

*“She cares about when it’s my birthday and I really like that.” (5<sup>th</sup> grader)*

*“Before I had a mentor I was angry and sad. Now I feel happier.” (4<sup>th</sup> grader)*

### **Teacher Survey – Social Competency:**

100% of Grand County School District teachers surveyed agreed that mentored students have improved social competency. Additionally, 100% believe that mentored students get fewer behavioral referrals since meeting with a mentor.

### **Mentee Reflections:**

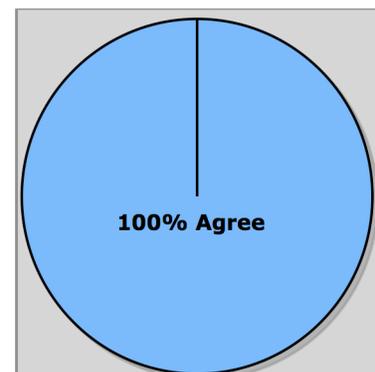
*“If I didn’t have a mentor, I would have less self-esteem.”*

*“Without a mentor, I would be a bully again and get tags and office referrals”*

*“If not for my mentor, I wouldn’t have started coming to school more, so that would mean worse grades.”*

### **TEACHER SURVEY**

“Since being matched with a mentor, the **mentored students in my class have improved social competency.**”



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### *Administrative Performance*

Teacher, administrator, parent, and mentor surveys each addressed the question of program execution. Questions relating to staff performance were collected from each source to provide guidance for program improvement and staff professional development. A mean response of 8 is the goal for each question.

PROGRAM SURVEYS (2011/2012)	AVERAGE SCORE on a scale of one to ten (ten being highest):
Communication with <b>parents</b> :	<b>9.5</b>
Response to <b>parent</b> questions or concerns:	<b>9.5</b>
Communication with <b>volunteers</b> :	<b>9.5</b>
Response to <b>mentor</b> calls and concerns:	<b>10</b>
<b>Teachers and administration</b> believes that staff are easy to reach and knowledgeable:	<b>9</b>
<b>Teachers and administration</b> supportive of the program:	<b>10</b>
<b>Teachers and administrators</b> believe that mentors are well trained and effective:	<b>9</b>
<b>Teachers and administrators</b> understand how mentoring works in Grand County:	<b>10</b>

#### **Faculty, parents, and mentors noted:**

*“This is a great program.”*

*“Grand Area Mentoring is a great source of support.”*

*“Your program is excellent.”*

*“I think you both do a great job. Your match between me and my mentee was perfect.”*

*“I’ve said it before, but I want to tell you again that Grand Area Mentoring is by far the best-run volunteer organization I have ever been a part of. And I’ve done a lot of volunteer work over the years. Thanks so much for all you do!”*

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### *Successes*

**Partnerships and Trainings** – Grand Area Mentoring partnered with the Grand County Education Foundation, HMK Elementary, the Moab Community Action Coalition, and the Grand County School District to bring Charlie Appelstein to Moab for a series of trainings in October and a follow-up in April. These trainings were effective and very well received. Partners and trainees expressed keen interest in revisits with Mr. Appelstein.

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### *Opportunities*

**Recruitment** – Always we have more student referrals than mentors. We will recruit starting in the summer with print ads in the Times Independent and Ad-Vertiser. Face-to-face recruiting will take place at the Farmer’s Market and other appropriate venues. Additionally, Grand Area Mentoring will revamp outreach through its volunteer pool.