



Sigma Pi Phi Fraternity

GRAND SOCIAL ACTION COMMITTEE

THE SIGMA PI PHI GUIDE TO MENTORING FOR YOUNG BLACK MALE EXCELLENCE

A Guide to Best Mentoring and Assessment Practices for Social Action Programs
Sigma Pi Phi Grand Social Action Committee

July 2015



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Executive Summary

In October 2014, a delegation of Archons met with senior White House officials to discuss several matters of public policy, including how Sigma Pi Phi could support President Obama's My Brother's Keeper (MBK) initiative to address the achievement gap for boys and young men of color. Since that time, the Grand Social Action Committee issued an internal challenge to member boulés to become MBK community champions, engaging their local government officials and developing social action programs that support young Black men. The Social Action Committee recently held a teleconference and webinar to discuss the challenge. To date, 17 member boulés have officially responded to that call to action. Both the response to the MBK Internal Challenge and last year's report on social action programs, *Sigma Pi Phi's Pathways to Young Black Male Excellence*, indicate one clear message: **mentoring is at the heart of what we do as Archons.**

The *Pathways* report found that nearly half of the surveyed social action programs involved career, life skills, or academic mentoring; that number goes up when considering programs that employ multiple types of engagement. Still, few internal resources exist to support or expand those programs. The *Pathways* report suggested that even though Sigma Pi Phi has made incredible strides in bolstering the success of young African American men, resources and support are still needed to perpetuate the use of evidence-based practices for mentoring, benchmarking, and assessment across all social action programs.

As a way to respond to this need, the Sigma Pi Phi Grand Social Action Committee has partnered with The University of Texas at Austin's Division of Diversity and Community Engagement to develop *The Sigma Pi Phi Guide to Mentoring for Young Black Male Excellence*. Using the latest research on mentoring, this guide includes an overview of mentoring and its benefits for young African American men, a description of best practices for mentoring, recommendations for benchmarking and assessing programs, and ten different assessment tools that can be tailored to individual social action programs. The practices described herein focus on young African American males in middle and high school and on forming mentoring programs for academic, career, and character development.

Highlights of the guide include:

Section I: An Introduction to Mentoring Young Black Males

The defining aspect of mentoring is its supportive relationship between a more experienced person and a less experienced person, one that can foster growth and development in various areas of the mentee's life. Researchers have long supported mentoring's effectiveness, especially as it can improve outcomes across behavioral, social, emotional, and academic domains of young people's development.



The support that mentoring provides is crucial for young Black men, especially as they face higher unemployment statuses, lower academic attainments, higher dropout rates, and gross overrepresentation in the criminal justice system. The unfulfilled demand for mentors of young Black men is similarly staggering; in 2013, for example, Big Brothers/Big Sisters reported a list of 12,000 African American boys who were waiting to be assigned mentors.¹ President Obama's My Brother's Keeper initiative has made recruiting mentors for boys and young men of color a key priority. By engaging young Black men in sustained mentoring relationships using the best practices available, Sigma Pi Phi can help meet this widespread, demonstrated need.

Section II: Best Practices for Mentoring

Designed with both established and new mentoring programs in mind, *The Sigma Pi Phi Guide to Mentoring for Black Male Excellence* focuses on evidence-based practices of mentoring young Black males in middle school and high school, and it offers practical advice for running mentoring programs. Understanding these practices is essential to starting, developing, and refining Boulé mentoring initiatives. Conceptualizing or re-conceptualizing a program's design also provides a concrete opportunity to engage in assessment in the areas that most impact Black male achievement.

In this guide, evidence-based practices and tools are presented in ways that can be adapted to almost any social action program. They include:

- **TYPES OF MENTORING PROGRAMS** member boulés can implement such as academic, career development, and character-building mentoring programs.
- **TYPES OF MENTORING APPROACHES** including one-to-one, group, team, peer, and site-based mentoring programs.
- **MENTORING METHODS** including constellation and cascade mentoring models.
- **MATCHING MENTORS AND MENTEES** and factors to consider when matching them.
- **MENTOR TRAINING** and areas to cover, such as how to develop a mentoring relationship, the documentation needed to start a program, and the importance of educating mentors about best practices for mentoring, including developing life skills and cultural competency.
- **PRACTICAL TOOLS** for developing mentoring programs, including a checklist for conceptualizing a mentoring program, tips for refining and developing existing programs, and step-by-step advice about starting a new program.

Section III: Recommendations for Assessment and Benchmarking

Last year's *Pathways to Young Black Male Excellence* report found that nearly half of the programs reported by member boulés (47.2%) had conducted an assessment, and the report recommended that all social action programs engage in assessment, whether quantitative or qualitative.



This guide outlines points to consider when assessing mentoring programs, such as defining the desired goals and outcomes of the program, the timeframe for assessment, the indicators used to measure a program's success, the indicators used to measure successful mentoring relationships, and ways to share information with relevant stakeholders. Each of these aspects is likely to be slightly different for each program assessed, so it is important to develop specific assessment needs based on these considerations. The guide also recommends key benchmarking measures to keep track of mentee progress (such as GPA, number of college applications, and college acceptance rates) as well as a program's reach (such as the number of people participating and the number of contact hours with mentees).

Section IV: Sample Assessment Tools for Mentoring Programs

To aid with the assessment process, this guide gathers several sample surveys adapted from the MENTOR/National Mentoring Partnership that member boudés can adapt to their own programs. The tools are designed for a variety of different audiences, including mentees, mentors, parents, and program coordinators. The guide also outlines an optional demographic section that can be added to any survey, as well as benchmarking worksheets for program coordinators.

The included suite of assessment tools are on the following page.



Tool	Survey Participant	Instructions	Purpose
Demographic Survey Section	All	Place these questions at the beginning of each survey as needed	Gauge trends according to gender, race/ethnicity, age, or grade level
Benchmarking Worksheet for Individual Mentee Assessment	Program Coordinator	Collect this data at beginning <u>and</u> end of each program cycle	Track student progress over time and establish a base for comparison
Benchmarking Worksheet for Program and Group Assessment	Program Coordinator	Collect this data at beginning <u>and</u> end of each program cycle	Track program progress over time and establish a base for comparison
Coordinator Pre-Program Survey	Program Coordinator	Administer at beginning of program cycle	Evaluate program logistics and identify strengths, limitations, and areas for program growth
Coordinator Post-Program Survey	Program Coordinator	Administer at end of program cycle	Evaluate program logistics and identify strengths, limitations, and areas for program growth
Mentor Post-Program Survey	Mentors	Administer at end of program cycle	Evaluate the mentoring relationship and program logistics
Youth Pre-Program Survey	Mentees	Administer prior to first mentoring meeting	Assess indicators of mentee well-being
Youth Post-Program Survey	Mentees	Administer at end of program cycle	Re-evaluate indicators of well-being, as well as quality of mentoring relationship
Mentee Snapshot Survey	Mentees	Administer at any time during the program cycle	Quickly gather information on mentees' thoughts about the mentoring program
Parent Survey	Parent	Administer at end of program cycle	Evaluate parents' perceptions of the mentoring relationship and its effects on mentees



Our institutional partners at The University of Texas at Austin’s Division of Diversity and Community Engagement and Wisconsin’s Equity and Inclusion Laboratory (Wei LAB) at the University of Wisconsin-Madison are also on hand to provide technical assistance and support in using these materials.

In its overview of methods as well as its practical tools, *The Guide to Mentoring for Young Black Male Excellence* is by no means comprehensive. However, it does offer some of the most current research and practices for mentoring success so that Sigma Pi Phi can advance the already substantial scope and impact of its social action programs. The Grand Social Action Committee will be piloting these tools with selected member bouldés over the coming year, with outcomes to be reported at the 2016 Grand Boulé. In the meantime, I encourage you to adapt and tailor the resources in this guide to your own local and regional mentoring programs and provide feedback about what works.

When he launched the My Brother’s Keeper initiative in 2014, President Obama emphasized exactly that—“building on what works—when it works, in those critical life-changing moments.” This guide is designed to build on what works for the young African American men and boys at a key time in our nation’s mobilization for young men of color. In applying these practices and tools, we not only empower young Black men to fulfill their true potential, we also contribute to the national conversation about how our youth can thrive and succeed.

Fraternally,

ARCHON GREGORY J. VINCENT, CHAIR
Grand Social Action Committee



The Sigma Pi Phi Guide to Mentoring for Young Black Male Excellence

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Introduction: Why this Guide?

Last year's report released by the Grand Commission on Young African American Males, *Sigma Pi Phi's Pathways to Young Black Male Excellence*, indicates one clear message: when it comes to social action, mentoring is at the heart of what Archons do. The report found that nearly half of the surveyed social action programs involved career, life skills, or academic mentoring; that number goes up when considering programs that employ multiple types of engagement. Archons are engaging Black youth on the local, regional, and national levels, and Sigma Pi Phi as a fraternity is deeply committed to helping our youth, especially young Black men, address the opportunity gaps they may face.

Still, few internal resources exist to support or expand the Boulé's mentoring programs. The *Pathways* report suggested that even though Sigma Pi Phi has made incredible strides in bolstering the success of young African American men, resources and support are still needed to perpetuate the use of evidence-based practices for mentoring, benchmarking, and assessment across all social action programs.

As a way respond to this need, the Sigma Pi Phi Grand Social Action Committee has partnered with The University of Texas at Austin's Division of Diversity and Community Engagement to develop *The Sigma Pi Phi Guide to Mentoring for Young Black Male Excellence*. Using the latest research on mentoring, this guide includes an overview of mentoring and its benefits for young African American men, a description of best practices for mentoring, recommendations for benchmarking and assessing programs, and ten different assessment tools that can be tailored to

individual social action programs. The practices described herein focus on young African American males in middle and high school and on forming mentoring programs for academic, career, and character development. It is designed to be of use to both existing and new mentoring programs. Though the guide is in no way meant to be exhaustive, it does provide enough information to conceptualize, refine, and assess a mentoring program.²



Section I: An Introduction to Mentoring Young Black Males

Mentoring Defined

Mentoring has been defined in many ways. In its most popular form, it describes a relationship between a less experienced person, the mentee, and a more experienced person, the mentor. A mentoring relationship is an interactive, long-term relationship and fosters personal, academic and professional development (Donaldson, Ensher, & Grant-Vallone, 2000).³ LaVant, Anderson, and Tiggs (1997) defined mentoring as a form of socialization, a more experienced person acts as a teacher, guide and role model for a less experienced protégé.⁴ In the *Definition and Evolution of Mentoring*, the term is defined as a relationship where a caring and supportive individual provides guidance and support for the person being mentored in various areas of his or her life (Eby, Rhodes & Allen, 2007).⁵ Regardless of the nuance of the definition, the overarching finding from research is that when executed well, mentoring can be an effective tool for enhancing the positive development of youth.⁶

The Importance of Mentoring

It is important to understand the positive outcomes associated with different mentoring relationships in order to determine which practices are most helpful to designing individual mentoring programs. What parts of a young man's life does mentoring impact? What are its benefits, and how can programs maximize those benefits?

Overall, research supports the effectiveness of mentoring for improving outcomes across behavioral, social, emotional, and academic domains of young people's development. It is clear from the literature that

at least two key components are crucial in determining the outcomes of a mentoring relationship:

- The structure of the program
- The nature of the relationship between the mentor and mentee

The success of the mentoring relationship is enhanced by the following factors:

- Purposeful matching (Bellamy et al., 2006)⁷
- Effective recruitment and training (Ngiam, 2007)⁸
- Length of the relationship (Liang & Rhodes, 2007)⁹
- Well-planned and structured interactions (Eby, Rhodes, & Allen 2007)¹⁰

Despite variation among mentoring relationships, programs, and implementation strategies, certain characteristics have emerged to be widely effective in achieving positive gains on measured outcomes for youth development. Duration of the relationship is one important characteristic. In a national report of the Big Brothers Big Sisters of America program, Rhodes and Lowe (2008) found positive outcomes increased as the length of the mentoring relationship increased.¹¹ A commitment of at least one year, preferably 18 months, is favorable. This increases self-worth, scholastic competence, parental relations and decreases drug and alcohol use (Grossman & Rhodes, 2002).¹²

Consistency over time is a critical characteristic as well. Consistent contact between mentee and mentor is essential to a high-quality mentoring relationship (Deutsch & Spencer, 2009),¹³ as is a regular meeting time that allows for engagement in positive activities and allows bonds of trust and support to take root (Rhodes, 2007).¹⁴

Benefits of Mentoring

Mentoring has been credited with helping youth in a number of areas. Youth involved in mentoring

programs reported improved self-esteem and resilience (Converse & Lignugaris/Kraft, 2009).¹⁵ Rhodes and DuBois (2008) found that adolescents involved in mentoring programs had better health.¹⁶ In addition, youth in mentoring relationships are less likely to engage in violence or abuse alcohol and drugs (Dappen & Iserhagen, 2005).¹⁷

In addition, having a structured and well-planned mentoring program benefits both mentors and mentees. Mentors have reported feeling better about themselves, learning more about themselves and their relationships with others, and taking more responsibility in their lives. In addition, focusing on the needs of the mentees and fostering helpful relationships allows mentees to reach their greatest potential and to make long-term goals for their futures. Rhodes (2002) defines this as responsible mentoring.¹⁸

These findings suggest that positive outcomes of mentoring may hinge on decisions regarding matching mentees and mentors with each other and the care with which mentoring relationships are established and then guided toward specific activities.

Mentoring is a proven strategy for deterring risky behavior for youth and contributing to their advancement (DuBois & Karcher, 2005);¹⁹ as a means to increase the retention rate and success of college students; and as a way to develop career interests (Kram, 1985; see also Eby et al., 2008).²⁰ Mentoring can also improve youth social functioning and cultural development (DuBois & Karcher, 2005).

Positive outcomes of academic mentoring are numerous. They include motivating students to stay in school, graduate, and develop their academic skills. According to the Public/Private Ventures study of Big Brothers Big Sisters, by meeting with a mentor regularly, students are 52% less likely to skip a day of school and 37% less likely to skip a class. They are also 46% less likely to begin illegal drug usage and 27% less likely to drink.²¹

What is a Good Mentor?

Because each mentoring relationship is unique, there is not one way a person can be a good mentor. However, there are some common characteristics that many good mentors possess. In vetting Archons interested in becoming mentors, member bouldés may want to consider traits commonly attributed to successful mentors: they are caring, leaders, reliable, nonjudgmental, good listeners, stable, tactful, tolerant, and patient. Good mentors also usually have a healthy sense of humor. Above all, a successful mentor is one who is invested in his mentee.

The Case for Mentoring Young African American Males

Obstacles to success for the average high school student are daunting, and the challenges are particularly magnified for African American boys and those from low-income backgrounds. Such hindrances include higher unemployment statuses, lower academic attainments, and overrepresentation in the criminal justice system. Young men of color are the least likely group to receive a high school diploma and continue on to higher education (Wimer & Bloom, 2014).²² While a number of co-curricular solutions have been proposed and implemented by a variety of stakeholders, too few offer concrete strategies to address barriers facing Black male youth.

Nonetheless, research shows that many out-of-school factors support college readiness and success, and of these, mentoring programs show great promise to help young men succeed. Yet, many young people in need of mentoring are not receiving it, nor are many given the opportunity to serve as mentors themselves. According to recent data by MENTOR/National Mentoring Partnership, one in three young people never had a mentor, either formally or informally, during their childhood or adolescence.²³ The unfulfilled demand for mentors of young Black men is particularly staggering. In 2013, for example, Big Brothers Big Sisters reported

a list of 12,000 African American boys who were waiting to be assigned mentors.²⁴

By engaging young Black men in sustained mentoring relationships using the best practices available, Sigma Pi Phi can help meet this widespread, demonstrated need. Rhodes et al. (2002) reported that when mentees were matched with mentors of the same race and gender, factors such as academic competence and self-esteem increased.²⁵ Having successful African American males as mentors can help young men realize their own potential.²⁶ My Brother's Keeper, President Obama's initiative for helping young men of color reach their potential, also espouses the proven benefits of mentoring programs for young men of color.

Overall, the research suggests that sustained mentoring programs and relationships can help young Black males achieve academic success and stay on track, connecting character development and career development with educational attainment and work goals. Not only can young Black men succeed academically and professionally through a positive mentoring experience, they also can have an impact on their families and our communities. This is why developing Sigma Pi Phi's mentoring programs is essential, especially for young African American males who are at risk.



Section II: Best Practices for Mentoring

Conceptualizing a Mentoring Program

To establish a new program or to rework an existing program, a strong conceptual framework is necessary to determine its audience, responsibilities, and goals. In formulating or refining a mentoring program, member boudés may want to consider the following questions:

- What age group will the mentoring program serve?
- Who will serve as mentors from within the boudé?
(see *What is a Good Mentor?*)
- What goals or outcomes should mentees achieve as part of the program?
- What is the focus of the mentoring program?
(see *Focus of Mentoring Programs*)
- What is the best format for the mentoring program?
(see *Types of Mentoring*)
- Which methods will the program use?
(see *Methods of Mentoring*)
- What are the logistics of implementing the mentoring program?
- What is the best schedule and timeframe for the program?
- What training will mentors receive?
(see *Mentor Training*)
- How will mentors and mentees be matched?
(see *Matching Mentors with Mentees*)
- How will mentors ensure quality mentoring relationships with their mentees?
(see *Establishing Mentoring Relationships*)
- How are mentees introduced to the program?
(see *Mentee Orientation*)

- Who will coordinate the mentoring program?
- How will the program recruit mentors and mentees?
- What student information will be tracked to evaluate student progress and program success?
(see *Benchmarks for Student and Program Success*)
- How will the mentoring program be assessed?
(see *Mentoring Assessment Tools*)
- How can the mentoring program be refined?
(see *Refining the Mentoring Program*)

Focus of Mentoring Programs

While mentoring programs can have different purposes, the three most common foci are academic success, career development, and character building.

Mentoring for Academic Success

Academic mentoring focuses on creating positive influences for academic success. This mentoring type can be guided by connecting with a mentee's school or counselor. Through this process, mentors can help with schoolwork, college entrance exam preparation, and other academic projects mentees may have. Not only will mentors have the opportunity to read and/or do homework together, the mentoring relationship will allow for an opportunity to discuss academic attainment and the importance of continuing one's education trajectory.

While there are some similarities between an academic mentoring relationship and tutoring, a mentoring relationship is really about the relationship. Unlike tutoring, in which the focus is primarily on helping a student with his homework, an academic mentoring relationship goes a step further and connects a student with a mentor to whom he can confide his academic and nonacademic successes and struggles.

In creating an academic mentoring program, member boudés should set goals about what the mentoring relationships will help accomplish. For instance, if the goal is to see an increase in students' academic

achievements, consider using grade point average, grade promotion, number of AP classes, and such as markers for success. If the focus of the program is to get students college bound, member bouldés may also want to track SAT and ACT scores, AP credit received, number of applications to college, and/or number of college acceptances. It is recommended that all programs track graduation rates. Setting some attainable goals at the beginning of a program in order to assess its effectiveness is also recommended.²⁷

Mentoring for Career Development

Career development mentoring provides young men with an opportunity to discuss future professional plans, learn job skills, and/or connect with internship opportunities and college options. A career mentoring program is an effective program for middle school and high school students as they begin their paths towards their careers. The mentoring relationship can promote career exploration by allowing a mentee to intern with or shadow his mentor in the workplace for a substantial amount of time, by connecting him with professionals in various fields to encourage career aspirations, or by discussing possible career options. Preparing a resume, working on time management, and learning about workplace issues are just some of the skills a mentee can gain from this experience. In addition, this mentoring relationship can lead to dissemination of information about higher education trajectories and internship opportunities to further expand the mentee's experiences and interests.

If the member bouldé chooses to have a career mentoring program, connecting mentors and mentees based on career interests will foster a more effective relationship. Involving Archons with various professional experiences as mentors will also allow a greater reach for career mentoring. Even if some Archons do not participate as mentors, given that Sigma Pi Phi is a professional fraternity, the opportunities to provide knowledge about different career and college options are vast.

In addition, having a career mentoring program will allow mentees to set career plans and understand the steps necessary to attain them. The networking aspect of this type of program is also significant; mentors can connect their mentees with career professionals and other Archons across the Bouldé. Therefore, mentees will not only gain contacts in their fields but they will also learn valuable skills for future job searches and experiences.

Mentoring for Life Skills and Character Building

Character building provides an opportunity for a mentor to be a kind of life coach for a mentee. The mentor can become a role model and someone with whom the mentee can discuss a variety of issues. This kind of mentoring program can be as structured or unstructured as the mentor and mentee would like. The most important purpose of this type of mentoring program is relationship-building between the mentor and mentee. Spending time together is paramount for the mentoring relationship to flourish, and it might entail visiting a museum, playing sports or games together, or even engaging in academic endeavors.

Given the many subjective ways to build character, mentee progress in this area may be difficult to quantify. However, more qualitative approaches to capture character development such as free response surveys and interviews can prove a way to measure results in this area (see *Section IV: Sample Assessment Tools* for some examples). In addition, it is important to gauge the experiences of the mentors since this kind of mentoring program is more about the relationships between the mentors and mentees. As a result, mentors and mentees may wish to have a discussion at the beginning of the mentoring relationship to provide structure and set expectations.

Through a character-building approach, mentees can gain more self-esteem and confidence. They can also learn more about working with other people and expand their communication skills. Character building can easily be combined with academic and career-focused programs in order to serve students holistically.

Types of Mentoring

Various types of mentoring are available for member bouldés to implement. Once a decision is made on the goal of the mentoring program, choosing the type will help solidify the overall purpose of the program.

- **One-to-one:** An adult meets regularly with one youth; this is the most common mentoring model. Availability of mentors could be a limitation.
- **Group:** An adult mentor forms a relationship with a group of youth and the group meets regularly. Time constraints could be a limitation.
- **Team Mentoring:** Several adults working with small groups of youth.
- **Peer Mentoring:** Youth develop supportive relationships with peers through guidance and teaching. This could help many mentees become mentors themselves.
- **Site-Based Mentoring:** Mentors and mentees meet regularly at a designated site like a school or community center. This type of program typically involves a partnership with a school or community organization.

Methods of Mentoring

Based on last year's *Pathways* report surveying Sigma Pi Phi's social action programs,²⁸ most member bouldés have implemented either cascade or constellation mentoring as part of the program design. These are different methods that can be applied to any of the mentoring types.

Cascade Mentoring

Cascade Mentoring is a tiered model that connects a senior mentor with a mentee, who then mentors a junior person. This strategy provides high-quality mentoring relationships that help support college readiness and success in college. That is, an Archon can mentor a high school student who in turn can mentor a middle school student. This connection

allows for lessons and skills learned to be passed from one mentor to another.

Constellation Mentoring

Constellation Mentoring is another successful approach to mentoring. This method involves a network of supportive members who provide access to social and cultural capital, rather than the traditional one-to-one mentoring model. According to Reddick and Heilig (2013) "the responsibilities of mentorship are distributed across several mentors, and the mentee reaps the benefit of having multiple perspectives to solicit and follow."²⁹ This could be a useful technique for Archons who want to participate but may not be able to commit a lot of time to the mentoring endeavor. In this way, interested Archons can engage with mentees who will connect with a number of Archons in return.

Mentor Training

Holding pre-program training for mentors can establish a strong foundation for mentor-mentee relationships and the longevity of the mentoring program. According to MENTOR/National Mentoring Partnership, programs and mentees benefit when mentors are trained about the purpose and implementation of effective mentoring programs. Training can occur over one or more sessions throughout the year, but at least one mentor training session should take place before mentors meet with mentees for the first time.

Topics for training vary by program and may include:

- Creating positive and responsible relationships between mentors and mentees
 - Using effective communication skills
 - Developing a good mentoring relationship
 - Dealing with emotional issues
 - Tips for working with mentees' families
 - Understanding the protocol for closure when the mentor-mentee relationship ends

- Encouraging life skills in youth
 - Tips to help mentors teach communication skills, time management, and goal setting
- Acquiring necessary documentation and permission
 - Logging activity reports for assessment purposes
 - Conducting background checks for volunteers³⁰
 - Obtaining directors and officers (D&O) liability insurance³¹
 - Obtaining parental and school permission for field trips and in-school activities
- Educating mentors about diversity and age-related issues
 - Establishing cultural competency about multicultural issues such as race, gender, and socioeconomic status
 - Discussing issues relevant to understanding young African American males
 - Presenting ongoing opportunities and further resources for training and support
- Discussing other elements as relevant, such as problem solving skills, counseling skills, working with younger generations, substance abuse issues, leadership skills, and emotional issues³²

For a more detailed outline of a mentor training, see The National Mentoring Center’s *Generic Mentoring Program Policy and Procedure Manual: Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities* (2008).³³

Matching Mentors with Mentees

Matching mentors with mentees is an important step in building a successful mentoring program. Once decisions have been made about the focus and type of mentoring program the member *boulé* has chosen to conduct, choosing the criteria for matching should be next. There are different compatibility points to consider when

matching. The preferences of both the mentors and mentees are important and should be taken into account when possible. Complimentary personalities and interests are also important in making a match. Since the mentees may be minors, involving parents can lend a more holistic approach to the mentee and his concerns.

The member *boulé* can decide what to include in its matching criteria to best suit the purpose and focus of the mentoring program. However, it is important to keep in mind that matching includes introducing the mentors and mentees to one another to make sure they are indeed compatible. Sometimes, the mentor or mentee may not suit each other; thus, having a process for re-matching is another element to consider.

For more detailed outline of matching factors, including a checklist, see MENTOR/National Mentoring Partnership’s *How to Build a Successful Mentoring Program Using the Elements of Effective Practice* (2005).³⁴

Establishing Mentoring Relationships

Mentors are most successful when they receive thorough training *before* they are matched with young people and receive coaching and support *throughout* their involvement. Established and successful mentoring programs typically carry out four major tasks:

1. Establishing a positive personal relationship.

The quality of each mentoring relationship depends on the extent to which the mentor and the mentee come to know, respect, and trust each other. A relationship with a supportive person is one of the most important factors in a young person’s growth. Mentees often gain a sense of self-worth when they recognize that a caring adult other than their primary caretaker is investing time and energy with them. To ensure that a positive personal relationship develops, mentor training should cover effective communication skills, the development of a mentoring relationship, what to do and not to do,

how to deal with challenging emotional issues, how to work with mentees' families, and how to create closure when a mentoring relationship ends.

2. Helping young people develop life skills.

Mentors can help mentees develop life-management skills such as decision-making, values clarification and long-range planning. Through these skills, mentees can begin to feel more personally empowered and autonomous. To facilitate the development of these skills, mentor training should teach mentors how to help mentees build their communication and time management skills, and set developmentally appropriate goals.

3. Assisting in case management.

Through exposure and training, mentors can become knowledgeable about the social services available in their mentees' communities and help their mentees access these services. A protocol should be established to determine what actions a mentor should or must take if his mentee shares anything that could affect his or her safety.

4. Ensuring cultural competency.

Mentors should be aware of multicultural issues affecting mentees in their programs. Training may help facilitate better understanding of these issues.

While a member *boulé* should cover all of these tasks thoroughly, they should be prioritized according to mentoring program's goals and the training needs of the mentors. It is important to provide mentors with ongoing training and support with these four tasks in mind.

Mentee Orientation

After mentors and mentees have been matched, mentees should be introduced to the purpose and goals of the mentoring program. Clearly defining the role of mentor and mentee during the orientation can reduce confusion later on for all those involved.

While the orientation topics can be individualized to suit the needs of the member *boulé*, some general topics that should be presented include:

- Introducing the mentors to mentees
- The benefits of participating in this program
- The duration and schedule of the mentoring program
- The expectations for both the mentors and mentees
- Examples of mentoring activities
- Completion of pre-program surveys for benchmarking and assessment (see *Youth Pre-Program Survey*)

Including parents during the orientation is also a good consideration to keep in mind. Providing them with an opportunity to ask questions and see with whom their children will be interacting might help allay any concerns they might have.

Refining a Mentoring Program

Having a well thought-out plan for a mentoring program will lead to positive results in the future. Consider adapting the following advice when refining and finalizing the mentoring program.

- While many Archons may be interested in participating in the program, make sure that a screening process is conducted to gauge not only interest, but commitment and capacity to the mentoring program.
- Matching is an important consideration for a mentoring program, especially if there is one-on-one mentoring happening. Using the common interests of both mentor and mentee is a great way to connect the two.
- Training is important for all mentors. MENTOR recommends more than six hours of training.

- Training does not end when the mentors and mentees have been matched. Continue to have training and support for mentors, mentees, and those involved in the mentoring program.
- Mentors should be a positive constant in their mentees' lives. Committing to scheduled meetings is imperative for the success of the program and, more importantly, the mentoring relationship.
- When mentors or mentees cannot meet face to face, use other mechanisms of communication (like social media or phone calls). If using social media, be conscious of what the mentee might see on your social media sites.
- The central focus of any mentoring relationship has to be on the mentee's needs, so mentors should take a holistic approach to learning about their mentees and individualizing the relationships to best suit the mentee, not the mentor.
- It is important to learn about a mentee's family without getting too involved. Mentors need to remember that their priority is to the mentee but that the mentoring relationship does not substitute the mentee's relationship with his parents.
- Fellow Archons can support each other by discussing issues that arise within mentoring relationships. Reach out to them for training and support when needed.
- When starting a mentoring program, start small. Have at most 25 mentoring matches during the first year.
- Time is the key ingredient for successful mentoring relationships (a year or more when possible).
- Connecting with schools is a great way to better understand the academic needs of the mentees.
- Don't forget that mentoring should be a fun endeavor. Some social action programs have included pizza parties, visits to museums, celebrations, and giveaways.

Starting a Mentoring Program, Step-by-Step

Member boudés may choose unique structures for their mentoring approach. The most important thing is to implement the project and do the work. After conceptualizing the program's design (see *Conceptualizing a Mentoring Program*), member boudés can follow these steps to implement their program.

1. Identify what groups of men the member boudé can best affect: young professionals, college students, high school students, middle school students, and/or elementary school students.
2. Determine if the member boudé wants to collaborate with another organization or if it wants to launch a solo venture.
3. Discuss how future mentees can serve as mentors to younger boys.
4. Pick someone to chair the mentoring program.
5. Decide what types and methods the member boudé will use (i.e., group, one-to-one, or team mentoring; constellation or cascade mentoring).
6. Get commitments from Archons who wish to participate.
7. Give Archons a set of expectations regarding the mentoring relationship (e.g., one meeting a month with their mentee, one text message a week, two phone calls a month, etc.).
8. Establish a partnership with an organization in order to share resources, or a school in order to connect with mentees.
9. Hold a kick-off event with Archons and mentees at the start of the program.
10. Hold a celebration or graduation ceremony at the end of the program.



Section III: Recommendations for Assessment and Benchmarking

Defining Assessment Priorities

Whether the member *boulé* program is new or established, assessing the effectiveness of the program and quality of its mentoring relationships should be a top priority. Assessments help keep programs accountable to those whom they serve, increase the effectiveness of programs, encourage proper resource allocation, and allow programs to address deficits. Furthermore, evidence of program effectiveness gained through assessment can be used to seek funding or to recruit new participants and partners in the future.

While mentoring programs are difficult to assess, Reddick and Helig (2013) suggest that using self-reporting from the program coordinator, mentor, and mentees, the program and its ensuing relationships can be measured.³⁵ The researchers suggest assessment based on both quantitative and qualitative measures.

Successful assessment frameworks may include:

- Setting goals and outcomes at the start of the program
 - The accompanying assessment tools within this handbook are instruments to measure aspects of program logistics and mentoring relationships.
- Defining indicators that will be used to measure programmatic success
 - These can include logistical factors, such as training of mentors, amount of time that mentors and mentees meet, duration of the program, or other relevant metrics.

- Defining indicators that will be used to measure successful mentoring relationships
 - These can include the degree to which mentees feel understood by their mentor, mentees' subjective feelings about their mentors, or mentee behavioral change.
- Determining how often the member *boulé* will administer assessment tools to mentors and mentees, parents, and program coordinators
 - The accompanying assessment tools should be administered on a regular basis. However, there is an option to administer a preliminary assessment to mentees prior to the establishment of their mentoring relationship. It is strongly recommended to use both pre- and post-program assessments. Using both will allow for more in-depth analysis of mentees' progress through the program.
- Sharing information with relevant stakeholders
 - This will allow for accountability as well as a way to report on progress occurring within the mentoring program.
- If the program involves students of different ages, races, and genders, determining what demographic information should be captured
 - Typical demographic indicators include gender, race/ethnicity, age or grade level. If individual students are to be tracked throughout the year, take care to require a name or other unique identifier on each assessment administered.

Benchmarking Mentee and Program Progress

Often, collecting mentee and mentor benchmark data can help in assessment and in matching purposes. The following are some points to track. These measurements depend on the purpose and type of mentoring program the member *boulé* chooses to conduct. Connections to the assessment tools and surveys are highlighted within this section.

Measures to assess programs

Information about mentees

- Student Grade Point Average (pre- and post-mentoring)
- Number of hours spent in program (i.e., program contact hours)
- Grade level promotion/demotion
- Number of AP credit hours taken (pre- and post-mentoring)
- Number of applications to college and names of institutions
- Number of college acceptances and names of institutions
- Graduation from high school
- Interests (higher education, career, etc.)
- Career trajectories

Information about mentors (all post-mentoring)

- Number of mentorship relationships created
- Number of Archons participating
- Number of mentoring hours (i.e., program contact hours)

Information about the mentoring program

- Duration of program
- Number of mentees in program when it began
- Number of mentees who completed program (i.e., retention rate)
- Strengths/limitations of program
- Improvement issues
- Partnerships and collaborations
- Coordination issues

Measures to assess mentoring relationships

Indicators from mentees:

- Setting personal and developmentally appropriate goals
- Developing new skills (e.g., communication)
- Building awareness of time management
- Increasing cooperation with parents, teachers, and peers
- Behavioral changes
- Increase in school attendance, improved grades, and respect for teachers
- Willingness to help others
- Ability to think about the future
- Perceptions about mentor
- Skills gained from mentor
- Connection with mentor

Indicators from parents

- Activity ideas
- Benefits of mentoring for their child
- Perceptions of their child's mentoring progress
- Connection and/or interaction with mentor

Indicators from mentors

- Empowerment of mentee
- Expectations from mentee
- Competencies of mentee
- Identity development of mentee
- Perception of mentoring relationship



Section IV: Sample Assessment Tools for Mentoring Programs

The following ten tools are designed to assess Sigma Pi Phi’s mentoring programs. Each survey, based on tools available through MENTOR/ National Mentoring Partnership, is intended to capture data from different participants. These tools are intentionally generalized, and member bouldés are encouraged to tailor the questions to their particular program(s) and mentee age range.

All ten assessment tools need not be used, but the benchmarking tools are recommended in order to track program success over time. Likewise, pre- and post-program surveys may be used to assess the success of the program over the course of its cycle. The demographic section may be inserted at the beginning of all surveys, and capturing demographic information is recommended particularly for programs that target co-ed and multi-cultural groups.

The following table outlines the purpose of each assessment tool as well as its intended audience.

List of Assessment Tools

Tool	Survey Participant	Instructions	Purpose
Demographic Survey Section	All	Place these questions at the beginning of each survey as needed	Gauge trends according to gender, race/ethnicity, age, or grade level
Benchmarking Worksheet for Individual Mentee Assessment	Program Coordinator	Collect this data at beginning <u>and</u> end of each program cycle	Track student progress over time and establish a base for comparison
Benchmarking Worksheet for Program and Group Assessment	Program Coordinator	Collect this data at beginning <u>and</u> end of each program cycle	Track program progress over time and establish a base for comparison
Coordinator Pre-Program Survey	Program Coordinator	Administer at beginning of program cycle	Evaluate program logistics and identify strengths, limitations, and areas for program growth
Coordinator Post-Program Survey	Program Coordinator	Administer at end of program cycle	Evaluate program logistics and identify strengths, limitations, and areas for program growth
Mentor Post-Program Survey	Mentors	Administer at end of program cycle	Evaluate the mentoring relationship and program logistics
Youth Pre-Program Survey	Mentees	Administer prior to first mentoring meeting	Assess indicators of mentee well-being
Youth Post-Program Survey	Mentees	Administer at end of program cycle	Re-evaluate indicators of well-being, as well as quality of mentoring relationship
Mentee Snapshot Survey	Mentees	Administer at any time during the program cycle	Quickly gather information on mentees' thoughts about the mentoring program
Parent Survey	Parent	Administer at end of program cycle	Evaluate parents' perceptions of the mentoring relationship and its effects on mentees



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Demographic Survey Section

Demographic Survey

This survey will gather demographic information for each mentee or mentor who is participating in the mentoring program. Place this survey at the beginning of any of the surveys.

Name: _____

Program start date: _____ Program end date: _____

Gender	
<input type="checkbox"/> Male	
<input type="checkbox"/> Female	

Race/Ethnicity (Check all that apply)	
<input type="checkbox"/> Hispanic or Latino	
<input type="checkbox"/> American Indian or Alaska Native	
<input type="checkbox"/> Asian	
<input type="checkbox"/> Black or African American	
<input type="checkbox"/> Native Hawaiian or Pacific Islander	
<input type="checkbox"/> White	
<input type="checkbox"/> Other	
<input type="checkbox"/> Unknown	

Age	
<input type="checkbox"/> 9	<input type="checkbox"/> 15
<input type="checkbox"/> 10	<input type="checkbox"/> 16
<input type="checkbox"/> 11	<input type="checkbox"/> 17
<input type="checkbox"/> 12	<input type="checkbox"/> 18
<input type="checkbox"/> 13	<input type="checkbox"/> 19
<input type="checkbox"/> 14	<input type="checkbox"/> Other: _____

Grade Level If between grades, select the grade you are starting next year.	
<input type="checkbox"/> Grade 6	
<input type="checkbox"/> Grade 7	
<input type="checkbox"/> Grade 8	
<input type="checkbox"/> Grade 9	
<input type="checkbox"/> Grade 10	
<input type="checkbox"/> Grade 11	
<input type="checkbox"/> Grade 12	
<input type="checkbox"/> Other: _____	



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Assessment Tools for Program Coordinators

Benchmarking Worksheet

For Individual Mentee Assessment

This worksheet is to be completed by the Program Coordinator. It asks for individual mentee information that can be used to assess the academic progress of the mentee over the course of the program. This individual mentee data will assist in compiling data for program and group assessment.

Mentee name: _____

Program start date: _____ Program end date: _____

Grade Point Average	Pre-program	Post-program
---------------------	-------------	--------------

Number of advanced placement credit hours	Pre-program	Post-program
---	-------------	--------------

Has mentee been promoted to the next grade level?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No

IF APPLICABLE:	
If mentee is a high school senior, is he/she graduating this year?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No

If mentee is going to college next year, how many colleges did he/she apply to?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No

List colleges (optional): _____

If mentee is going to college next year, how many colleges was he/she accepted to?	
---	--

List colleges acceptances (optional): _____

Benchmarking Worksheet

For Program and Group Assessment

This worksheet is to be completed by the Program Coordinator. It asks for aggregated mentee/mentor information that can be used to assess the reach of a program. The individual mentee surveys will assist in compiling this data.

Program start date: _____ Program end date: _____

Average GPA	Pre-program	Post-program
--------------------	-------------	--------------

Number of grade level promotions	Post-program	Number of grade level demotions	Post-program
---	--------------	--	--------------

Number of high school graduates (if applicable)	Post-program	Number of applications to college (if applicable)	Post-program
---	--------------	---	--------------

Number of college acceptances (if applicable)	Post-program	Number of mentors/ Archons in program	Post-program
---	--------------	--	--------------

Number of mentorship relationships created	Post-program	Duration of program (e.g. nine months, 36 weeks)	Post-program
---	--------------	--	--------------

Contact hours:

Number of times mentor and mentee met (e.g. three times per week)	Post-program	Length of each mentor-mentee meeting (e.g. one hour)	Post-program
---	--------------	--	--------------

Retention rate:

Number of mentees in program when it began	Post-program	Number of mentees who completed program	Post-program
---	--------------	--	--------------

Coordinator Post-Program Survey

Program start date: _____ Program end date: _____

1. Were goals and outcomes attained? List which goals and outcomes were met and which were not. If certain goals were not met, why?

2. What are the strengths of your program?

3. What areas of your program need improvement?

Continued next page →

4. What aspects of your mentor program would you like to improve?

5. How could your school/business/community partner further assist you in coordinating the mentor program?

6. Did you feel overwhelmed or burdened by coordinating the mentor program? If yes, explain why.



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Assessment Tools for Mentors

Mentor Post-Program Survey

Mentor name: _____ Date: _____

Mentee name: _____

A. Background Information

How long have you been matched with your mentee (years or months)? _____

On average, how many hours per week do you spend with your mentee? _____

B. Perceptions of the Effects of Mentoring Relationship on the Mentee

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

Because of our relationship, I think my mentee . . .

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
SUPPORT:					
Feels that there are more adults who care about him or her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feels that there are more people who will help him or her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMPOWERMENT:					
Feels he or she has more future options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Believes he or she is a better leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BOUNDARIES AND EXPECTATIONS:					
Feels others see him or her as more responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has higher expectations of him- or herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONSTRUCTIVE USE OF TIME:					
Has more interests and hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is involved in more youth programs or activities (such as sports, music, religious)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued next page →

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
COMMITMENT TO LEARNING:					
Has a better attitude toward school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has better grades and test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comes to school better prepared (such as having homework done)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has better classroom behavior (such as paying attention and not being disruptive)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
POSITIVE VALUES:					
Thinks it's important to help others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is more honest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL COMPETENCIES:					
Is better able to resist using alcohol and other drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is better able to express his or her feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets along better with his or her family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets along better with others (such as friends, teachers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
POSITIVE IDENTITY:					
Has a more positive view of his or her future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feels more sure of him- or herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks he or she is a better person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you think your mentee has gained or learned from your relationship?

What have you gained or learned through your relationship?

Continued next page →

C. Perceptions of the Quality of the Mentoring Relationship

Has your relationship changed your attitudes, values and understanding of young people today and the realities facing them? If so, in what ways?

What is easy about having a mentee? What worked well?

What is hard about having a mentee? What didn't work?

Continued next page →

D. Overall Satisfaction with the Mentoring Program

1. Overall, how would you rate the mentor program?	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Average <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
2. How likely are you to volunteer to serve as a mentor again next year or in the future?	Very Likely <input type="checkbox"/>	Likely <input type="checkbox"/>	Neutral <input type="checkbox"/>	Unlikely <input type="checkbox"/>	Extremely Unlikely <input type="checkbox"/>
3. I would have preferred to meet less often with my mentee.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither Disagree nor Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
4. I would have preferred to meet more often with my mentee.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither Disagree nor Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>

What would you suggest to improve the mentoring program?



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Assessment Tools for Mentees

Youth Pre-Program Survey

This survey will help us learn about you and the other youth who are participating in the mentoring program. It is important for us to learn as much as we can about what you get out of your participation and how we can improve the program to make it even better next year. Please answer each question as honestly as you can. Remember that there are no right or wrong answers, so please do not answer the questions based on what you think we want to hear. Only the program coordinator will see how you answer the questions and he or she will keep your answers confidential.

Name: _____ Date: _____

Unless indicated, please **CHECK ONLY ONE BOX** per item.

How many adults in your life (parents, teachers, counselors, relatives, friends, etc.) do the following things for you?

	0	1	2-3	4-5	6+
a. Offer help with schoolwork?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Say something nice when you do something good?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Pay attention to what's going on in your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Get on your case if you mess up or make a mistake?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Offer help if you feel physically threatened?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Offer help in an emergency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Offer advice about personal problems, such as a problem with a friend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Offer help if you were really upset or mad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often are the following true for you?

	Never	Rarely	Sometimes	Very Often	Always
a. I pay attention in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I often come to class unprepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued next page →

	Never	Rarely	Sometimes	Very Often	Always
c. I don't try very hard in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I work very hard on my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How important is each of the following to you in your life?

	Very Unimportant	Unimportant	Somewhat Important	Important	Very Important
a. Doing what I believe is right even if my friends make fun of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Standing up for what I believe, even when it's unpopular to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Telling the truth, even when it's not easy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Accepting responsibility for my actions when I make a mistake or get in trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Doing my best even when I have to do a job I don't like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Helping to make the world a better place in which to live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Giving time or money to make life better for people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When you're faced with a problem or difficult situation, how likely are you to do the following?

	Not At All Likely	Not Very Likely	Neutral	Somewhat Likely	Very Likely
a. Go over in my mind what I will say or do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Forget the whole thing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Come up with a couple of different solutions to the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Try not to act too hastily or follow my first hunch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Talk to someone to find out more about the situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued next page →

	Not At All Likely	Not Very Likely	Neutral	Somewhat Likely	Very Likely
f. Try to see things from the other person's point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Ask someone I respect for advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Go on as if nothing is happening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Wait to see what will happen before doing anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Talk to someone about how I'm feeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Accept sympathy and understanding from someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Talk to someone who can do something to solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Make a plan of action and follow it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much are the following like you?

	Never True	Rarely True	Sometimes True	Often True	Very Often True
a. I talk to my friends about something that is bothering me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I get into arguments with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I tell my friends something important that I want them to keep as a secret.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I feel that it's hard to get along with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I tell my friends when I feel really good about something that happened to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My friends annoy or bug me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I tell my friends things about myself that I won't tell most kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Friends tease me about things that I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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To what extent do you disagree or agree with the following statements?

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
a. I feel that I am able to make important decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My work, in general, is at least as good as the work of most others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I feel that I cannot handle difficult situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. New situations are often hard for me to deal with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. It's possible to have fun with adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I have a lot in common with adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I am looking forward to the years ahead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. There's a lot to learn from adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. If I put my mind to it, I can learn almost anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I am afraid of growing up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Most adults don't understand kids/teens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. When I decide to do something, I do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are you interested in going to college after high school?

- Yes
- No

Are you interesting in going to graduate school after college?

- Yes
- No

What career do you want after school?

Thank you very much for completing this survey.

Please return this survey to the program coordinator.

Youth Post-Program Survey

This survey will help us learn about you and the other youth who are participating in the mentoring program. It is important for us to learn as much as we can about what you get out of your participation and how we can improve the program to make it even better next year. Please answer each question as honestly as you can. Remember that there are no right or wrong answers, so please do not answer the questions based on what you think we want to hear. Only the program coordinator will see how you answer the questions and he or she will keep your answers confidential.

Name: _____ Date: _____

Unless indicated, please **CHECK ONLY ONE BOX** per item.

How many adults in your life (parents, teachers, counselors, relatives, friends, etc.) do the following things for you?					
	0	1	2-3	4-5	6+
a. Offer help with schoolwork?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Say something nice when you do something good?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Pay attention to what's going on in your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Get on your case if you mess up or make a mistake?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Offer help if you feel physically threatened? For example, if someone was going to hit you or beat you up?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Offer help in an emergency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Offer advice about personal problems, such as a problem with a friend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Offer help if you were really upset or mad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often are the following true for you?					
	Never	Rarely	Sometimes	Very Often	Always
a. I pay attention in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I often come to class unprepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	Never	Rarely	Sometimes	Very Often	Always
c. I don't try very hard in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I work very hard on my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How important is each of the following to you in your life?

	Very Unimportant	Unimportant	Somewhat Important	Important	Very Important
a. Doing what I believe is right even if my friends make fun of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Standing up for what I believe, even when it's unpopular to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Telling the truth, even when it's not easy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Accepting responsibility for my actions when I make a mistake or get in trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Doing my best even when I have to do a job I don't like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Helping to make the world a better place in which to live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Giving time or money to make life better for people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When you're faced with a problem or difficult situation, how likely are you to do the following?

	Not At All Likely	Not Very Likely	Neutral	Somewhat Likely	Very Likely
a. Go over in my mind what I will say or do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Forget the whole thing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Come up with a couple of different solutions to the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Try not to act too hastily or follow my first hunch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Talk to someone to find out more about the situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Try to see things from the other person's point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	Not At All Likely	Not Very Likely	Neutral	Somewhat Likely	Very Likely
g. Ask someone I respect for advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Go on as if nothing is happening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Wait to see what will happen before doing anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Talk to someone about how I'm feeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Accept sympathy and understanding from someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Talk to someone who can do something to solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Make a plan of action and follow it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often are the following true for you?

	Never	Rarely	Sometimes	Often	Very Often
a. I talk to my friends about something that is bothering me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I get into arguments with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I tell my friends something important that I want them to keep as a secret.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I feel that it's hard to get along with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I tell my friends when I feel really good about something that happened to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My friends annoy or bug me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I tell my friends things about myself that I won't tell most kids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Friends tease me about things that I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued next page →

To what extent do you disagree or agree with the following statements?

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
a. I feel that I am able to make important decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My work, in general, is at least as good as the work of most others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I feel that I cannot handle difficult situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. New situations are often hard for me to deal with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. It's possible to have fun with adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I have a lot in common with adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I am looking forward to the years ahead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. There's a lot to learn from adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. If I put my mind to it, I can learn almost anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I am afraid of growing up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Most adults don't understand kids/teens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. When I decide to do something, I do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do the following statements describe your mentor or what you discuss with your mentor?

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
a. My mentor helps me challenge myself to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am able to look to my mentor for guidance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My mentor praises me and encourages me to do well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued next page →

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
d. My mentor helps me have the courage to take a chance at doing something when I need to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am able to discuss problems with my mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I feel I can do more things on my own because of my mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I am proud to tell my mentor when I have done well at some activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My mentor helps me to see different ways I can deal with my problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My mentor asks about things that matter to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I like talking things over with my mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. My mentor helps me to spend more time and put more effort into my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. My mentor is always there for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I discuss with my mentor what I would like to do in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I do better at school because my mentor tells me I can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. When I do something that makes me feel bad, I discuss it with my mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. My mentor helps me to feel good about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are you interested in going to college after high school?	<input type="checkbox"/> Yes	Are you interesting in going to graduate school after college?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No		<input type="checkbox"/> No

What career do you want after school?

Continued next page →

Would you recommend participating in this mentoring program to your friends?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No

Overall, how has your experience in this mentoring program been for you?	Very Negative	Somewhat Negative	Neutral	Somewhat Positive	Very Positive
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for completing this survey.

Please return this survey to the program coordinator.

Mentee Snapshot Survey

We would like to have your opinion of the mentor program so that we may evaluate and strengthen our program for the future. Please complete the questions below and return the survey to the program coordinator.

Name: _____ Date: _____

How would you rate the mentor program?	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Average <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
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I would have liked to meet with my mentor more often.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Uncertain <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
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Having a mentor helped me to do better in school.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Uncertain <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
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I feel comfortable talking to my mentor about things, either good or bad.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Uncertain <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
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List some of the activities you do with your mentor:

List something (if anything) that you have learned from your mentor.

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What do you like best about the mentor program?

What do you not like about the mentor program?

What do you think we should change or do differently?



Sigma Pi Phi Fraternity

GRAND SOCIAL ACTION COMMITTEE

Assessment Tools for Parents of Mentees

Parent Survey

To parents of students in the (name of program):

Thank you for your support and interest in the (name of program.) As you know, your child has been working with a mentor this year. In order to find ways to make the program better, we ask you to take a few moments to complete this survey. Your input will be greatly appreciated.

Your name (optional): _____ Date: _____

Child's name (optional): _____

How long has your child had a mentor?	1 Year <input type="checkbox"/>	2 Years <input type="checkbox"/>	3 Years <input type="checkbox"/>	4 Years <input type="checkbox"/>	5 Years <input type="checkbox"/>
Does your child have the same mentor as when he or she started the program?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Does your child seem as if he or she enjoys the time spent with the mentor?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Have you met your child's mentor at school?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
If yes, how many times?	1 <input type="checkbox"/>	2-3 <input type="checkbox"/>	4-6 <input type="checkbox"/>	6+ <input type="checkbox"/>	
Have you met with your child's mentor at home?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
If yes, how many times?	1 <input type="checkbox"/>	2-3 <input type="checkbox"/>	4-6 <input type="checkbox"/>	6+ <input type="checkbox"/>	

What do you think are the greatest benefits your child has received as a result of having a mentor?

Continued next page →

What would you suggest as a possible activity for mentors, mentees and their families?

Please rate the extent to which you agree with each of the following statements:

Because of the mentoring program,					
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
a. My child seems happier.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My child seems to be getting along better with siblings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My child seems to listen better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My child seems to feel better about him/herself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My child works harder on homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My child seems more responsible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My child has better school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My child seems to behave better at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My child has been performing better in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. My child has been better behaved at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. My child has a better attitude about school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Section V: Resources

Additional Mentoring Resources

100 Black Men of America, Inc.

<http://www.100blackmen.org>

The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach (2010)

Tammy Allen and Lillian Eby, Editors

Wiley-Blackwell Publishers

The Center for Evidence-Based Mentoring

The University of Massachusetts-Boston

<http://www.umbmentoring.org>

Changing the Trajectory of Young African American Males through Cascade Mentoring (2013)

Sigma Pi Phi Fraternity Grand Commission on Young African American Males

The Chronicle of Evidence-Based Mentoring

<http://chronicle.umbmentoring.org>

Considering African American Population, Crime, Education and Mentoring Constellations (2013)

Sigma Pi Phi Fraternity Western Region Boulé Public Policy Committee Brief

Richard Reddick and Julian Vasquez Heilig

The University of Texas at Austin

Dare to Be King

<http://daretobeking.net>

Early Schooling and Academic Achievement of African American Males (2003)

James Earl Davis

Urban Education

Elements of Effective Practice for Mentoring, Third Edition (2009)

MENTOR/National Mentoring Partnership

http://www.mentoring.org/downloads/mentoring_1222.pdf

Elements of Effective Practice for Mentoring, Third Edition: A Checklist for Mentoring Programs (2009)

MENTOR/National Mentoring Partnership

http://www.mentoring.org/downloads/mentoring_1225.pdf

Generic Mentoring Program Policy and Procedure Manual: Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities (2008)

Linda Ballasy, Mark Fullop, Michael Garringer

Hamilton Fish Institute on School and Community Violence/National Mentoring Center

<http://www.mentoring.org/images/uploads/MentoringPolicy.pdf>

Handbook of Youth Mentoring, Second Edition (2013)

David DuBois and Michael Karcher

The SAGE Program on Applied Developmental Science Series

SAGE Publications

**How to Build a Successful Mentoring Program Using the Elements of Effective Practice™
A Step-by-Step Toolkit for Program Managers (2005)**

MENTOR/National Mentoring Partnership

http://www.mentoring.org/downloads/mentoring_417.pdf

Making the Grade: A Guide to Incorporating Academic Achievement into Mentoring Programs and Relationships (2005)

Amy Cannata, Michael Garringer, Patti MacRae, and Dennis Wakeland

U.S. Department of Education Mentoring Resource Center

<http://educationnorthwest.org/sites/default/files/making-the-grade.pdf>

Man Up: Recruiting and Retaining African American Male Mentors (2007)

David Miller

Urban Leadership Institute

http://www.mentoring.org/downloads/mentoring_1127.pdf

MENTOR/National Mentoring Partnership

<http://www.mentoring.org>

MENTOR/National Mentoring Partnership and My Brother's Keeper

http://www.mentoring.org/my_brothers_keeper

Mentoring Central

<http://www.mentoringcentral.net>

My Brother's Keeper Initiative and Community Challenge

The White House

<http://www.whitehouse.gov/my-brothers-keeper>

<http://www.mbkchallenge.org>

My Brother's Keeper Alliance

<http://www.mbkalliance.org>

Stand by Me: The Risks and Rewards of Mentoring Today's Youth (2004)

Jean E. Rhodes

The Family and Public Policy Series

Harvard University Press

Pathways to Young Black Male Excellence: Survey Results and Analysis of Social Action Programs Reaching Young African Americans, 2010-2014 (2014)

Sigma Pi Phi Fraternity, Grand Commission on Young African American Males

<https://www.sigmaphiphi.org/home/assets/files/pdfs/Commission%20Survey%20Report-FINAL%20w%20INDEX.pdf>

Youth Mentoring: Do Race and Ethnicity Really Matter? (2007)

Research in Action Series

MENTOR/National Mentoring Partnerships

http://www.mentoring.org/downloads/mentoring_390.pdf

The Mentoring Effect: Young People's Perspectives on the Outcomes and Availability of Mentoring (2014)

Mary Bruce and John Bridgeland

Civic Enterprises in association with Hart Research Associates

http://www.mentoring.org/images/uploads/Report_TheMentoringEffect.pdf

Volunteer Mentoring Relationships with Minority Youth: An Analysis of Same- Versus Cross-Race Matches (2002)

Jean E. Rhodes, Ranjini Reddy, Jean B. Grossman,

Judy Maxine Lee

Journal of Applied Social Psychology, 32

<http://onlinelibrary.wiley.com/doi/10.1111/j.1559-1816.2002.tb02066.x/epdf>



Section VI: Endnotes

- ¹ Big Brothers Big Sisters of America (2013). Big Brothers partners with Michael Baisden to recruit African American male mentors. <http://www.bbbs.org/site/apps/nlnet/content3.aspx?c=9iILl3NGKhK6F&b=6470175&ct=13369713>
- ² A more detailed step-by-step handbook is MENTOR/National Mentoring Partnership's *How to Build a Successful Mentoring Program Using the Elements of Effective Practice*: http://www.mentoring.org/downloads/mentoring_417.pdf
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²⁸ The report *Sigma Pi Phi's Pathways to Young Black Male Excellence* (2014) features many successful mentoring endeavors by member bouldés. <https://www.sigmapiphi.org/home/assets/files/pdfs/Commission%20Survey%20Report-FINAL%20w%20INDEX.pdf>

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³⁰ More information can be found at: http://www.mentoring.org/program_resources/criminal_background_checks

³¹ Every member bouldé is required to have D&O insurance.

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³⁴ A matching checklist can be found on page 111: http://www.mentoring.org/downloads/mentoring_413.pdf

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