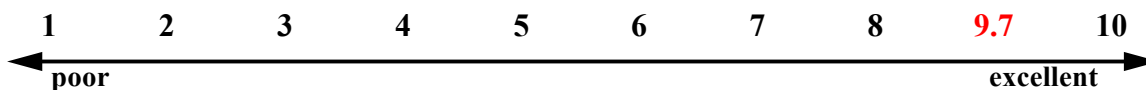


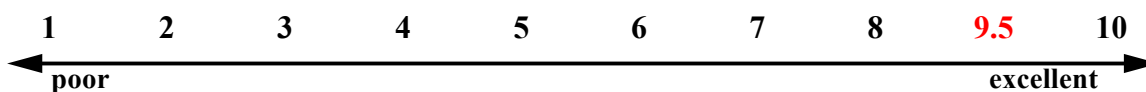
**Grand Area Mentoring
Volunteer Survey COMPILATION 2015/2016**

Average scores, raw number, or percentage in red. 16 mentors responded.

1. How would you rate the mentor program? (Please circle a number on the continuum.)



2. How would you describe the quality of your experience as a participant in the program?



3. If you remember, did Grand Area Mentoring's New Mentor Orientation prepare you for your mentoring experience?

15 0 1
 yes no Don't remember

If not, what did it miss? What additional knowledge, subject, or skill should be better covered?

"I personally would like to hear what a typical training for the kids is like, what the parents are told about the program, and what a mentor does." (MO)

"I don't think any training can truly prepare you for all of the variables, BUT the training did provide valuable and meaningful information from experienced mentors (love Charlie Appelstein) and a super practical approach. I am grateful for the ongoing training opportunities!"

"Could use more ideas of what to do during mentoring time."

4. Are you interested in attending advanced training for mentors?

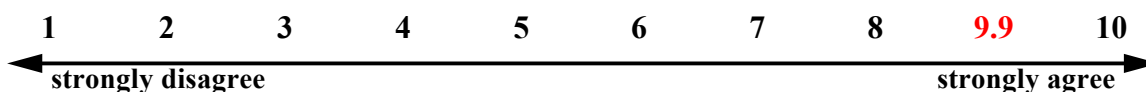
12 4 1 0
 yes maybe probably not no

Raw results in red

8	Relationship building workshop or discussion	7	Trauma or abuse awareness training	5	Managing student behavior training	3	Learning disabilities, ADHD training
9	Promoting non-cognitive skills (character) in kids workshop	7	Mentor mixers, brown bag lunches, or potlucks	6	Charlie Appelstein Strength-Based Training DVDs	6	Diversity or cultural awareness training
5	Anti-bullying training	3	Mentoring policies and procedure refresher workshop	1	Safety: stranger danger, emergency procedures workshop	8	Art or craft projects for mentees
1	Developmental stages						

1 Ways to get my passion, gardening, integrated into this program. Could we work w/ YGP on this? We need to be on the ground regularly there. How? Logistics?

5. Grand Area Mentoring program staff members are accessible and helpful when contacted for assistance.



6. Do you think mentoring has impacted your mentee? If so, how?

“I hope so. I hope that they each know that I truly care about them and their well-being. A few school staff have commented that they see positive changes in some of my mentees. There are so many other variables and interventions that my mentees receive – I hope my mentoring is one of the positive influences.”

“I think so! She’s become more talkative during sessions and more comfortable telling me good things that happen to her, but also bad things.”

“Of course! I think they all like being the focus of my attention – having an adult focuses them one-to-one.”

“She feels more confident, especially when she is successful in a game or activity.”

“Very much so. He seems happy, he loves to contribute to whatever is going on. He also compliments me (I have been complimenting him.) He is starting to thank people who do things for him.”

“Yes, she’s more open to me; yet I’ve also learned her disposition and can predict her and hopefully come up with clever ways to move through her ‘moments of retraction.’”

“Yes, she’s opening up, sharing more, and I hope feeling more confident about her talents.”

“Yes. Improved school attendance!”

“My mentees both look forward to mentoring, have improved their social skills, and are academically moving forward despite my not working with them on scholastic achievements.”

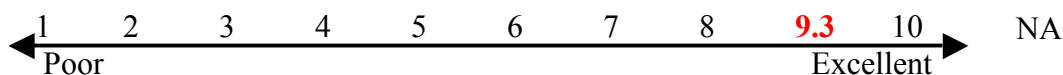
“I hope so. She seems happier.”

“Yes, I can see that she feels she has a safe space to talk or not talk. She knows that I will be there either way. ☺”

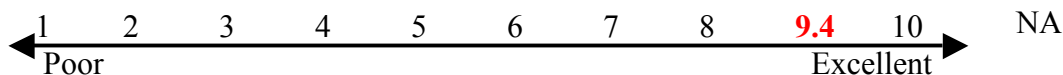
“Interaction and laughing.”

Please rate Grand Area Mentoring in the following categories. **Recommendations and comments are appreciated for scores below 7.** Circle NA (not applicable) if you don’t know or have no opinion.

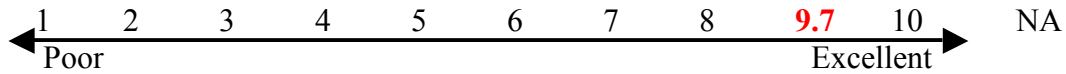
7. Regularity of communication with volunteers:



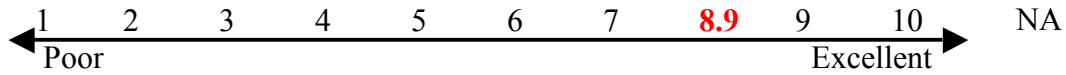
8. Quality of communication with volunteers:



9. Value of my mentoring time:



10. Value of off-campus activities:



11. What is most satisfying about your typical mentoring session?

“Just being with my mentees – hearing about their lives and interests. The time goes by so fast!”

“Getting my mentee to smile and laugh! She’s very reserved, so this can sometimes be a task.”

“I like it when we get a point where we (me + mentee) can just be ourselves – when we reached the point of being open and honest and just have fun! Not a lot of planning – but FUN arises out of us just being us!! It’s the best!”

“One-on-one communication. Easy to talk with.”

“The relationship.”

“Getting a smile.”

“The surprise. So far my mentee and I don’t plan what we’re going to do. Even when we start something, we often find ourselves spending at least 45 minutes on a very cool, spontaneous activity. Plus: It is great to see him growing in a positive way.”

“I’m providing snacks and mentee seems to find this endearing! Carrots from my overwintering garden was a hit last week and indeed helped dry tears (of another mentee). Had minor accident on playground recently.”

“Quality conversations with my mentee.”

“Communication.”

“We have a great time together – talking, laughing, making projects, and thinking of others.”

“Interacting with child, seeing a smile.”

“The smiles and the ‘I love having a mentor.’”

“Seeing my mentee relax from school and social pressure. Just being herself.”

12. What is least satisfying about your typical mentoring session?

“I wish I had more time with each mentee and had more freedom to go off campus without always having another mentor/mentee with us. (But I understand why it is necessary.)”

“Sometimes ‘one’ of my mentees and I butt heads. He is intimidated by boys his own age and I don’t want him to back down from engaging with them and yet he chooses to play with a girl much younger than he is. I love the girl, so it is no reflection on her. I just wish my guy’s confidence could grow more quickly, and that frustrates me. I don’t want him to be macho – JUST CONFIDENT!”

“Lack of time to finish projects.”

“Meeting with his brother, my mentee is less relaxed – more defensive and watchful.”

“Mentee gets distracted frequently.”

“Nothing yet.”

“I am often left with a void in warmth and would welcome more eye contact and affirmation of her; how to open her up to show affections.”

“Awkwardness when I don’t plan activities ahead of time.”

“Whether she wants to continue our relationship.”

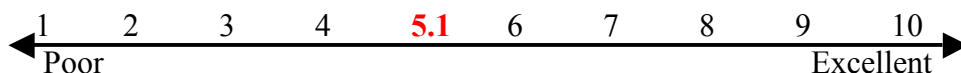
“My mentee continues to challenge me by coming up with unexpected behaviors that are counterproductive or anti-social. That’s kids for you! Gives me more to work on.”

“I want to do more to change the situation my mentee faces.”

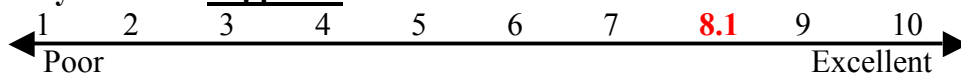
“Doing mentoring during the school day can be difficult because she is still in school day and friend mindset.”

“Well, the time of day is a bit weird because it is kind of in the middle. But oh well.”

13. At the beginning of our relationship, my mentee’s happiness was:

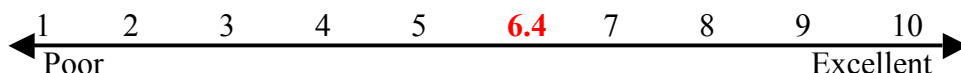


Now my mentee’s happiness is:

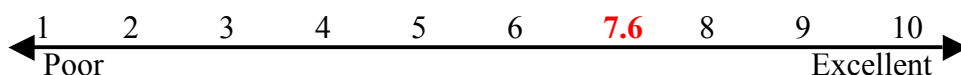


75% see improvement

14. At the beginning of our relationship, my mentee’s behavior was:

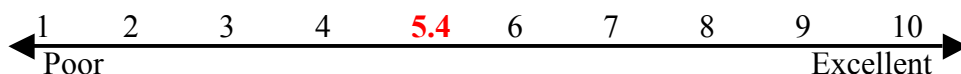


Now my mentee’s behavior is:

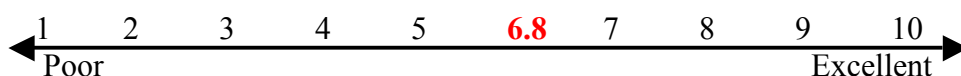


86% see improvement

15. At the beginning of our relationship, my mentee’s respect of others was:

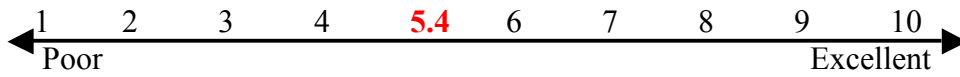


Now my mentee’s respect of others is:

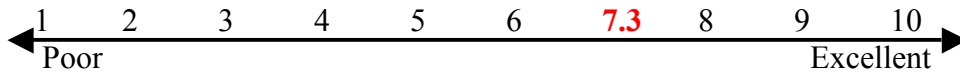


56% see improvement

16. At the beginning of our relationship, my mentee's communication was:

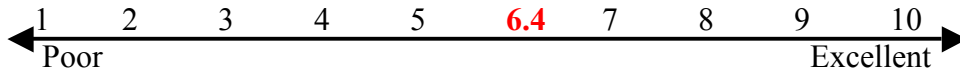


Now my mentee's communication is:

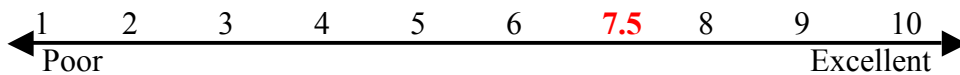


100% see improvement

17. At the beginning of our relationship, my mentee's enthusiasm for school was:

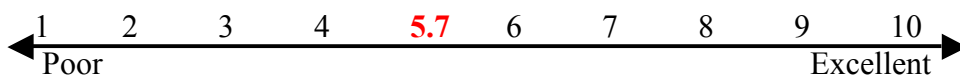


Now my mentee's enthusiasm for school is:

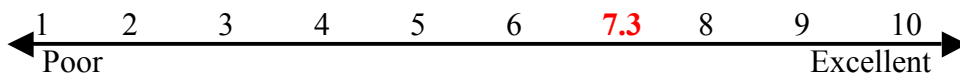


63% see improvement

18. At the beginning of our relationship, my mentee's confidence was:



Now my mentee's confidence is:



69% see improvement

19. Did you gain personally from this relationship?

100%

yes

somewhat

not much

no

If yes, what did you gain?

"Knowledge of other subjects (movies, anime). A better understanding of Aspergers. I gain personally from all my mentoring relationships – appreciation for my life, patience, more tolerance for differences, less judgmental, better listening skills."

"The feeling of being there for a kid, letting them know I care."

"Patience. Awareness!! What it's like to hang out with a kid who I did not give birth to!"

"A sweet kid to get to know."

"Able to gain trust from mentee."

"Way more rewarding than expected."

"I have a new person in my heart!"

“I am challenged and want to work on how to feel our relationship is warming. Once, she inquired if I was going to be her mentor next year.”

It’s very satisfying to see my mentee open up and share more with me.”

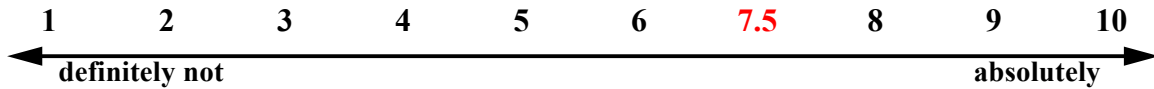
“Knowing that I had an impact on school attendance and behavior.”

“Loved the activities. She is so thoughtful.”

“Making a difference, even a small one.”

“A great connection with my mentee and the opportunity to see her grow.”

20. Do you think that the time you spent with your mentee was sufficient?



Why?

“We only have 40 minutes. I feel like we juts get started when it is time to leave.”

“2 x per week would be even better, but it’s hard to commit as a working adult.”

“I think more time would throw the balance off. Once a week – one hour – still keeps it very special.”

“It seems that time runs out too quickly. We seldom finish a game or activity.”

“Enough time to vary activities.”

“It’s OK – as much as I can afford, but I’d like more time. However, more time might take the specialness away, so it’s probably a perfect amount of time.”

“If we devise a way for gardening, I believe my answer is 1. On campus: yes, 10.”

“I think it would always be great to spend more time together.”

“Every day would be awesome, but not practical...”

21. What would you suggest to improve Grand Area Mentoring?

“Maybe 1 or 2 group mentor/mentee activities per year? Hiking, park, ?”

“Move the filing cabinets so they aren’t so crammed in there [at HMK], but don’t sweat it. It’s the ONLY thing I could think of and I know we are lucky to have that little room!!”

“I think Dan and Megan are doing a super job!”

“Group activities. Ex: to rock shop as a group, to dinosaur park.”

“I can’t think of anything, but I do, I’ll let you know.”

“To get a regular infusion of group mentoring (outings), I would be willing to do the groundwork for gardening, say, at YGP.”

“Maybe a comprehensive list of suggested activities based on student ages.”

“Dan and Megan need more funding and staffing. The program is outstanding and growing so fast they need help.”

“I think it is all so well done!”

22. What stresses you out about mentoring, if anything?

“I sometimes worry that I won’t say the right thing at the right time and possibly make them feel bad or miss an opportunity to talk about something important.”

“Being culturally insensitive, making her feel uncomfortable. I just want her to feel comfortable with me – It’s hard to know with my current mentee what she thinks or feels.”

“Sometimes FAMILY situations stress me out. Realizing that I can’t do more to help because they aren’t my KID!! When BAD stuff happens to the kid and I can’t be part of protecting them. When kid goes home to same wacky, hurtful, harmful situation.”

“No stress.”

“Would rather meet after school – a little more time.”

“No stress.”

“Thinking I might say the wrong thing in a situation. But I think being genuine and authentic in response is the most important response.”

“Coming up with activities and worrying about future dates when I may not be available due to work.”

“When I can’t come due to personal demands on my time/life.”

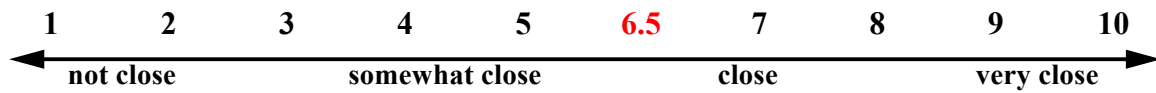
“Only that school day mentoring can be a little difficult at times.”

“Trying to park in the school lot during pick-up time.”

**23. What are your primary goals for your investment of time with Grand Area Mentoring?
Please check them below or add your own.**

75% Have fun	44% Learn about people	75% Spend time with a young person	56% Give back to my community
81% Encourage my mentee to grow	19% Share my life experiences	38% Develop new skills	38% Meet fellow mentors
100% Form a strong relationship with my mentee	Write in 6% Shape, if possible, generations of family dysfunction in a more positive direction. (ie, showing the student there are positive ways to respond even in tough situations.)	Write in 6% Give the child a positive adult in his/her life (modeling)	Write in 6% be a consistent adult in the child’s life
Write in 6% Teach new things	Write in 6% Instill a passion for reading	Write in 6% Challenge myself and my mentees to be better people	

24. How close are you with your mentee?



76% of mentors report that they are “close” or “very close” with their mentee (a score of 6 or above).

“Thank you for all your time and effort in providing a STRONG program for needy kids!”