

**Framework for Implementation
Of A
Peer Mentorship Program
At Gordon Lee High School**



Rachel Wood

Southern Adventist University

August 2020

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1. Presenting Idea to School Staff and Students

Crucial Steps:

- Formulate a comprehensive presentation which highlights the specific needs of transitioning freshmen, along with the importance of incorporating a peer mentorship in the school system. Included in this presentation should be relevant research, information, and potential action steps to ensure that all receiving parties are fully informed on the peer mentorship program. See **Appendix A** for an example.
- Present this information to all relevant school faculty and administrators.
- Present this information to all relevant students (those who are potential mentors).
- Receive feedback and input from those listening to the presentation and make necessary edits and adjustments as that feedback is given.
- Receive the approval and support from all relevant school staff.
- Distribute a well-worded email to parents of all students to ensure they are made aware of the potential of a peer mentorship program.

Potential Obstacles:

- Scheduling a meeting time (or multiple meeting times) to reach all relevant students and school faculty.
- Receiving pushback on the idea of implementation.
- Receiving pushback on the topic of resources required for implementation.

Additional Ideas:

- Ask to present at existing meetings, including monthly teacher meetups, board meetings, office hours, or classroom times.
- Share examples of existing and effective mentorships from other high schools.
- Share relevant research on the needs of transitioning freshman along with evidence of the effectiveness of peer mentoring. See **Appendix C** for research evidences.

2. Establishing and Managing Resources Required

Crucial Steps:

- Formulate a list of tangible resources which will be required to implement a mentorship program. This can include:
 - Pamphlets which address content topics.
 - Materials for group activities, including paper, recreational objects, etc.
 - Food and drinks to be provided at events.
- Brainstorm and communicate a potential time frame for meetings included in the mentorship program. This can include:
 - One big event at the beginning of the academic year.
 - Four to six one-hour long group events during the academic year.
 - Ten or more potential one-on-one meeting times for mentors and their mentees.
- Receive the approval and support from all relevant school staff.
- Establish a plan to utilize the provided funds to access resources needed. This can include:
 - Establishing a school staff person to manage the small financial budget.
 - Establishing a school staff person to order necessary supplies for events.
 - Establishing a timeframe for when specific supplies need to be ordered.

Potential Obstacles:

- Challenges in finding times to carry out specific events.
- Challenges in finding places to carry out specific events.
- Challenges in interfering with existing academic activities such as classroom time or existing school-wide events.
- Receiving the financial budget to fund supplies.
- Receiving the approval from relevant school staff to provide the funds or to adjust the school schedule.

Additional Ideas:

- Brainstorm a list of locations within the school building which at times will be vacant and can be utilized for activities.
- Discuss with school staff about potential blocks in the academic schedule which can be used for mentorship meetups.

3. Brainstorming and Focusing on Content

Crucial Steps:

- Formulate a list of topics which are relevant to the needs of transitioning freshmen (see **Appendix B** or **Appendix C** for research-evidenced needs of students in middle-to-high school transitions).
- Formulate a list of topics which are relevant to the needs of transitioning freshmen based on responses to surveys administered at the specific high school (see **Appendix D** for an example of responses from GLHS juniors and seniors).
- Specify this list to a realistic amount and range of topics which are appropriate to be addressed by high school mentors. (For example: this excludes topics which would require a higher competency of knowledge and skills including issues of clinical or high-risk topics such as mental health disorders or severe family conflicts).

Potential Obstacles:

- Establishing content which high school juniors and seniors are competent to address.
- Addressing specific issues in a way that is helpful and effective.
- Organizing a way to address content topics.
- Finding helpful resources to have on hand.

Additional Ideas:

- Reach out to the School Social Worker, School Counselor, or other school staff who might have access to resources including pamphlets and books which address specific topics and can be helpful to have on hand.
- Reach out to administrators of existing mentorship programs and ask which topics they have chosen to focus their mentorship programs on.
- Reach out to school staff including teachers and board members to ask about topics which might be specifically relevant to the given area.

4. The Mentor Recruitment Process

Crucial Steps:

- Distinguish what a “quality” mentor encompasses. Be specific to describe traits which should be expected of the mentors.
- Plan a time and location where it will be possible to present the mentorship program idea to high school juniors and seniors. This might need to occur over various different meeting times.
- Plan a method to review potential mentors. This can include a questionnaire or an interview process.
- Establish which school faculty members will be responsible for screening and approving the mentors.

Potential Obstacles:

- Time obstacles associated with having the opportunity to present the mentorship program to potential mentors.
- Students lack interest in applying to be mentors.
- Time obstacles associated with screening and approving mentors.
- Time obstacles associated with having the opportunity to present the mentorship program to potential mentors.

Additional Ideas:

- Team with specific teachers who might allow a particular classroom time to present the topic to juniors and seniors.
- Review the resource handbooks in **Appendix E** for ideas about how to recruit and screen for effective mentors.
- Reach out to school faculty and teachers about recommended students for the mentorship recruitment process.
- Utilize technology and formulate well-written emails to high school juniors and seniors about the mentorship opportunities.
- Ensure to emphasize the opportunities mentors have to expand upon their resumes and gain quality experiences.

5. The Specifics of Mentor Training

Crucial Steps:

- Establish a time and place to carry out the mentorship training process.
- Establish which school staff members will be present and which employees will carry out the training process.
- Develop a framework for the training, including all content which needs to be reviewed.
- Formulate a presentation (or presentations) to allow information delivery to be easy to understand. This framework should include:
 - The role as a mentor as well as realistic expectations.
 - How to build appropriate and effective relationships.
 - How to utilize the skills of emotional intelligence and kindness as a mentor.
 - How to establish trust and healthy boundaries.
 - How to lead with good examples.
 - How to enhance communication skills and problem solving.
 - How to have fun with freshman, examples of activities.
 - How to address diversity within the program.
 - How to address major transitions including ending the mentorship.
- Incorporate resources such as what things the school already offers in order to increase knowledge and competency of mentors.
- Allow a good amount of time for questions, concerns, and discussion amongst student mentors and school employees.
- Develop and communicate a plan for mentors in the case of special circumstances, including:
 - Student emergencies: what to do when a freshman student imparts serious information which needs immediate and professional attention.
 - Student conflicts: how to handle conflicts, disagreements, or unhelpful mentor/mentee pairs.

Potential Obstacles:

- It is challenging to find a time or place to carry out training.
- Some mentors are not ready to be in such a role.
- There is lack of communication amongst mentors, mentees, or school staff thus weakening the strength of the relationships.
- Mentors do not have enough resources to be supported or competent.

Additional Ideas:

- Utilize the resource handbooks in **Appendix E** to brainstorm ideas of how to build trust, rapport, and comfort amongst mentors and mentees.
- Ensure that all mentors know about a variety of resources available to them to help support them throughout their roles.
- Allow for opportunities throughout the academic year where teachers or faculty will check in on mentors to make sure they feel supported and comfortable.

6. The Matching Process

Crucial Steps:

- Establish which school employees will be active participants in the matching process.
- Discuss and establish a realistic criterion for what aspects of a pairing would be the most effective.
- Decide on a timeframe for when matching will begin, along with a time and place for the matching process to take place.
- Communicate pairs to the appropriate people, especially to those who are mentors and mentees.

Potential Obstacles:

- Unequal numbers of mentors and mentees can present challenges in pairings.
- Having qualified, willing, and able school staff to aid in the matching process.
- Misunderstanding of student enrollment or mentor participants may cause pairings which cannot workout due to one student backing out.
- Mentors might decide last minute that they are not interested in the mentorship program.
- Communication can be challenging when trying to reach out to students.
- Some students might immediately reject their pairing for personal reasons.

Additional Ideas:

- In order to stay organized, utilize technology such as Microsoft Excel and have spreadsheets which will enable a better understanding of the matching process.
- Try to have an open mind when establishing matches: know that it will be hard to know what matches are perfect, and there will be opportunities for growth amongst all of them.

7. Final Establishment of a Schedule

Crucial Steps:

- Decide what major events will occur as a part of the program and decide the dates for those events. These events can include:
 - The reveal for matches (in August, at the beginning of the academic year).
 - Two program-wide events where all members and students can interact (one in the fall and one in the spring).
- Decide what smaller events will occur as well as when. These events can include:
 - 8 or more meetups at a certain time of day (last period meetup or lunchtime meetups) for one-on-one mentor/mentee time.
 - 4 small-group meetups (afterschool or during an elective period).
- Formulate a plan to place orders (for food or items needed), including the staff person responsible for placing orders along with the time that is best to do so.
- Ensure that there is approval and support from all school administrators about these events.
- Communicate across all forms and levels about the schedules so that every person involved is informed and on board in the process.

Potential Obstacles:

- Challenges in finding times to carry out specific events.
- Challenges in finding places to carry out specific events.
- Challenges in interfering with existing academic activities such as classroom time or existing school-wide events.
- Receiving the financial budget to fund supplies.
- Receiving the approval from relevant school staff to provide the funds or to adjust the school schedule.

Additional Ideas:

- Organizing and creating a detailed flyer can help to communicate dates and times in a manner that is informative as well as fun.
- Utilize technology such as phones and emails in order to constantly communicate amongst school staff while deciding the final schedule.
- Utilize existing school resources such as classrooms or areas which at times are vacant and open for use.
- Prepare for backup dates in case if unexpected interferences occur.

8. Feedback and Evaluation

Crucial Steps:

- Formulate a plan, including a time and a place, to survey all participants about their experiences following one year of program implementation.
- Ensure that feedback is received from all parties involved, and that no person's voice is left out.
- Design a program evaluation survey (see **Appendix F** for an example) to administer to all mentors, mentees, and school employees who took part in the peer mentorship program.
- Review, analyze, and summarize the major themes which responders highlighted on.
- Communicate evaluation and feedback information to all school staff and personnel.
- Plan to update, edit, and adjust the program by incorporating information from the evaluations.

Potential Obstacles:

- Challenges in ensuring that all participants are able to give feedback.
- Organizing a way to review all feedback and establish common themes can be challenging when there are several surveys to review.

Additional Ideas:

- Utilize existing schedules such as classroom periods to find various ways to reach different students.
- Utilize existing meeting times in order to reach school administrators.
- Utilize technology and emailing in order to reach some participants electronically if they cannot respond in person.
- Allow for responders to have knowledge about how to continuously communicate feedback if they wish to do so.

Appendix A

PowerPoint Presentation on Mentorship Program

1 Starting up a Peer Mentorship Program at GLHS
Nashua Middle School
August 2020

2 Why a Peer Mentorship Program?

- **Improving outcomes**
 - Can meet students who are more comfortable talking to peers who are close in age
 - Increases confidence of both staff, teachers, administrators, open doors and support students
 - Students can have more knowledge about resources and options available
- **Cost Effective and Flexible**
 - Most of the time implemented are already available
 - Mentors/Mentorship have more time and efficient schedule
 - Most often students can fit in the gaps within administration's current long list of things to do
 - Can increase students' self-esteem and confidence
 - Helps young students to feel supported and able to explore their learning
 - Both students and mentors benefit to quality experience when implemented thoughtfully and well

3 What are Teenagers Going Through? Theories and Perspectives

- **Physical & Mental Health**
 - Eating & sleep issues, anxiety, depression, moodiness, irritability, anger, being moody
 - Body image, self-esteem
 - Physical changes, puberty
- **Relationships**
 - Family vs. school
 - Friendships and social media
 - Peer pressure, bullying, teasing, teasing
 - Friendships, dating, family, authority
- **Behavioral Development**
 - Social norms, safety, addiction, self-empowerment
 - Responsibility, freedom, responsibility
 - Major goals and life processes
 - Talking on the way of academic and social development
 - Personal growth, self discovery, and much
 - Music like high school

4 What are Teenagers Going Through? Theories and Perspectives

- **Adolescent Stages of Psychosocial Development**
 - Identity vs. Role confusion (ages 12-18)
 - Individualism vs. the self and authority, and a sense of individualism and self-assertion
 - Intimacy vs. Isolation (ages 18-25)
 - Self-identity, self-esteem, self-worth, self-image
- **Understanding Theory**
 - Being aware of one's own observations and
 - Whether observing, reflecting and self-reflecting
 - The importance of self-identity and self-assertion
 - The importance of self-identity and self-assertion

5 Research on Mentorship Programs

- **Does all research support the idea that peer mentoring programs can improve academic outcomes?**
- **Rutgers University Study**
 - Looks at an under-developed urban school system
 - 75% overall increase of graduation rates (Stapan, 2017)
- **Big Brother Big Sister Study**
 - Found statistically significant impacts in school-related self-efficacy and self-esteem, and confidence (such as achievement)
- **SAGE Program Study**
 - Observed statistically significant gains for mentored youth in confidence, self-esteem, and self-efficacy and peer support when compared to a control group (School Based Mentoring)

6 Examples of Current Mentorship Programs

- **Mentors at Work (Mentors, Leaders, and Mentees)**
 - The number of mentors and mentees
 - Mentoring program
 - Mentoring program
 - Mentoring program
- **Mentors at Work (Mentors, Leaders, and Mentees)**
 - The number of mentors and mentees
 - Mentoring program
 - Mentoring program
 - Mentoring program
- **Mentors at Work (Mentors, Leaders, and Mentees)**
 - The number of mentors and mentees
 - Mentoring program
 - Mentoring program
 - Mentoring program

7 Voices of GLHS Students
What students of GLHS wish they had received help with their freshman year:

- **Help with how the process works**
 - How to choose a mentor
 - What to expect from mentors
 - How to choose a mentor
 - How to choose a mentor
- **Academic Support**
 - How to get started and how to
 - How to choose a mentor
 - How to choose a mentor
 - How to choose a mentor
- **Personal Support**
 - How to get started and how to
 - How to choose a mentor
 - How to choose a mentor
 - How to choose a mentor

8 Planning and Framework of the Program

- Please read through the handbook for an idea of the framework which will be used to plan an effective peer mentorship program!
- **Effective Strategic Research Frameworks**
 - **The ABCs of School-Based Mentoring**
 - [The Peer Mentor Handbook](#)
 - [The Peer Mentor Handbook](#)
 - **Empowering Training For Mentors**
 - [Building Effective Peer Mentoring Programs in Schools](#)

9 Research References:

- **Stapan, A. (2017). November 2017. Freshman year mentoring mentor handbook. Nashua Middle School. Retrieved May, 2020.**
- **Stapan, A. (2017). November 2017. Freshman year mentoring mentor handbook. Nashua Middle School. Retrieved May, 2020.**
- **Stapan, A. (2017). November 2017. Freshman year mentoring mentor handbook. Nashua Middle School. Retrieved May, 2020.**

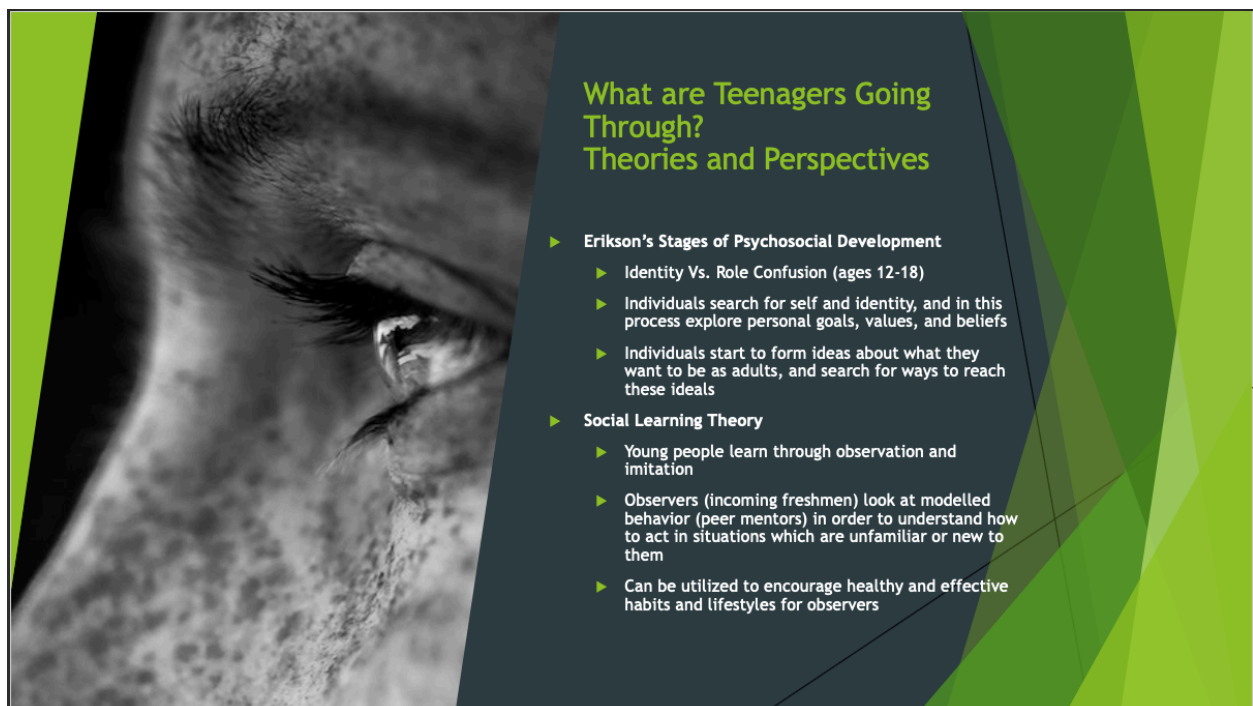
Appendix B

“What Teenagers Go Through” Slides



What are Teenagers Going Through? Theories and Perspectives

- ▶ **Physical & Mental health**
 - ▶ Coping with stress, anxiety, depression, emotions, loneliness, suicide, eating disorders
 - ▶ Body image, self-esteem
 - ▶ Physical changes, puberty
- ▶ **Relationships**
 - ▶ healthy vs. unhealthy
 - ▶ Violence and safety, bullying
 - ▶ Peer pressure, boundary-setting, fitting in
 - ▶ friendships, dating, family, authority
- ▶ **Substance abuse and experimentation**
- ▶ **Internet involvement**
 - ▶ social media, safety, addiction, cyberbullying
 - ▶ Videogames, texting, pornography
- ▶ **Major goals and life pressures**
 - ▶ Staying on top of academics and extracurriculars
 - ▶ Personal growth, self-discovery, and health
 - ▶ Plans after high school



What are Teenagers Going Through? Theories and Perspectives

- ▶ **Erikson's Stages of Psychosocial Development**
 - ▶ Identity Vs. Role Confusion (ages 12-18)
 - ▶ Individuals search for self and identity, and in this process explore personal goals, values, and beliefs
 - ▶ Individuals start to form ideas about what they want to be as adults, and search for ways to reach these ideals
- ▶ **Social Learning Theory**
 - ▶ Young people learn through observation and imitation
 - ▶ Observers (incoming freshmen) look at modelled behavior (peer mentors) in order to understand how to act in situations which are unfamiliar or new to them
 - ▶ Can be utilized to encourage healthy and effective habits and lifestyles for observers

Appendix C

Research Evidence and Annotated Bibliographies

Annotated Bibliography & Peer Mentorship Research

Wit, D. J. D., Karioja, K., Rye, B. J., & Shain, M. (2011). Perceptions of declining classmate and teacher support following the transition to high school: Potential correlates of increasing student mental health difficulties. *Psychology in the Schools, 48(6)*, 556–572. <https://doi-org.ezproxy.southern.edu/10.1002/pits.20576>

Emotional support from classmates and teachers is a crucial factor in reducing student mental health problems. Evidence shows that there is a decrease in support for students as they advance into the later years, especially into high school. This study followed 2,616 students from 23 high schools to test the hypothesis that **perceptions of declining classmate and teacher support are associated with declining mental health**. Data revealed that as there was a lowered amount of support and self-esteem, there was a **high rate of mental health issues such as depression and anxiety**. The study found that the declining in classmate support was associated with increases in social anxiety. The study further discusses the need and importance of school-based practices targeting social support.

Roybal, V., Thornton, B., & Usinger, J. (2014). Effective Ninth-Grade Transition Programs Can Promote Student Success. *Education, 134(4)*, 475–487.

Several studies reveal that high school freshmen fail at high rates. High schools setting differ from middle school atmospheres in many ways, including: the environment, expectations, structure, and culture. Schools have the ability to address the needs of high school freshmen as they undergo these changes. Middle school and high school leaders can team up to help aid students in this transition. Research has found that attendance increases significantly toward the end of the eighth-grade year and the beginning of the ninth-grade school year, but attendance oftentimes drops after that. **Additionally, there is a relationship between academic achievement of ninth graders and the tendency to drop out of high school**. Also, studies have found that as school stressors increase, class attendance will also decrease. However, support systems in the form of parents and friends can increase school membership as it also increases. **Research has found the topic of belongingness and connectedness to a school can have a relationship with school retention**. “When students do not have positive relationships with other students and staff members, they experience a lack of social capital, which is not only inversely linked to academic achievement but is directly related to dropout rates”. Furthermore,

studies find that **a sense of community has been linked with achievement motivation**. All of these factors support the notion that school and peer connectedness has a positive impact on academic success.

Langenkamp, A. G. (2010). Academic Vulnerability and Resilience during the Transition to High School: The Role of Social Relationships and District Context. *Sociology of Education*, 83(1), 1–19.

The transition to high school is a crucial step in a person's life, and it can be an especially challenging one for middle school students. Starting high school on a low academic track and with low academic performance often leads to dropping out of high school. This study investigated what things might be helpful for students who are vulnerable as they transition into high school. During these months, individuals' social worlds are transformed. Research finds that **while lower academic levels might provide sufficient support for students, there is a tendency for this support to decrease as students climb the academic ladder towards high school**. Further research suggests that based on how a school district organizes itself, in a way that either fosters or does nothing to support transitional years, will determine how well-adjusted a student can be during the changes. Results from this study suggest implications for the way districts organize students and how contexts of school transitions have the potential to provide resilience.

Ganeson, K., & Ehrich, L. C. (2009). Transition into High School: A Phenomenological Study. *Educational Philosophy and Theory*, 41(1), 60–78.

This study asked sixteen students from one government school in New South Wales to keep a journal for their first ten weeks in high school as a way of recording their experiences. Using a phenomenological psychological approach, the journals were analyzed for major themes. This research approach aims primarily to grasp a specific human experience in an investigative manner. The study highlighted seven themes about the high school transition after analysis of the journal entries: the pivotal role of peers in helping or hindering settling into high school; the place of school support through programs and activities; the challenges of new procedures; different types of learning activities; feelings of confidence and success that can enhance transitional experiences; the place of homework in the academic curriculum; and the role of teachers in affecting student integration into high school. The study concludes in emphasizing the role which schools should play in supporting students as they tackle these seven major themes.

Clark, N. C., Heilmann, S. G., Johnson, A., & Taylor, R. (2016). Impact of Formal Mentoring on Freshmen Expectations, Graduation Rates, and GPAs. *Leadership and Research in Education*, 3(1), 52–76.

This quantitative study examines the expectations, graduation rates, and GPAs of participants (n = 113) in a formal mentorship program, "Freshmen Focus," at a small, rural Midwestern high school through the framework of organizational socialization theory. Findings reveal that freshmen students formed expectations of the program and their mentors relative to homework help, acclimation assistance, and emotional support. Furthermore, this study also demonstrates that **participation in the "Freshmen Focus" mentorship program improved grade point averages and graduation rates.**

Barton-Arwood, S., Jolivette, K., & Massey, N. G. (2000). Mentoring with elementary-age students. *Intervention in School and Clinic*, 36(1), 36-39.

This research provides support to the notion that mentoring has benefits for both mentors and mentees, as both develop emotional support and friendships, improve self-esteem and confidence, and increase in their set of knowledge and skills. **As mentees, students are growing by learning and practicing new skills with a trusted friend.** They can also see mentors as role models through modeled appropriate behaviors and experiencing multiple interactions with individuals of different backgrounds. Mentors themselves further benefit by improving their self-esteem by modelling these behaviors to others. Within the Iowa High School Athletic Association (1996) survey titled "*Utilizing high school student leaders to positively impact elementary students,*" principals and teachers in the school districts were surveyed to compile a list of characteristics for high school mentors. This list was compiled into the following characteristics: (a) caring students who are responsible and have the desire to make a commitment; (b) good communication skills, including listening skills; (c) patience to work with students who may not grasp ideas quickly; (d) positive attitude, enthusiasm, and a willingness to share part of themselves with younger students; and (e) students who exhibit good citizenship and moral character, in and out of school.

Appendix D

Responses from GLHS Juniors and Seniors

Wish I would have known/what would have helped?

Classes:

Which ones are most important

Preparation for how challenging they are

Which classes to take first/taking harder ones first

Which classes are best for college app/life after graduation

Where classes are located

Junior year/ACT preparation/college preparation:

ACT Preparation classes

Knowing that junior year will be challenging

Taking extracurriculars to help build college resume

Academic help:

Work hard, push yourself, stay focused

Pay attention, taking things seriously, do work in class

Study skills, time to study

Note-taking skills

Getting organized, keeping track of things

Don't procrastinate

Ask questions in class

Have a planner

Social aspect:

Get involved, prom/football games/seize opportunities/extracurriculars

Volunteer more

Have fun

Challenge yourself, get out of your comfort zone

Talk to new people, talk to people near you in class

Accepting who you are/learning who you are/being true to self

Don't try too hard to "be cool"

Moving on from friendships, understanding friendships will change

Knowing good friends from bad ones

Don't be afraid, don't stress

Don't compare yourself to others/care what others think

Knowing how to make friends

Other:

Knowing upperclassmen, them being more friendly

Study groups

Teachers being supportive

What's hard about high school?

Social aspect:

Social pressure

Being confident and happy

Losing friends, friendships changing, not know people

Upperclassmen are intimidating

Academic aspect:

Teachers expect a lot

More complex work

Time management

Growing up, being responsible, being independent

Longer classes

Getting to class in the time given/**finding classes at first**

Due dates more strict

What would a mentoring program look like?

Help for freshmen/young students:

Start at the beginning of freshman year

Upperclassmen assigned to same-gender freshmen

Groups and one-on-one options

Panel of older students where younger ones can ask questions

A few freshmen for one senior

A day in the gym with different ages hanging out and eating snacks

A class to just talk about how life is going

Content:

What to expect in high school

Help with classroom skills

Stress management/coping

Having someone to always go to with questions

Volunteering together

Know what opportunities/options exist in high school

Having someone to always go to with questions

Help starting in middle school:

Middle schoolers coming to listen to high schoolers talk

Appendix E

Resource Handbooks

The ABCs of School-Based Mentoring

<https://educationnorthwest.org/sites/default/files/resources/ABCs%20of%20Mentoring.pdf>

The Peer Mentor Handbook

<http://www.mentoringpittsburgh.org/media/W1siZiIsIjIwMTcvMDkvMDYvYXpzZW5qNmwzX1BlZXJfTWVudG9yaW5nX0hhbmRib29rLnBkZiJdXQ/Peer%20Mentoring%20Handbook.pdf>

Ongoing Training For Mentors

<https://educationnorthwest.org/sites/default/files/resources/Ongoing%20Training%20for%20Mentors.pdf>

Building Effective Peer Mentoring Programs in Schools

<https://educationnorthwest.org/sites/default/files/building-effective-peer-mentoring-programs-intro-guide.pdf>

Appendix F

Post-Program Survey

Peer Mentorship Program at GLHS: Post-Program Survey

Please mark the box next to the response which is the most accurate in describing your experience the past year with the Peer Mentorship Program at GLHS. Please answer each question by only marking one box for questions 1 – 5. For questions 6 – 8, write one to five sentence responses.

1. What has been your role within this program over the past academic year?

School Employee/Staff Senior Mentor Freshman Mentee

2. Do you think that the program has been successful in increasing school connectedness, communication, and comfortability amongst students and staff?

Strongly Disagree Disagree Unsure/Neutral Agree Strongly Agree

3. Do you think that the program has helped ease the transition from middle to high school for freshmen students?

Strongly Disagree Disagree Unsure/Neutral Agree Strongly Agree

4. Do you think the program has reduced the negative aspects associated with high school transitioning, including academic and social stress and conflicts?

Strongly Disagree Disagree Unsure/Neutral Agree Strongly Agree

5. Would you recommend that GLHS continues the program next year?

Strongly Disagree Disagree Unsure/Neutral Agree Strongly Agree

6. What are the greatest strengths you would say to program has?

7. What are some weaknesses you observed about the program in the last year?

8. What suggestions do you have for how the program can improve?

Thank you so much for your support in the Peer Mentorship Program at GLHS, and thank you for taking time to respond to this survey!