EVALUATION OF THE 2003-2006
U.S. Department of Justice Youth Mentoring Program Grant
EA06-181-02 (grant number: 2003-JG-FX-1028)

DEPARTMENT OF EVALUATION
AND ACCOUNTABILITY

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FINAL REPORT
U.S. Department of Justice Youth Mentoring Program Grant

EA06-181-02

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Abstract

This evaluation examines the implementation of the U.S. Department of Justice Youth Mentoring Program Grant, JUMP, during the 2003-2004, 2004-2005, and 2005-2006 academic years. The main purpose of the JUMP Grant was to utilize mentoring initiatives and activities as a means for lowering drop-out rates within the school district. Big Brothers and Big Sisters of Dallas (BBBS) and Dallas Independent School District (DISD) combined efforts for the duration of this grant period in order to more effectively serve and support at-risk youth and to prevent them from dropping out. With the collaboration and support of DISD, BBBS provided a Youth Mentoring Program to DISD 7th, 8th, and high school students. At the end of the funding period there were 176 matches in place. Results from DISD and BBBS surveys revealed that mentors reported students possessed improved levels of confidence, competence, and caring after being mentored, and that students were less likely to engage in detrimental activities as a result of their mentoring experiences.
Program Description

Research shows that students who are mentored are less likely to drop out of school than students who are not, particularly among low-income students. At the core of DISD’s mentoring program was the BBBS.

Founded in 1904, Big Brothers Big Sisters is the oldest and largest youth mentoring organization in the United States. In 2002, the organization served more than 200,000 youth age five through eighteen, in 5,000 communities across the country, through a network of 470 agencies. National research has shown that the positive relationships between Big Brothers Big Sisters and their Littles have a direct, measurable, and lasting impact on children’s lives. Research and anecdotal evidence show specifically that BBBS one-to-one mentoring helps at-risk youth overcome the many challenges they face. Little Brothers and Little Sisters are less likely to begin using illegal drugs, consume alcohol, skip school and classes, or engage in acts of violence (Tierney, Grossman, and Resch, 1995, citation in the original). They have greater self-esteem, confidence in their schoolwork performance, and are able to get along better with their friends and families (BBBS, 2004).

- According to Tierney, Grossman, and Resch (1995), BBBS students were:
  - 46% less likely to begin using illegal drugs;
  - 27% less likely to begin using alcohol;
  - 52% less likely to skip school;
  - 37% less likely to skip class;
  - More confident in their schoolwork performance;
  - Able to get along better with their families.

The DISD Dropout Prevention and Community Outreach office provided additional findings (full citation not available) presented by Public/Private Ventures, an independent research firm and publisher of the Tierney, Grossman and Resch (1995) study. That study compared students who were in a BBBS mentoring program with students who were not. Findings revealed that mentored students showed more positive results than did their non-mentored peers. According to the study, the BBBS students achieved the following performance outcomes:

- 95% were promoted to the next grade;
- 75% showed improved peer relationships;
- 69% demonstrated improved school attendance;
• 52% were less likely to skip school.

Based upon the outcomes of the study, the Dropout Prevention and Community Outreach office also concluded that having a mentor increased a student’s confidence in his or her academic performance.

In September, 2001, DISD established the Youth Mentoring Program (YMP) in association with BBBS of Metropolitan Dallas to provide similar positive role modeling to at-risk 9th grade students. DISD entered into a non-financial memorandum of understanding (MOU) with BBBS so that community volunteers could be professionally screened, trained, and matched with appropriate DISD students by BBBS.

After completing the screening and training process, each volunteer was matched with an at-risk 9th grade student in a one-to-one mentoring relationship. Although DISD sponsored and closely monitored the mentoring program, the volunteer mentor acted officially as a Big Sister or a Big Brother to the student. The program required one hour per session during the school day from volunteer mentors. In order to help the mentor maneuver through the school, each campus designated a specific school contact from among the staff. The school contact acted as the liaison between the mentor, the student, and BBBS. Each mentor was also assigned a BBBS customer care representative to help with concerns regarding the match.

In the first year (2001-2002), the YMP was offered at 11 high schools. In the second year (2002-2003), two high schools were added to the original 11. In 2003-2004, when the JUMP Grant was awarded, three middle schools were added to the program. The JUMP grant funded activity at 13 high schools and 3 middle schools involved throughout the grant period.

Characteristics of the DISD-BBBS JUMP Program

• Volunteer mentors spent a minimum of one hour per week with a child in a school setting for the duration of the school year.

• The focus of the relationship was mentoring, and activities were based on the individual child’s needs. Some of these included reading, having lunch together, and/or working on homework.

• Each child and mentor had a BBBS staff contact that performed two functions:
o Proactive resource linkage to address family needs
o Supervision of match relationship, including providing activities and ongoing training to mentors as needed

Roles and Responsibilities

BBBS Responsibilities:

- Recruited volunteers for the program
- Screened volunteers who completed an application, supplied 3 references, an employment history, residence history, completed a nation-wide criminal background check, and an in-person interview
  - Also, a committee of professionals was required to review and unanimously accept mentor volunteer applications in order to be enrolled in the program.
  - Volunteer information was kept according to terms of the BBBS Confidentiality Agreement that each volunteer signed.
- Trained volunteers to work with 7th, 8th, and high school grade at-risk youth, and advised them of DISD policies and procedures for volunteers in schools
  - All volunteers were required to adhere to DISD policies regarding school volunteers.
- Informed school staff about the requirements of the program and maintained ongoing contact with school liaisons
- Interviewed children after obtaining parental permission using a comprehensive assessment
  - Students were interviewed in person at their assigned school campus. Information was kept in accordance with the terms of BBBS Confidentiality Agreement that each parent was required to sign. Confidentiality requirements of applicable state and federal law were maintained.
- Obtained signed waivers from parents regarding release of claims, confidentiality, and managing conservatorship
• For the “School Plus” Program, home visits were required and interviews with parents were conducted.

• Appropriate social service referrals were made for families enrolled in the program, in collaboration with school liaisons.

• Matched students and mentors using information obtained from the volunteer and child, based on agency procedures which matched the child’s needs and interest with mentor’s needs and interests.

• Informed parents, children, mentors, and school liaisons of match relationships.

• Introduced children, mentors, and case managers at schools, and reviewed rules of the program with all parties.

• Maintained at least monthly contact with mentors and school liaisons to monitor the match relationship.

• Conducted quarterly and yearly evaluations with the mentor, child, parent, and school liaison to measure progress of child-mentor relationships, including obtaining survey information from parents, from school personnel and student performance reports as authorized by state and federal confidentiality requirements.

• Worked with school liaisons to support at-risk youth and their families.

• Assisted DISD staff in recruiting volunteers and provided bi-monthly reports on efforts.

• Provided DISD with weekly summaries on the status of mentor training, interviews and matchings.

• Worked closely with each campus contact to ensure efficient mentor placement and matching, as well as a productive, on-going relationship with mentees.

• Joined DISD staff, when requested, to make presentations to prospective business supporters.

• Worked with DISD staff to establish specific goals, objectives, and joint timelines on these accomplishments.

• Designated one contact person for DISD on-going communication that encompassed day-to-day operations.
• Collaborated with DISD as requested on evaluation of the success of the program
• Abided by applicable confidentiality requirements of state and federal law

DISD Responsibilities

• Subcontracted with BBBS on recruitment and programmatic services related to the JUMP Grant
• Consulted with BBBS on schools that were in need of services and informed appropriate personnel about the program
• Obtained authorization from the principal at each participating school and designated a school liaison for each school as a contact for the agency
• Recruited and referred clients based on eligibility criteria as defined by the agency via school liaisons
• Assisted BBBS in obtaining parental permission for students to participate in the voluntary program by supplying information directly and by sending home paperwork on behalf of BBBS via school liaisons
• Shared information relevant to evaluation and case planning, but only after permission for release of information was signed by parents and/or guardian
  o Shared information may have included grades, attendance, Texas Assessment of Knowledge and Skills (TAKS) scores, Admission, Review, and Dismissal (ARD) meeting reports, discipline records and any other relevant information that does not violate professional-client privilege.
  o Disclosure of confidential information was governed by applicable provisions of state and federal law and no information was disclosed except as expressly authorized by applicable state and federal law.
• Provided a place for mentors and students to meet, when applicable
• School liaisons informed relevant school staff of student participation and made any special arrangements on campus for the match to meet.
• Worked with BBBS to support at-risk youth and their families
• Established a districtwide contact person for BBBS
• Conducted periodic visits to designated schools to obtain feedback from campus contacts on status of the program
• Assisted BBBS staff in recruiting students for the program
• Followed up on referrals not addressed by BBBS staff
• Coordinated with BBBS to organize quarterly feedback sessions with mentors

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the evaluation is to provide implementation and outcome data for the U.S. Department of Justice Youth Mentoring Program Grant, JUMP, implemented from 2003 through 2006. Data and information will be used by DISD program managers to judge the merit and worth of program components, utilizing information to tailor future dropout prevention initiatives. Data will also be used to comply with grant reporting requirements.

MAJOR EVALUATION QUESTIONS AND RESULTS

Methodology

This evaluation reports on the activities of Youth Mentoring Program. Data for this evaluation was developed by examining documents, conducting interviews with key program personnel, and conducting surveys of participants or primary stakeholders. BBBS maintains most of the supporting data and documentation referenced in this report.

2.1 What was the effectiveness of JUMP’s Youth Mentoring Program Recruitment Effort?

BBBS of Dallas identified and screened a candidate pool of qualified adult mentors for the Youth Mentoring Program. These mentors were matched with appropriate DISD students based on DISD recommendations beginning in the 2003-2004 academic school year. DISD schools participating in JUMP’s Youth Mentoring Program during the course of the grant period included: Adamson High School, Hillcrest High School, Thomas Jefferson High School, Justin F. Kimball High School, Moises Molina High School, L. G. Pinkston High School, Franklin D. Roosevelt High School, W. W. Samuell High School, South Oak Cliff High School, H. Grady
Spruce High School, Sunset High School, Woodrow Wilson High School, E. B. Comstock Middle School, Fred F. Florence Middle School, and John B. Hood Middle School. JUMP provided a detailed timeline of recruitment efforts undertaken over the course of the grant period through interim reports submitted to the Office of Justice. All filed interim reports can be found in Appendix A. Table 1 presents the matches approved for the 2004-2005 school year.

Table 1

<table>
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<th>Reporting Period</th>
<th>New Matches Made</th>
<th>Cumulative Matches for Program</th>
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<tr>
<td>July-December 2003</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>January-June 2004</td>
<td>33</td>
<td>58</td>
</tr>
<tr>
<td>July-December 2004</td>
<td>29</td>
<td>82</td>
</tr>
<tr>
<td>January-June 2005</td>
<td>N/A</td>
<td>80</td>
</tr>
<tr>
<td>July-December 2005</td>
<td>36</td>
<td>106</td>
</tr>
<tr>
<td>January-June 2006</td>
<td>63</td>
<td>176</td>
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A post-program survey was administered to mentors at the end of the grant period asking a series of questions regarding their mentor experiences. Surveys were mailed to 150 mentors at random, and 17 surveys were returned as undeliverable. Of the surveys sent out and not returned as undeliverable, 38 were returned with usable data, resulting in a response rate of 29%. Specific survey questions can be found in Appendix B. Questions regarding mentor demographics revealed the following:

Mentor Educational Background:

- 5.3% reported attending some high school
- 7.9% reported possessing a high school diploma or GED
- 18.4% reported attending some college
- 15.8% reported possessing an associate’s degree
- 34.2% reported possessing a bachelor’s degree
- 18.4% reported possessing a graduate degree
Mentor Job Situation:
- 23.7% had been at their current job less than 6 months
- 10.5% had been at their current job 6-12 months
- 10.5% had been at their current job 1-2 years
- 13.2% had been at their current job 3-4 years
- 26.3% had been at their current job more than 5 years
- 15.8% had no current job

Mentor Annual Income:
- 27.8% reported an annual income of < $20,000
- 13.9% reported an annual income of $20,000-$29,000
- 5.60% reported an annual income of $30,000-$39,000
- 11.1% reported an annual income of $40,000-$49,000
- 11.1% reported an annual income of $50,000-$59,000
- 30.6% reported an annual income of >$60,000

Mentor Ethnic Background:
- 31.6% reported themselves as Hispanic
- 34.2% reported themselves as African American
- 31.6% reported themselves as Caucasian
- 2.6% reported themselves as Asian

In addition, results revealed that 78.9% of survey respondents reported themselves as female. Further research is needed to determine why the deficit in male survey respondents occurred. In addition, 61.8% of survey respondents reported that, in their current work situation, they served in a supervisory, mentoring capacity which, perhaps, was a contributing factor in their decision to become a mentor in the first place. Finally, mentors reported that they experienced several benefits from their mentoring participation, and many indicated they experienced the following: some reported feeling as though they made a difference in the life of the next generation; others indicated they found mentoring to be personally satisfying; while still others gained valuable perspectives about how to communicate with today’s at-risk youth and/or developed new friendships.
2.2 What was the effectiveness of JUMP’s Youth Mentoring Program Mentor Training Effort?

BBBS and DISD collaborated to train and support mentors during the course of the grant period, including sending out monthly newsletters to mentors and working with BBBS to jointly train all DISD campus contacts. BBBS responsibilities for mentor training and support included monitoring all screening and matching efforts during each reporting period, conducting interviews and background checks, offering continued training opportunities to volunteers, offering activity updates and suggestions in the form of electronic newsletters, offering match activities to span summer months, and hosting end-of-the-year parties at each participating campus. A timeline of mentor training and support efforts as they were reported to the Office of Justice in filed interim reports can be found in Appendix C.

In addition, using data collected from the aforementioned surveys, mentors self-reported personal impressions and experiences regarding mentor training as provided by BBBS and supported by DISD. Again, all survey questions associated with this instrument can be found in Appendix B. Questions specifically related to their mentor training experiences generated the results found in Table 2.
Table 2
Reflections on Mentor Training Experiences

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<th>Survey Question</th>
<th>Survey Response</th>
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<td>How helpful did you feel your mentor training experiences were?</td>
<td>Very Helpful</td>
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<td></td>
<td>51.4%</td>
</tr>
<tr>
<td>Were you able to access personal help from BBBS when you needed it with regards to mentoring?</td>
<td>Yes, Almost Always</td>
</tr>
<tr>
<td></td>
<td>42.1%</td>
</tr>
<tr>
<td>Did BBBS Provide you with tools (booklets, paper, materials, etc.) you needed to assist you with your mentoring experiences?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>84.2%</td>
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<tr>
<td>Was the matching process that you went through with BBBS a positive, easy experience?</td>
<td>Yes</td>
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<tr>
<td></td>
<td>81.1%</td>
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Further, 55.3% of the respondents reported that they were able to talk with other Youth Mentoring Program mentors about their experiences during the course of their time serving as a mentor. Although 97.4% of the respondents reported that they enjoyed their mentoring experiences, only 83.8% indicated they planned to mentor youth again in the future. Respondents who indicated they would not return as a mentor in the following year indicated personal responsibilities were interfering with time needed to dedicate to mentoring. No respondents indicated that mentoring had been an unpleasant experience or that personal or professional conflicts with BBBS or DISD would prevent them from returning as mentor.
2.3 What was the effectiveness of Youth Mentoring Program on Training and Supporting Youth?

Various activities occurred that were intended to train and support students participating in the Youth Mentoring Program. Beginning in April of 2003, students at targeted high schools were recruited to participate in the program. Recruitment efforts have been continuous since that time. Some of the efforts aimed at supporting youth are described in detail below.

In June 2004 the Youth Mentoring Office met with the Programs Coordinator from the Salvation Army to discuss holding a gang prevention session at their community center in Pleasant Grove. The Pleasant Grove area was viewed as a neutral site where matched students, as well as pending match students from participating high schools and three middle schools were invited to attend and learn. The students who participated in activities at the community center were also invited to attend since they lived in the high-risk area and attended targeted schools. The Youth Mentoring Office also used this opportunity to recruit more students into the mentoring program, and discussed using the Salvation Army’s site for the higher education session planned for Pleasant Grove area students.

On October 26, 2004, a gang awareness session was held for John B. Hood Middle School students selected to be in the Youth Mentoring program. The session was held during their after school activities hour. Herrera and Associates gave a one-hour session and was accompanied by Steve Ota from the Texas Youth Commission office, who also addressed the students. Students were asked to take a pre-assessment test. Similar gang awareness sessions were held for each of the schools in the Pleasant Grove area as well as the other schools in the program as part of the JUMP grant.

In November 2004 BBBS met with Ray de los Santos from the LNESC to discuss Higher Education sessions for Youth Mentoring students, parents and mentors. With the assistance of the school contacts and their input, individual sessions were scheduled to be held at each campus in the Pleasant Grove schools, and focused upon real-world and practical alternatives to a traditional four-year university. A higher education session was also held in February 2005 for mentors to kick-off the Youth Mentoring tour.
In December 2004 BBBS and DISD met with the Area Superintendents for John B. Hood Middle School and E.B. Comstock Middle School to discuss the Pleasant Grove collaboration and the expansion into their schools. The meeting was well received, and Sarano Kelley spoke to the teachers at these schools in March 2005. JUMP’s goal was to engage teachers in a “game” of goal-setting and accountability. Mentors and parents at Hood Middle School were invited to attend as well.

BBBS also utilized surveys completed by mentors, caregivers, and/or teachers at match anniversaries or the end of the school year. These surveys asked questions related to protective and risk factors as a means of program monitoring and student outcomes. Copies of BBBS surveys can be found in Appendix D. The mentoring goals for BBBS were to increase or maintain the level of confidence, caring, and competence in the youth served. All matches sustained for least 6 months completed the BBBS of America Program Outcome Evaluation (POE). School-based matches completed the measures at the end of each school year. Complete survey results for all three academic years of the JUMP grant were not made available from BBBS in time to meet deadlines for this report. However, BBBS indicated that they have analyzed all POE surveys and related data should be available directly from BBBS for interested parties. BBBS did provide the following regarding school-based matches for the end of the 2004-2005 academic school year:

- 98.5% of children were shown to report the same or better level of confidence following their experience in the Youth Mentoring Program.
- 94% of children were shown to report the same or better level of competence following their experience in the Youth Mentoring Program.
- 98.5% of children were shown to report the same or better level of caring following their experience in the Youth Mentoring Program.
In addition, the mentor survey conducted by DISD revealed the following regarding mentor opinions about student outcomes:

- 67.6% of respondents felt like their time spent with a student helped them emotionally.
- 66.7% of respondents felt like their matches were “much less likely” (38.9%) or “slightly less likely” (27.8%) to engage in inappropriate behaviors as a result of their participation in the Youth Mentoring Program.

Further, survey results indicated that mentors felt students were walking away from their experiences in the Youth Mentoring Program with positive benefits such as knowing they have someone to talk to, knowing that someone cares, increased self confidence, increased self esteem, increased competence, a broader world view, and a desire to develop academic goals.

SUMMARY and RECOMMENDATIONS

Summary. The Dallas Independent School District Office for Dropout Prevention and Community Outreach began implementing the JUMP Grant during the 2003-2004 academic year and continued until August 31, 2006. This evaluation examines the implementation of that grant program from grant inception to its end. The JUMP Grant provided funding for youth mentoring activities for students at the following DISD campuses: Adamson High School, Hillcrest High School, Thomas Jefferson High School, Justin F. Kimball High School, Moises Molina High School, L. G. Pinkston High School, Franklin D. Roosevelt High School, W. W. Samuell High School, South Oak Cliff High School, H. Grady Spruce High School, Sunset High School, Woodrow Wilson High School, E. B. Comstock Middle School, Fred F. Florence Middle School, and John B. Hood Middle School.

Recommendations.

- Future efforts regarding drop-out prevention initiatives should tie Texas Assessment of Knowledge and Skills (TAKS) scores and drop out rates to drop-out prevention initiatives (see section 2.3).
• DISD may want to consider addressing long-term impact on student lives by focusing on tracking post-graduation activities such as work or attending college, and/or delinquency incidents (see section 2.3).

• DISD mentor exit surveys should be administered during BBBS end-of-the-year events in order to improve response rates (see sections 2.1 and 2.2).

• DISD may want to consider focusing on recruitment efforts that would generate more male mentors available to male at-risk students (see section 2.1).

• DISD may want to consider requesting copies of BBBS surveys and data to be kept on file for DISD accountability and evaluation purposes (see section 2.3).
REFERENCES


Appendix A

Timeline of Recruitment Efforts
Volunteer Recruitment Efforts

July-December 2003:

September 13, 2003 – Discussed the Youth Mentoring Initiative with representatives from 100 Black Men of Dallas, a local non-profit volunteer group.

September 23, 2003 – Provided Youth Mentoring brochures for the Greater Dallas Chamber of Commerce's State of the District Address Luncheon.

October 20, 2003 – Met with Senior Management from Texas Instruments (TI), JPMorgan Chase and Alliance Data Systems to discuss ways that DISD's Youth Mentoring program and our partner, Big Brothers Big Sisters (BBBS) of North Texas, could recruit volunteers from their companies.

October 21, 2003 – Met with Texas Rangers Baseball Club's community relation's staff to discuss recruiting mentors for Southeast Dallas schools.

October 30, 2003 – Met with Education is Freedom Foundation staff to determine ways of incorporating the Youth Mentoring program into their mentoring component at their two targeted high schools, which are part of the Youth Mentoring initiative. Subsequent conversations have been held in November and December to ensure our participation in this effort.

November 7, 2003 – Ensured that the Greater Dallas Chamber of Commerce Leadership Dallas Education Day was held at W.W. Samuell HS, one of the targeted schools in the Pleasant Grove area. Information on the mentoring program was provided. One individual saw the need and signed-up to mentor and requested Samuell HS. He also now serves on the new community advisor board established by one of the Assistant Principals.

November 11, 2003 – Met with the President of Mills Electrical and his senior staff to explain our Youth Mentoring program. They were very receptive. Encouraged them to adopt a school. Follow-up email sent on 12/08/03 but they were still not ready to implement.

November 12, 2003 – As a result of the meeting held on October 20th, the Youth Mentoring Program was invited to participate at the TI Alumni convention to recruit mentors.

November 17, 2003 – As a result of the meeting held on October 20th, BBBS and the Youth Mentoring Office presented the school-based initiative to JPMorgan Chase employees. Approximately 8 volunteers signed-up.

November 21, 2003 – The Youth Mentoring Office and BBBS met with the President and the Community Involvement Co-Chairs from TI's Hispanic Employees organization. They liked our program and will list a description of the program and a link to our website on their web page. They will try to schedule a non-profit panel in February.

December 8, 2003 – Youth Mentoring Office and BBBS met with Mike Walsh, Partner with the Law Firm of Strasburg and Price. Liked the program and will present to partners.

December 10, 2003 – Met with CEO of BBBS of North Texas and VP of Program Development to discuss improving recruitment efforts. Re-emphasized the need to find corporations close to the Pleasant Grove area. Key corporations and citizens’ groups were identified to target. Also decided that Youth Mentoring Office and BBBS would meet on a bi-weekly basis to discuss recruitment efforts. First meeting held on December 18, 2003.
January-June 2004:

The Youth Mentoring Office and Big Brothers Big Sisters (BBBS) of North Texas continue their joint commitment to work together on recruitment efforts and to meet regularly to discuss opportunities. Meeting dates have included: Feb. 4, Feb. 12, Mar. 1, May 6, May 12, May 18, May 27, and June 2.

January 11, 2004 – Popular and well-respected Dallas Morning News Business Columnist Robert Miller wrote an article featuring one of our mentors and students and our partnership with BBBS. Received a very good response.

February 1, 2004 – Met with Jim Keyes, CEO of 7-11 to discuss his foundation’s involvement in providing mentors at the two schools they are piloting their guarantee program. Both are Youth Mentoring schools. He was very receptive. Directed me to meet with the Executive Director of the Education is Freedom (EIF) foundation.

February 9, 2004 – Met with the EIF Foundation’s Executive Director and her staff to better understand the goals of the EIF foundation. Decided to schedule meeting so that BBBS can attend.

February 20, 2004 – Selected Thomas Jefferson HS, an initiative school, to serve as the Texas Attorney General’s Dallas stop in his campaign to promote mentoring throughout the state. One of our mentors and mentees were featured in a great article in “Al Dia,” one of Dallas’ Spanish-language newspapers.

March 10, 2004 – The Youth Mentoring Office and BBBS met with the EIF Foundation Executive Director to continue our efforts to find a way to direct their volunteers to our mentoring initiative. Will continue to pursue this opportunity because three major corporations in the Dallas area are part of this foundation and are committed to providing mentors to their two pilot schools.

March 25, 2004 – Presented to the National Organization of Black Law Enforcement Executives (NOBLE) as we continue our goal to provide mentors to the students in the Pleasant Grove area. The opportunity to present was provided by Dallas Police Department’s Deputy Chief Floyd Simpson who is assigned to the Pleasant Grove area and is also striving to find more mentors in this area. Deputy Chief Simpson’s goal is to have his department adopt one of the high-risk middle schools in the program (E.B. Comstock MS).

March 25, 2004 – The Youth Mentoring Office was asked to present its school-based mentoring initiative to the Eastern Regional Board within BBBS of North Texas. One board member signed up for the program and others pledged to help recruit additional mentors.

April 13, 2004 – Met with a representative from the Mental Health Association and the Juvenile Justice Center to discuss ways of recruiting more mentors for the program. Juvenile Justice Center agreed that the key to providing mentors for schools distant from downtown are the churches. However, neither entity is sure how to successfully tap into them. Experience has been that they learn from our programs and then start their own within their church.

April 27, 2004 – Attended a Community Connection Advisory Group luncheon sponsored by NBC Ch.5. Shared what was important to us in the community as it relates to news and feature stories. Advised who to send news stories to. Also, recruited their Director of Finance to become a mentor.
May 20, 2004 – Presented the Youth Mentoring initiative to the Dallas Bar Association. There is an interest to adopt our program as one of their educational initiatives.

May 26, 2004 – Attended meeting with DISD Superintendent Mike Moses, Former American Airlines CEO Don Carty, CEO of BBBS of North Texas Charles Pierson and Special Assistant to the Superintendent Rene Martinez to discuss how Mr. Carty can assist in recruiting more mentors for our mentoring initiative. Mr. Carty and the Superintendent agreed to a recruiting breakfast to which both will invite key corporations in the area and ask for their support. Prior to the meeting, the Youth Mentoring Office had advised BBBS that the most effective way of recruiting mentors from a corporation has been to identify the right corporate champion who will facilitate presentations, informational emails and other recruitment opportunities within the company.

May 26, 2004 – Discussed setting up presentation over lunch with litigation group from Vinson & Elkins Law Firm. Current mentor is a partner at Vinson and Elkins. Looking at July or August timeframe.

June 17, 2004 – Began conversation with Trent Miller from Deutsche Bank who wants he and his friends to adopt a needy school. Emphasizing Pleasant Grove area schools. Goal is to have him adopt John B. Hood MS.

June 24, 2004 – Met with the President of the Greater Dallas Hispanic Chamber of Commerce to determine ways for the Chamber to become active in our recruiting efforts. Planning a July 15 meeting with key GDHCC companies and Texas Attorney General Greg Abbott. They also offered to contact the NBC Channel to air our mentor recruitment PSA at no cost and possibly the ABC channel. When our Spanish PSA is complete in August or September, they will help us with Telemundo.

- Texas Instruments included information about the Youth Mentoring program in their electronic newsletter. Received a good response with about 6 inquiries after the posting and continued interest since.

July-December 2004:

The Youth Mentoring Office and Big Brothers Big Sisters (BBBS) of North Texas continue their joint commitment to work together on recruitment efforts and to meet regularly to discuss opportunities. Meeting dates have included: 1/19, 1/26, 2/9, 2/23, 3/16, 3/30, 4/13, 4/28, 5/10, 5/24.

March, 2005 - November 5, 2004 – Sarano Kelley spoke to the 8th grade students at John B. Hood MS and E. B. Comstock MS. Both are special emphasis schools. Members of the community were invited in hopes that they would be inspired by Sarano to mentor. It worked.

January-June 2005:

April-May 2005 – Series of meetings were held with Dallas County Community College District, DCCCD, Trustee Diana Flores and the Chancellor of the DCCCD to solicit and request mentor volunteers from staff and student body.
June 27, 2005 – DISD and BBBS staff were invited by DCCCD Chancellor to present to all the campus presidents requesting 150 mentors, specifically for Area 1 schools, Samuell, Florence, Hood and Comstock.

July-December 2005:

Fall, 2005 -
- The Youth Mentoring Office and Big Brothers Big Sisters (BBBS) of North Texas continued their joint commitment to work together on recruitment efforts and to meet regularly to discuss opportunities.
- MOU was signed in August 2005 with Education is Freedom whereby Education is Freedom foundation agreed to adopt DISD’s Youth Mentoring program. BBBS and EIF, in conjunction with DISD, are dedicated to maintain a partnership fostering collaboration between organizations.
- EIF began an aggressive recruitment effort for the beginning of school
- DISD continued to meet with DCCC to recruit mentors on a monthly basis through a related project, Destination Graduation, which directly benefited mentoring schools
- DCCCS assigned a point person to coordinate to all campuses; both presentations were made regarding mentor recruitment during this time.
- BBBS cultivates relationships with DCCCD student organizations (including: Service-Learning programs, Rising Star Advisory Council and students, Phi Theta Kappa/Honor Society, Community Service classes - August)

July 14, 2005 - BBBS conducts Brookhaven College Recruitment Meeting

August 22, 2005 - BBBS participates in Brookhaven Recruitment Fair

August 25, 2005 - BBBS participates in Mountain View College Freshman Orientation Recruitment Event

August 28, 2005 - BBBS participates in Eastfield College Luncheon and Recruitment Event

September, 2005 -Young Democrats Dallas country meeting generated five mentors.

September 7-9, 2005 - BBBS participates in Brookhaven College Go Center Recruitment Orientation

September 8, 2005 - BBBS conducts recruitment presentation for DCCCD Rising Star Coordinators

September 12, 2005 - BBBS participates in Richland College Recruitment Fair

September 15, 2005 - BBBS conducts recruitment Meeting with LeCroy

September 21, 2005 - BBBS provides recruitment Info Session at Mountain View College

September 22, 2005 - BBBS conducts Eastfield College Recruitment Presentation

September 29, 2005 - BBBS provides recruitment Info Session at El Centro College

October 4, 2005 - BBBS provides recruitment Info Session at Northlake College

October 6, 2005 - BBBS provides recruitment Info Session at Richland College
October 12, 2005 - BBBS provides recruitment Info Session at Eastfield College

October 20, 2005 - BBBS conducts recruitment Presentation to DCCCD Elm Office Faculty

December 7, 2005 - BBBS conducts Richland College Recruitment Meeting with Faculty

December, 2005 - Volunteer Appreciation Event: DISD partnered with BBBS to sponsor a volunteer recognition dinner where awards of recognition were given out to mentors.

January-June 2006:

January - various phone calls and emails to Molly Bewley at DCCCD to discuss DISD recruitment events at DCCCD campuses

January 13 - DISD Meeting held with René Martinez to discuss JUMP Grant and goal measurements for Spring 2006

January 23 - BBBSNT Planning Meeting to discuss DISD

February - various phone calls and emails to Molly Bewley at DCCCD to discuss DCCCD Conference Day (for faculty)

February 3 - DISD Meeting held with René Martinez to discuss JUMP Grant and goal measurements for Spring 2006

February 17 - Meeting with DCCCD Vice-Chancellor Andrew Jones to discuss ongoing recruitment efforts on DCCCD campuses for JUMP Grant

February 21 -
- Eastfield College Info Session – collected volunteer applications
- Visit with Molly Bewley at DCCCD to prepare for recruitment event

February 22 - Set up recruitment booth at DCCCD Conference Day for JUMP Grant

February 23 - Participated in DISD recruitment event at DCCCD Conference Day

February 28 - Eastfield College Meeting with Mary Forrest – picked up applications for DISD JUMP Grant

March 3 - DISD Conference Call with René Martinez to discuss JUMP Grant and goal measurements for spring 2006

March 6 - Eastfield College Info Session to Speech Club

March 9 - DISD Meeting with René Martinez to discuss JUMP Grant and goal measurements for Spring 2006

March 29 - Brookhaven College Recruitment Event

April 21 - DISD Conference Call with René Martinez to discuss JUMP Grant and goal measurements for Spring 2006
April 24 - Brookhaven College Recruitment Event

May 3 - Brookhaven College Recruitment Event

May 16 - Friendship-West Baptist Church Meeting to discuss mentoring collaboration between FWBC, DISD, and BBBSNT

May 24 - Jewish Community Center Meeting to discuss mentoring collaboration between JCC, DISD, and BBBSNT

June 1 - Friendship-West Mentoring Meeting to impact DISD students as part of JUMP Grant

June 15 - Friendship-West Mentoring Meeting to impact DISD students as part of JUMP Grant

Appendix B

Mentor Exit Survey
Mentor Exit Survey

Date _________________

**DIRECTIONS:** Darken the bubble to the left of your answer:

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
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</thead>
<tbody>
<tr>
<td>Which of the following best describes your educational background?</td>
<td>Some high school Diploma or G.E.D. Some college Associate’s degree Bachelor’s degree Graduate degree</td>
</tr>
<tr>
<td>How long have you been employed in your current job situation?</td>
<td>Less than 6 months 6-12 months 1-2 years 3-4 years 5 or more years No current job</td>
</tr>
<tr>
<td>Which of the following describes your current annual income?</td>
<td>$&lt; 20,000 $20,000 – $29,000 $30,000 - $39,000 $40,000 - $49,000 $50,000 – $59,000 &gt; $60,000</td>
</tr>
<tr>
<td>In your current work situation, do you supervise others?</td>
<td>Yes No</td>
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<td>What best described your ethnic background?</td>
<td>Hispanic African American Caucasian Asian /Pacific Isle American Indian Other</td>
</tr>
<tr>
<td>Are you certified to teach in the public schools?</td>
<td>Yes, Texas certified Yes, but not in Texas No</td>
</tr>
<tr>
<td>Please indicate your gender.</td>
<td>Male Female</td>
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<tr>
<td>Please indicate the gender of the student match you worked with this year.</td>
<td>Male Female</td>
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<tr>
<td>How helpful did you feel your mentor training experiences were?</td>
<td>Very helpful Somewhat helpful Not sure I was discouraged</td>
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<td>Were you able to access personal help from BBBS when you needed it with regards to mentoring?</td>
<td>Yes, almost always</td>
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<td>Question</td>
<td>Yes</td>
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<td>Did BBBS provide you with tools (booklets, paper, materials, etc.) you needed to assist you with your mentoring experiences?</td>
<td>Yes</td>
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<td>Were you able to talk with other current mentors about their experiences?</td>
<td>Yes</td>
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<td>Did you enjoy mentoring this year?</td>
<td>Yes</td>
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<td>Do you feel your time spent with your match helped him/her emotionally?</td>
<td>Yes</td>
</tr>
<tr>
<td>Do you feel your time spent with your match helped him/her emotionally?</td>
<td>Yes</td>
</tr>
<tr>
<td>Do you think you will want to mentor with BBBS/DISD again next year?</td>
<td>Yes</td>
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<td>How much less likely do you believe your match is to engage in inappropriate behaviors (drugs, alcohol, crime, etc.) as a result of time spent with you this year?</td>
<td>Much less likely</td>
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<td>Was the matching process that you went through with BBBS a positive, easy experience?</td>
<td>Yes</td>
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<tr>
<td>What is the #1 benefit that you feel YOUR MATCH will walk away from your mentoring experience this year with?</td>
<td>Please Specify:</td>
</tr>
<tr>
<td>What is the #1 benefit that you feel YOU will walk away from your mentoring experience this year with?</td>
<td>Please Specify:</td>
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<td>What age was your match?</td>
<td>13 or younger</td>
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<td>15</td>
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<td>Do you know if your match had ever been held back a grade is school before?</td>
<td>Yes</td>
</tr>
<tr>
<td>Do you know who your match lives with most of the time?</td>
<td>Mom and Dad</td>
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<td></td>
<td>Dad</td>
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</table>
Appendix C

Timeline of Mentor Training and Support Efforts
2003-2004 Academic Year

MENTOR SUPPORT:
In an effort to increase mentor support since working with at-risk high school students is challenging, the Youth Mentoring Office and BBBS have created a monthly electronic newsletter. This newsletter is emailed or mailed, if an e-mail address is not available, to matched volunteers, pre-matched volunteers (matched on paper but waiting to meet mentee in person) and pending-match volunteers. This has been a great way for our program to make our mentors aware of upcoming training, DISD student testing dates, student holidays, mentor/mentee off-campus activities, communication tips, on-campus activity ideas, gang awareness tips, drug-abuse awareness tips, and a fun way to spotlight a mentor and mentee each month and much more. It has also helped keep pending volunteer interested in the program. In addition the newsletters have also served as an inexpensive yet very informative recruitment tool.

MENTOR AND STAFF TRAINING
February 24 – 26, 2004 – The JUMP Grant Program Director and Grant Budget Specialist attended the JUMP Cluster training in Washington, D.C. Both found the sessions very informative and applicable.

April 29 and 30, 2004 – The Youth Mentoring Office coordinated a Gang Awareness training session for its staff and BBBS staff who work directly with students and mentors. These individuals included from DISD – the Dropout Prevention Specialist (JUMP Program Director), DISD Administrative Assistant, DISD Secretary – and from BBBS – the Regional Program Director, Enrollment and Matching Specialists, the Match Support Coordinator, the Site-based Specialist, and the Match Consultants (case managers). BBBS training coordinators were also asked to attend so they could address any gang-related concerns during volunteer training sessions. Both pre-tests and post-tests were given as part of this training. Staff learned the history of the emergence of the two primary gangs in the U.S. today and how to determine which neighborhood gangs are associated with each, the “nation” concept, gang myths, types of gangs and hate groups, and how to read graffiti, attire (flagging, team shirts and caps) and tattoos. Staff was also taught the basics on interacting with students who may be in a gang.

The Gang Awareness training session will also be offered to mentors in 2004-05 in the fall and spring.

2004-2005 Academic Year

MENTOR SUPPORT
DISD continued with the monthly newsletters to our mentors. Mentor packets were enhanced in spring 2005. Mentor-student activity books were ordered in spring 2005.

BBBS continued with:
- conducting interviews reference and background checks for all volunteers
- offering training when matches were made
- training throughout the match
- offering activity updates and suggestions in the form of quarterly electronic newsletters
- offering match activities throughout the summer for that volunteers and children could continue relationships when school was not in session
- offering monthly match support to volunteers and children in either person, via email, or by phone on a monthly or bi-monthly basis
MENTOR TRAINING
Required training was held on August 26, 2004. Roles were reviewed and responsibilities of mentors, as well as those of staff, shared best practices among the contracts and provided new forms for the 2004-2005 academic year. Individual sessions were scheduled for those who could not attend. The Gang Awareness training session will also be offered to mentors in spring 2005.

BBBS reported all screening and matching efforts to DISD each week, as well as trained EIF and other DISD/DCCCD mentors

2005-2006 Academic Year:

MENTOR SUPPORT
• DISD continues with the monthly newsletters to our mentors.
• BBBS monitoring all screening and matching efforts for this period
  ▪ BBBS conducts individual interviews, reference and background checks for all volunteers.
  ▪ BBBS offers volunteer training when volunteers begin matches.
• BBBS offers continued training opportunities to volunteers throughout the match.
• BBBS offers activity updates and suggestions in the form of a quarterly electronic newsletter.
• BBBS offers match activities throughout the summer so that volunteers and children can continue the relationship when school is not in session.
• BBBS offers monthly match support to volunteers and children either in person, via e-mail, or by phone on a monthly or every-other month schedule based on length of match.
• Hosted end-of-the-year parties at schools

TRAINING
• DISD and BBBS jointly trains all DISD campus contacts throughout the year
• BBBS list all training with EIF and other DISD/DCCCD mentors throughout the year
Appendix D

BBBS Surveys
VOLUNTEER REPORT ON THE MATCH

Match ID ____________________ Date ___________________________

INSTRUCTIONS:

This form is used to report changes you have observed in the young person you are mentoring. The following definitions are offered to clarify the items on the reverse side of this form. Note that these items are somewhat general. You’re encouraged to report on your own specific observations within the general meaning of these definitions. Any questions should be referred to your case manager. If you feel you do not have enough information based on your interactions with the young person you’re mentoring, mark Don’t Know as necessary.

GOAL AREA #1: CONFIDENCE
1) Self confidence - A sense of being able to do or accomplish something.
2) Able to express feelings - Is able to reveal, talk about, or discuss feelings.
3) Can make decisions - Thinks before acting and is aware of consequences of behavior.
4) Has interests or hobbies - Pursues activities such as reading, sports, music, computers, etc.
5) Personal hygiene, appearance - Dresses appropriately and keeps self neat and clean.
6) Sense of the future - Knows about educational and career opportunities.

GOAL AREA #2: COMPETENCE
7) Uses community resources - Participates in service activities, libraries, recreation, church/other faith-based activities.
8) Uses school resources - Uses the library, guidance counselors, tutorial centers.
9) Academic performance - Makes good grades or improves grades.
10) Attitude toward school – Is positive about going to school and about what can be learned.
11) School preparedness – Completes homework and other assignments.
12) Classroom participation – Actively takes part in learning; responds to questions.
13) Classroom behavior – Pays attention in class; isn’t disruptive.
14) Able to avoid delinquency - Refrains from behaviors that are illegal for person of his or her age.
15) Able to avoid substance abuse - Doesn't use illegal or harmful substances (e.g., drugs, alcohol, tobacco).
16) Able to avoid early parenting - Doesn't engage in sexual behavior likely to result in early parenting.

GOAL AREA #3: CARING
17) Shows trust toward you - Isn't reluctant to confide in you, to accept your suggestions.
18) Respects other cultures - Doesn't stereotype or put down other ethnic, racial, language, or national groups.
19) Relationship with family - Interacts well with other family members.
20) Relationship with peers - Interacts well with persons of own age.
21) Relationship with other adults - Has good interactions with other adults who are not family members.

Continued On Other Side

Big Brothers Big Sisters of America
# Volunteer Report on the Match Program Outcome-based Evaluation

Match Name: ______________________  Match Consultant: ______________________

Match ID: ______ Date Completed: ______ Length of match when administered: ______

(Specify in months/years)

Age: ___Male □  Female □  Community-Based □  School-Based □  Other Site-Based □

White □  Black □  Hispanic □  Asian □  Native American □  Other □

We would like you to describe any changes you’ve observed in the below areas **over the past _____ months**. It’s okay to indicate “don’t know” if you have no knowledge about change in a given area.

<table>
<thead>
<tr>
<th>CONFIDENCE</th>
<th>Much Better</th>
<th>A Little Better</th>
<th>No Change</th>
<th>A Little Worse</th>
<th>Much Worse</th>
<th>Don’t Know</th>
<th>Not A Problem</th>
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<tbody>
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<td>15) Able to avoid substance abuse</td>
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<td>16) Able to avoid early parenting</td>
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<td>20) Relationship with peers</td>
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<td>21) Relationship with other adults</td>
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</tbody>
</table>
INSTRUCTIONS:

This form is used to report changes you have observed in your son/daughter who’s being mentored.
The following definitions are offered to clarify the items on the reverse side of this form. Note that these items are somewhat general. You’re encouraged to report on your own specific observations within the general meaning of these definitions. Any questions should be referred to your case manager.

GOAL AREA #1: CONFIDENCE
1) Self confidence - A sense of being able to do or accomplish something.
2) Able to express feelings - Is able to reveal, talk about, or discuss feelings.
3) Can make decisions - Thinks before acting and is aware of consequences of behavior.
4) Has interests or hobbies - Pursues activities such as reading, sports, music, computers, etc.
5) Personal hygiene, appearance - Dresses appropriately and keeps self neat and clean.
6) Sense of the future - Knows about educational and career opportunities.

GOAL AREA #2: COMPETENCE
7) Uses community resources - Partakes in service activities, libraries, recreation, church/other faith-based activities.
8) Uses school resources - Uses the library, guidance counselors, tutorial centers.
9) Academic performance - Makes good grades or improves grades.
10) Attitude toward school – Is positive about going to school and about what can be learned.
11) School preparedness – Completes homework and other assignments.
12) Classroom participation – Actively takes part in learning; responds to questions.
13) Classroom behavior – Pays attention in class; isn’t disruptive.
14) Able to avoid delinquency - Refrains from behaviors that are illegal for person of his or her age.
15) Able to avoid substance abuse - Doesn’t use illegal or harmful substances (e.g., drugs, alcohol, tobacco).
16) Able to avoid early parenting - Doesn’t engage in sexual behavior likely to result in early parenting.

GOAL AREA #3: CARING
17) Shows trust toward you - Isn’t reluctant to confide in you, to accept your suggestions.
18) Respects other cultures - Doesn’t stereotype or put down other ethnic, racial, language, or national groups.
19) Relationship with family - Interacts well with other family members.
20) Relationship with peers - Interacts well with persons of own age.
21) Relationship with other adults - Has good interactions with other adults who are not family members.

Continued On Other Side

Big Brothers Big Sisters of America
Match ID: ______ Date Completed: ______ Length of match when administered: ______
(Specify in months/years)
Age: ___Male ☐ Female ☐ Community-Based ☐ School-Based ☐ Other Site-Based ☐

White ☐ Black ☐ Hispanic ☐ Asian ☐ Native American ☐ Other ☐

We would like you to describe any changes you’ve observed in the below areas over the past months. It’s okay to indicate “don’t know” if you have no knowledge about change in a given area.

<table>
<thead>
<tr>
<th>CONFIDENCE</th>
<th>Much Better</th>
<th>A Little Better</th>
<th>No Change</th>
<th>A Little Worse</th>
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<th>Don’t Know</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1) Self-confidence</td>
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**PARENT MATCH SATISFACTION QUESTIONNAIRE**

Parent Name: ____________________  Date: ____________________
Child’s Name: ____________________  Match Consultant: ____________________

We want to know what you think of our agency and how well we have supported you and your child in your match throughout the past several months. Please take a few minutes to answer the following questions by circling the number that corresponds to your level of agreement with the question. Please feel free to provide any additional comments in the space provided.

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<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>1. I have found the BBBS staff to be friendly and courteous.</td>
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<td>2. During my child’s match I have felt that BBBS staff were available to support me and my child.</td>
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<td>3. When I have contacted the agency with a problem or question I have received prompt service.</td>
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<td>4. I would encourage my friends to involve their child with the agency.</td>
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<td>5. I feel comfortable contacting the agency for any questions, assistance, and concerns.</td>
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<td>6. Up to this point, my child has had a positive and fun experience.</td>
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<td>7. My suggestions for improving the match support are:</td>
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8. My other comments are:
TEACHER REPORT ON THE MATCH

INSTRUCTIONS:
This form is used to report changes you have observed in your student who is being mentored.
The following definitions are offered to clarify the items on the reverse side of this form. Note that these
items are somewhat general. You’re encouraged to report on your own specific observations within the
general meaning of these definitions. Any questions should be referred to BBBS agency staff. If you feel
you do not have enough information based on your observations of this student being mentored, mark
Don’t Know as necessary.

GOAL AREA #1: CONFIDENCE
1) Self confidence - A sense of being able to do or accomplish something.
2) Able to express feelings - Is able to reveal, talk about, or discuss feelings.
3) Can make decisions - Thinks before acting and is aware of consequences of behavior.
4) Has interests or hobbies - Pursues activities such as reading, sports, music, computers, etc.
5) Personal hygiene, appearance - Dresses appropriately and keeps self neat and clean.
6) Sense of the future - Knows about educational and career opportunities.

GOAL AREA #2: COMPETENCE
7) Uses community resources - Partakes in service activities, libraries, recreation, church/other faith-
   based activities.
8) Uses school resources - Uses the library, guidance counselors, tutorial centers.
9) Academic performance - Makes good grades or improves grades.
10) Attitude toward school – Is positive about going to school and about what can be learned.
11) School preparedness – Completes homework and other assignments.
12) Classroom participation – Actively takes part in learning; responds to questions.
13) Classroom behavior – Pays attention in class; isn’t disruptive.
14) Able to avoid delinquency - Refrains from behaviors that are illegal for person of his or her age.
15) Able to avoid substance abuse - Doesn’t use illegal or harmful substances (e.g., drugs, alcohol,
tobacco).
16) Able to avoid early parenting - Doesn’t engage in sexual behavior likely to result in early parenting.

GOAL AREA #3: CARING
17) Shows trust toward you - Isn’t reluctant to confide in you, to accept your suggestions.
18) Respects other cultures - Doesn’t stereotype or put down other ethnic, racial, language, or national
groups.
19) Relationship with family - Interacts well with other family members.
20) Relationship with peers - Interacts well with persons of own age.
21) Relationship with other adults - Has good interactions with other adults who are not family members.

Continued On Other Side
TEACHER REPORT ON THE MATCH

Match Name:______________________________________

Match ID: ________ Date Completed: _______ Length of match when administered: _______

Age: ___Male ☐ Female ☐ Community-Based ☐ School-Based ☐ Other Site-Based ☐

White ☐ Black ☐ Hispanic ☐ Asian ☐ Native American ☐ Other ☐

We would like you to describe any changes you've observed in the below areas over the past _____ months. It's okay to indicate "don't know" if you have no knowledge about change in a given area.

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Has there been any improvement in the students grades, in any subjects, since the beginning of the school year? (please circle): a. YES b. NO

If YES, in how many subjects have you observed an improvement in grades? (please circle) a. 1 b. 2 c. 3 d. 4 or more
VOLUNTEER MATCH SATISFACTION QUESTIONNAIRE

Name: _______________________________ Date: ______________________________

Little’s Name: __________________________ Match Consultant: ______________________

We want to know what you think of our agency and how well we have supported you in your match throughout the past several months, and share some opportunities that are available. Please answer the following questions by circling the number that corresponds to your level of agreement. Feel free to include any other comments you may have. Thank you for your participation and quick reply.

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I’ve found agency staff to be friendly and courteous.

I feel the staff were there to support me and the relationship with my little.

If I contacted the agency with a problem or question, I would get prompt service.

I would encourage my friends to become involved with the agency.

Up to this point, I’ve had a fun and rewarding experience.

I would like to volunteer in some other capacity to help the agency. Please indicate areas of interests. If you have questions about these opportunities, please contact your Match Consultant.

_____ Activity planning for matches
_____ Administrative projects
_____ Special events
_____ Volunteer training/support
_____ Recruiting
_____ Fund raising (BFKS)
_____ Speakers bureau (public speaking)
_____ Leadership
_____ Other __________________

Is there anything else you’d like to tell us?

I would like to help build our program support base by inviting friends, relatives, business and community contacts to learn more about Big Brothers Big Sisters.

Yes _____________ Not at this time ________________