

# Foster Grandparents Performance Measurement Work Plan and Instrument

## Mentoring Activity

This packet contains:

- **Performance Measurement Work Plan** (page 1)
- ***Foster Grandparent Mentoring Program Station Staff Survey, Instrument and Instructions*** (page 6)
- **Instructions for Summarizing Results** (page 7)
- ***Sample FGP Station Mentoring Log*** (page 10)

Project STAR (800-548-3656) is available to answer questions about the instruments, data collection, analysis and reporting.

Tell us about your experience using these materials. We hope to hear from you soon!

**Work Plan: Mentoring**  
**Service Category: Mentoring**  
**Issue Area: Human Need Services**

**Community Need:**

(Enter state) has (enter percent) of students who are high school drop outs (Kids Count\*, 2000). In (enter county/ies), (enter percent) of households are also headed by a single parent and (enter percent) of the children live in poverty. In the early grades, many of these children are “at risk” for poor social skills development, behavioral problems and poor academic performance.

According to The Center for Evidence Based Social Sciences, older adult mentors “can teach social skills, model behavior, give positive or negative reinforcement, and introduce young people to diverse social interactions and contexts. These relationships can also provide advice, emotional support, companionship, and opportunities for socialization that at-risk children and youth cannot find at home” (Newman, 2002). In these times of financial restrictions, (enter county/ies) educators and counseling staff often are unable to provide the individual support and personal interactions needed to create a mentoring atmosphere. (Local school district, Boys and Girls Club, etc) have requested Foster Grandparent volunteers to serve as positive adult role models for students in the (enter name) region. This project will match Foster Grandparents with children/youth who have been identified as having special or exceptional needs in the area of social and emotional development.

*Reference: Newman, T. (2002). Promoting resilience: A review of effective strategies for child care services. Exeter, United Kingdom: Center for Evidence Based Social Sciences.*

\*Statistics from Kids Count can be found online at <http://www.kidscount.org/>

*Additional information or details relating to **community need** in county/service area:*

**Service Activity:**

Foster Grandparents will mentor (enter number) youth with special or exceptional needs in (enter ages). Youth are referred to the program by (enter referral source, e.g. teachers, caseworkers) to be matched with a Foster Grandparent mentor. Through (enter type of program, e.g. pull-out, in-class, after school) assistance, Foster Grandparent mentors will engage these youth one-on-one through activities/approaches including (enter list of activities, e.g., goal-setting, homework assistance, behavior management exercises). Mentoring matches (mentor and youth) will meet at (enter names of sites) for approximately (enter #) hours per week for approximately (enter #) of months.

*Additional information or details relating to **service activity** in county/service area:*

**Anticipated Input:**

*(Enter number)* Foster Grandparents will spend *(enter number)* hours per *(day/week)* for a total of *(enter number)* hours per year. *(Enter name of your program)* Foster Grandparent Program will provide *(list any supports, e.g., an initial volunteer orientation, feedback, recognition)*. Volunteer training, supervision and support will be provided by *(list names of providers, e.g. station staff)*. Specifically, *(list names, e.g., Foster Grandparent Program staff, school guidance counselors)* will provide *(enter number)* hours of training to include pre-service orientation and monthly in-service training. Training will include *(enter list of topics: e.g., relating to youth, conflict management, becoming familiar with the mentoring site setting)*. Resources, including *(e.g. meals, transportation, professional training, etc.)* will be secured through the community to provide operational sustainability.

*Additional information or details relating to **inputs** in county/service area:*

**Anticipated Accomplishments/Outputs:** Youth will receive ongoing mentoring from Foster Grandparent mentors during the program year.

**Indicator:** Number of staff-identified youth who receive mentoring at least once a week

**Target:** At least *(enter number)* of staff-identified youth will receive mentoring at least once a week from Foster Grandparents during the program year.

**How Measured:** Individual Assignment Plans will identify children matched with mentors; Station Mentoring Log\* will track mentoring dates

\*A sample mentoring log is included on page 10 of this packet, or if you have an instrument you are already using to track this information, continue to use that if you prefer.

**Anticipated Intermediate Impact/Outcome:** The mentored youth have a positive relationship with their mentor, including matches that happen during an abbreviated year.

**Indicator:** Percent of mentored youth who received at least 12 weeks of mentoring have a positive relationship with their mentors (e.g. students communicate with mentors, listen to their advice, enjoy spending time with them), according to station staff supervising the mentor-student match.

**Target:** Station staff will report that at least *(enter percent)* of mentored youth who received at least 12 weeks of mentoring have a positive relationship with their mentor by responding “Sometimes” or “Usually/Often” in 3 of 5 observed areas (e.g. student-mentor communication).

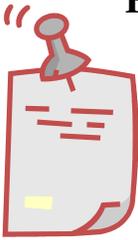
**How Measured:** Mentoring Station Staff Survey to be completed at the end of the year by a staff person who supervises the match (question 1a-e)

**Anticipated End Impact/Outcome:** With the guidance of their mentors, mentored youth will improve attitude and behavior.

**Indicator:** Percent of mentored students who received at least 12 weeks of mentoring demonstrate and show improved attitude and behavior (e.g. follows the rules, treats others with respect), according to station staff observing/supervising the mentor-student match.

**Target:** At least (enter percent) of the mentored youth who received at least 12 weeks of mentoring will demonstrate improvement in attitude and behavior by moving at least one level on 3 of the 5 items from the time mentoring began.

**How Measured?** Mentoring Station Staff Survey to be completed at the end of the year by a staff person who observes the youth's behavior (question 2a-e, 3)



## **FOSTER GRANDPARENT MENTORING PROGRAM STATION STAFF SURVEY**

### **A Note on the Design of this Instrument**

#### **Why can't I just ask "yes/no" questions?**

The Foster Grandparent Mentoring Program Station Staff Survey is designed to document the desired results for each youth assigned to a Foster Grandparent. The survey asks staff to describe the extent to which youth and mentors had a positive relationship, and whether youth improved attitude and behavior. Since this varies from youth to youth, and activity to activity, scaled response choices rather than a simple "yes/no" option are used. This allows respondents to better express their answers. It is recommended that the same Station Staff member complete all sections of the survey documenting the intermediate and end outcomes for each youth.

Data to address the outcome targets come from Item 1, a - e (intermediate outcome target) and Item 2, a - e (end outcome target), respectively.

#### **Why can't I ask the Foster Grandparent to complete the survey?**

The expected outcomes have to do with the youth's relationship with their FGP mentor and improvement in attitude and behavior; questions should be answered by a third party, someone with an impartial point of view. The instrument should ONLY be completed by someone who is overseeing the Foster Grandparent-youth match, such as a station staff person.

**FOSTER GRANDPARENT MENTORING PROGRAM STATION STAFF SURVEY**  
**Instrument and Instructions**

**Performance Measurement INTERMEDIATE OUTCOME:** The mentored youth have a positive relationship with their mentor, including matches that happen during an abbreviated year.

**Performance Measurement END OUTCOME:** With the guidance of their mentors, mentored youth will improve attitude and behavior.

**Service Activity:** Foster Grandparents will mentor youth referred to the program for matching with special or exceptional needs. Foster Grandparent mentors will engage youth one-on-one through activities/approaches including but not limited to: goal-setting, homework assistance, and behavior management exercises. Mentors and youth will meet regularly over time.

| <b>Foster Grandparent Mentoring Program Station Staff Survey</b><br>Purpose, Preparation, Administration |  |
|--|--|
| <b>Who should complete this instrument</b>   | Station staff person   |
| <b>Purpose of Instrument</b>   | To determine the extent to which Foster Grandparent’s activities with assigned youth result in a positive mentoring relationship and improved attitude and behavior.   |
| <b>Data Source</b>   | Station staff person who supervises or oversees the mentor-student match   |
| <b>Training for person administering this instrument</b>   | Provide informal verbal instructions to Station Staff about how and when to complete the instrument, and where to turn it in.  |
| <b>When to complete this instrument</b>  | At the end of the mentoring program year/session, or after youth has received at least 12 weeks of mentoring with the same mentor.   |
| <b>Other instructions and issues to consider</b>   | Before asking the station staff person to complete the survey, enter the name/title of the station staff person, name of the Foster Grandparent mentor, ID of the mentored youth, the number of weeks of mentoring or start date of mentoring, and the date (month/year) you would like the staff person to complete the survey. |

## FGP Mentoring Program Station Staff Survey

**STAFF: Please complete this survey during (mo/yr) \_\_\_ / \_\_\_.**

**Staff:** To help us evaluate the impact of the FGP Mentoring Program, we would appreciate your input on this youth's behavior and attitudes. This information will be treated as confidential and results will be reported only as an aggregate of all youth participating in the program. Thank you for assisting us with this assessment. When you have finished, please return it to \_\_\_\_\_.

**Name of Staff:** \_\_\_\_\_ **Title:** \_\_\_\_\_ **Today's Date:** \_\_\_\_\_  
**Mentored Youth's ID:** \_\_\_\_\_ **FGP Mentor:** \_\_\_\_\_  
**Number of weeks this youth has received mentoring** \_\_\_\_\_ **(or) Date mentoring began:** \_\_\_\_\_

**1. Have you seen evidence of the following?**

*(Please circle one per item)*

|  |              |               |                  |                      |
|--|--------------|---------------|------------------|----------------------|
| a. Youth communicates openly with mentor.                            | <i>Never</i> | <i>Rarely</i> | <i>Sometimes</i> | <i>Usually/Often</i> |
| b. Youth and mentor treat each other with respect.                   | <i>Never</i> | <i>Rarely</i> | <i>Sometimes</i> | <i>Usually/Often</i> |
| c. Youth enjoys spending time with the mentor.                       | <i>Never</i> | <i>Rarely</i> | <i>Sometimes</i> | <i>Usually/Often</i> |
| d. Youth listens to the mentor's advice and follows his/her example. | <i>Never</i> | <i>Rarely</i> | <i>Sometimes</i> | <i>Usually/Often</i> |
| e. Youth trusts the mentor to keep his/her word.                     | <i>Never</i> | <i>Rarely</i> | <i>Sometimes</i> | <i>Usually/Often</i> |

**2. Please complete Part I before you begin Part II.** Both parts contain the same questions; however, Part I asks for your impressions of this youth before mentoring, or when the youth was first matched, and Part II asks for your impressions of the youth today.

| (Answer Part I statements first.)<br><br>Did this youth...<br><br>_____ → | <b>PART I. Complete this section first. <i>Before receiving mentoring, or when the youth was first matched with a mentor...</i></b><br>(Check one response for each item.) |                |         |        |               | <b>PART II. Complete this section after you finish Part I. <i>Now, does this youth...</i></b><br>(Check one response for each item.) |                |         |        |               |
|---|--|----------------|---------|--------|---------------|--|----------------|---------|--------|---------------|
|   | Never  | Some-<br>times | Usually | Always | Don't<br>Know | Never  | Some-<br>times | Usually | Always | Don't<br>Know |
| a. Cooperate in group activities?   |  |                |         |        |               |  |                |         |        |               |
| b. Complete assigned tasks or stay on task?                               |  |                |         |        |               |  |                |         |        |               |
| c. Treat others with respect?   |  |                |         |        |               |  |                |         |        |               |
| d. Follow the rules?  |  |                |         |        |               |  |                |         |        |               |
| e. Pay attention to instructions?   |  |                |         |        |               |  |                |         |        |               |

**3a. In your opinion, has the youth's participation in the mentoring program contributed to improvement in his/her attitudes and behavior?**

Yes     No

**b. (optional) If yes, would you like to share a story or example of how this youth benefited from mentoring? If no, please share any concerns. Please use the back of this sheet.**

**FOSTER GRANDPARENT MENTORING PROGRAM**  
**STATION STAFF SURVEY**  
**Instructions for Summarizing Results**



Below are step-by-step instructions for aggregating and analyzing information collected with the Foster Grandparent Mentoring Program Station Staff Survey. To do this, you will need the completed surveys and your work plan that states the intermediate and end outcome target statements for the performance measures. You may also want a calculator and a blank survey form for reference.

Steps 2 through 5 address the intermediate outcome target and steps 6 through 9 address the end outcome target.

**Step 1.** Look through the completed surveys and pull out those that show the youth received at least 12 weeks of meetings (see “number of weeks this youth has received mentoring” or “Date mentoring began”). Put the rest aside. You will be summarizing intermediate and end outcome results for only those youth who received the minimum number of meetings (12).

**SUMMARIZING RESULTS FOR INTERMEDIATE OUTCOME (Steps 2-5)**

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**Step 2.** The intermediate outcome in the work plan is: *The mentored youth have a positive relationship with their mentor, including matches that happen during an abbreviated year.* Item #1, a through e on the Foster Grandparent Mentoring Program Station Staff Survey provides the data for this target. Look through each survey and separate them into two piles:

**Pile 1:** Surveys that have codes of “*sometimes*” and “*usually/often*” circled for at least 3 of 5 observed areas in item 1, a through e.

**Pile 2:** All other surveys.

**Step 3.** Count the number of surveys in Pile 1 and note that number. These are the surveys that met the intermediate outcome target.

**Example:** *Of the 50 surveys, 45 met the target (i.e., rated “sometimes” or “usually/often” on at least 3 of 5 observed areas in item 1, a through e).*

**Step 4.** Determine the percentage of surveys that met the target. Divide the number that met the target (in Step 3) by the total number of completed surveys.

**Example:** *Of the 50 surveys, 45 met the target. Divide 45 by 50:  $45 / 50 = 90$  (or 90%)*

**Step 5.** Compare the percentage of completed surveys that met the target with the anticipated target statement in your work plan. Did you meet the anticipated target? Write a target statement using the actual percentage.

**Example:** *Let’s say the anticipated target was set at 85% (Eighty-five percent of mentored youth who received at least 12 weeks of mentoring have a positive*

*relationship with their mentors as reported by Station Staff responding “Sometimes” or “Usually/Often” on 3 of 5 observed areas.) Compare the actual percentage of assignment plans that met the target to the anticipated target and write a statement:*  
**Actual Target Statement:** *Surveys show that 90 percent (45 of 50) youth who received at least 12 weeks of mentoring have a positive relationship with their mentors as reported by Station Staff responding “Sometimes” or “Usually/Often” on 3 of 5 observed areas. We exceeded our anticipated intermediate outcome target of 85%.*

## SUMMARIZING RESULTS FOR END OUTCOME (Steps 6-9)

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**Step 6.** The end outcome in the work plan is: *With the guidance of their mentors, mentored youth will improve attitude and behavior.* Item #2, a through e on the Foster Grandparent Mentoring Program Station Staff Survey provides the data for this target. Look through each survey and separate them into two piles:

**Pile 1:** Surveys that have responses that move at least one level in at least 3 of the 5 items from the time mentoring began (Part I) to the present (Part II).

**Pile 2:** All other surveys.

**Step 7.** Count the number of surveys in Pile 1 and note that number. These are the surveys that met the end outcome target.

**Example:** *Of the 50 surveys, 47 met the target (i.e., moved at least one level on at least 3 of the 5 items from the time mentoring began to the present).*

**Step 8.** Determine the percentage of surveys that met the target. Divide the number that met the target (in Step 7) by the total number of completed surveys.

**Example:** *Of the 50 surveys, 47 met the target. Divide 47 by 50:  $47 / 50 = .94$  (or 94%)*

**Step 9.** Compare the percentage of surveys that met the target with the anticipated target statement in your work plan. Did you meet the anticipated target? Write a target statement using the actual percentage.

**Example:** *Let’s say the anticipated target was set at 90% (Ninety percent of the mentored youth who received at least 12 weeks of mentoring will demonstrate improvement in attitude and behavior by moving at least one level on 3 of the 5 items from the time mentoring began.). Compare the actual percentage of surveys that met the target to the anticipated target and write a statement:*

**Actual Target Statement:** *Surveys show that ninety-four percent (47 of 50) of the youth who received at least 12 weeks of mentoring improved in attitude and behavior by moving at least one level on 3 of the 5 items from the time mentoring began. We met our anticipated end outcome target of 90%.*

NOTE: Provide an explanation if you are not on track to meet your target.



## **TAKE A CLOSER LOOK]**

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In this work plan several items were used to determine whether the targets were met: Item #1a through e addressed the intermediate outcome target, and Item #2a through e addressed the end outcome target.

Additionally, the data from the surveys could be looked at in closer detail to learn more about youth's relationship with their mentors and improvement in their attitude and behavior. This information can aid program decisions by pointing you toward areas where the program is more successful and areas where problems might exist. As you look through the data for all of the youth, consider:

- In item 1a-e, which asks about the mentor-youth relationship, are there areas where the youth and mentor seem to have trouble (e.g. communication)? Perhaps mentor training could be structured to spend more time on these areas.
- In item 2a-e, which asks about youth's social behavior, are there attitudinal or behavioral areas that seem to show little or no improvement? Perhaps activities could be structured to address those areas where youth are having trouble.

**When you report results, remember to include a brief description of how you collected the data:**

- What instruments did you use?
- Who administered the instrument?
- When and how often was the instrument administered?
- For how many individuals were instruments completed?
- If data were not collected the way you anticipated, explain why.



**SAMPLE FGP Station Mentoring Log (Optional\*)**

The purpose of this log is to track the frequency of meetings between mentors (Foster Grandparents) and mentees (child/youth to which they are assigned). Mentoring should occur at least once a week.

Instructions: In the first column, enter the names of each mentee and mentor match. Each time they meet, record the date in the columns marked "date."

|   |             |             |             |             |             |             |             |             |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1. Mentee-Mentor Match<br><i>Child/Youth:</i><br>_____<br><br><i>Foster Grandparent:</i><br>_____ | <b>Date</b> |
|   |             |             |             |             |             |             |             |             |             |             |             |             |
|   |             |             |             |             |             |             |             |             |             |             |             |             |
|   |             |             |             |             |             |             |             |             |             |             |             |             |
|   |             |             |             |             |             |             |             |             |             |             |             |             |
|   |             |             |             |             |             |             |             |             |             |             |             |             |
| 2. Mentee-Mentor Match<br><i>Child/Youth:</i><br>_____<br><br><i>Foster Grandparent:</i><br>_____ | <b>Date</b> |
|   |             |             |             |             |             |             |             |             |             |             |             |             |
|   |             |             |             |             |             |             |             |             |             |             |             |             |
|   |             |             |             |             |             |             |             |             |             |             |             |             |
|   |             |             |             |             |             |             |             |             |             |             |             |             |
|   |             |             |             |             |             |             |             |             |             |             |             |             |
| 3. Mentee-Mentor Match<br><i>Child/Youth:</i><br>_____<br><br><i>Foster Grandparent:</i><br>_____ | <b>Date</b> |
|   |             |             |             |             |             |             |             |             |             |             |             |             |
|   |             |             |             |             |             |             |             |             |             |             |             |             |
|   |             |             |             |             |             |             |             |             |             |             |             |             |
|   |             |             |             |             |             |             |             |             |             |             |             |             |
|   |             |             |             |             |             |             |             |             |             |             |             |             |

\*If you have an instrument you are already using to track this information, you may continue to use that if you prefer.