

ABORIGINAL YOUTH MENTORING PROGRAM



FINAL EVALUATION

Joan Brett
Mentoring Coordinator
June 2006

COLLEGE OF NEW CALEDONIA

Introduction:

The College of New Caledonia has been offering the Aboriginal Youth Mentoring Program since the 2000/2001 school year. Aboriginal high school students from School District #57 are matched with Aboriginal post-secondary students from the College of New Caledonia or the University of Northern British Columbia. The primary objective of the Program is to encourage Aboriginal high school students to stay in school and look to their future. Aboriginal high school students identified lack of support and confidence, lack of knowledge on how to pursue careers or post-secondary education and racism as primary barriers to their continued pursuit of education. Mentor role models have proven to help overcome or alleviate some or all of the barriers youth have identified.

Goals and Objective:

The goal of the Program is to support Aboriginal youth in achieving their career/educational goals and prepare them to take a leadership role in their career choice, community and their own personal lives.

Three objectives were established for the Program. The first one is to conduct a six month Aboriginal Youth Mentoring Program. The second one is to match 10 Aboriginal high school youth with 10 Aboriginal post-secondary students and support them in a mentoring relationship that focuses on career and education support and guidance. The third one is to provide orientation and training – such as communication, teamwork, mentorship roles and expectations to all participants in the Program.

Program Description:

In December 2005, a marketing and recruitment plan was developed and implemented to target interested Aboriginal students in Prince George, BC. The College of New Caledonia and the University of Northern British Columbia were

targeted for potential Aboriginal mentors. The high school students and alternate education programs were targeted for interested Aboriginal youth. Mentors that were selected attended a training and orientation session. All interested Aboriginal high school youth were asked to attend an orientation and training session at the College of New Caledonia.

The Program matched Aboriginal high school youth (participants) with Aboriginal post-secondary students (mentors). Both mentors and participants commit to a minimum of eight hours per month from January to June. The mentors are provided a stipend of \$10.00 per hour. Mentor/participant activities included organized group activities and individualized activities unique to each relationship and regular meetings with the Coordinator.

The mentoring relationship focuses on career/educational support and guidance versus academic tutoring. The mentors achieved the expectations that they would gain leadership skills and recognized the impact that they may have on other youth. The high school participants had an opportunity to be involved in a relationship that focuses on healthy lifestyle choices and supported their continued participation in education.

Support Network:

The Support Network for the Program consisted of College of New Caledonia employees. The Network consisted of Marlene Erickson, First Nations Education Support Services and Barbara Old, Associate Director for the Community Education Department and Joan Brett, Coordinator. The Network was available for support in the Program, such as crisis intervention or seeking resources for out of program support for the students.

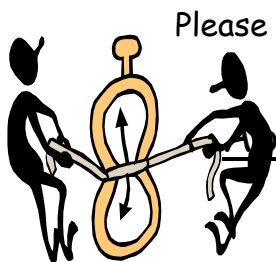
Community Support:

The community support people consisted of Aboriginal Education Workers, Counsellors, and teachers/program coordinators at the high schools. The community support people are involved in the Program right from the beginning of the recruitment process as they have the most contact with the high school students. They assisted with the recruitment of Aboriginal high school students; throughout the Program they posted planned up-coming group activities; and communicated with the participants for the Coordinator and mentors when the participant had no other means of communicating.

Activities:

Pair activities included at school with your mentor where they would go to a class or two; going to local attractions (i.e. Art Gallery); career/education exploration; and going to the Family Y Centre on the group membership card. Swimming at either of the pools was a popular event. Attending public lectures at the College of New Caledonia and the University of Northern British Columbia. Group activities included have a Medicine Wheel and Wellness Workshop; attending the National Peer Counselling Conference at UNBC; attending a Lahal tournament at UNBC; drum making workshop; and an Aboriginal Recruitment Officer from the RCMP came and spoke to the students about his inspirations in his life and the RCMP. Pair and group activities are equally important as they assist in the development of the mentoring relationship in a variety of ways.

Comments from the Mentor and Student Surveys:



Please do not write your name anywhere on this survey

original Youth Mentoring Program 2005/2006

Mentor Survey

Thank you for taking the time to complete

The questions in this section are *specific* to you and your role as a mentor...

1. In the table below please indicate (with an X in the appropriate box) whether you believe your participation in the mentoring program *has affected you* in any of the following areas:

	A lot	Some	Not at all	Don't know or N/A
My time management skills increased	0	4	1	1
My ability to prioritize increased	0	6	0	0
My verbal communication skills increased	1	4	1	0
My inter-personal skills increased	0	5	0	0
My self-confidence increased	1	2	1	2
My ability to solve problems increased	1	2	0	3

2. Has the mentoring program impacted you in any other way that is not mentioned above?

Please explain

- I found some of the activities brought me to places I never considered going to.

- Yes, knowing that I was able to help someone allows me to work more with students knowing that I can make a difference for the better inspires me to volunteer more with students. Great leaning experience.

3. What do you believe are your most important characteristics as mentor?

- Listener, supporter.
- Sticking to my word and being honest and keeping things confidential.
- Honesty, caring, genuine.
- I get along with most people. I like spending time with youth. I strongly believe in education.
- Patient, good listener, easy to get along with.
- I am outgoing and warm.

4. In the table below, please indicate (by making an X in the appropriate box) how much each of the following components of the training helped you (or was most useful) as a mentor.

	A lot	Some	Not at all	Don't know or N/A
Introduction to mentoring helped	4	0	1	1
Roles and responsibilities helped	2	3	0	1
Communication helped	2	3	0	1
Conflict Management	1	5	0	0

5. Please provide any suggestions as to how the mentoring orientation/training could be improved? (including any additional training that would be useful)

- The training program was sound; I have no useful input to contribute.
- Returning students should help facilitate the workshop in some way. Orientation before the workshop to get to know each other and start solicitation of students as soon as possible.
- Have past mentors involved.
- The crisis centre (or part of) training.
- Communication skills training.

The following questions are asked to determine which program activities were most beneficial in supporting your mentoring relationship...

6. Please list the top three one-to-one activities that you did with your high school participant that you believed *helped to support your relationship*.

- 1) Swimming, going for coffee, emailing each other, meeting for coffee, Medicine Wheel, and playing at the YMCA.
- 2) Going to the pool, UNBC Dinner, emailing each other, going to public lectures, going for dinner, and going out for lunch (quality time).
- 3) Emailing & chatting, meeting in person, going to the Y, tours of UNBC & CNC and going to the movies.

Why do you believe they were helpful?

- Because we both enjoyed them and they were fun.
- Gave her a chance to enquire about the place and my role here as a student. There were things available at UNBC that sparked an interest in continuing on after high school and the benefit of high education.
- I was able to get to know my student a bit better.
- Gave the student & I the opportunity to get to know each other better.
- Gave us time to talk one on one & get to know each other better.
- This allowed me to get to know my student more by listening to my student and using open-ended questions. I felt my student was able to open up to me and let some of her concerns out.

7. In the table below, please indicate (by marking an X in the appropriate box) how much the following group activities helped to *support* your relationship with your high school participant:

	A lot	Some	Not at all	Don't know or N/A
Day at CNC	3	1	0	2
Medicine Wheel Workshop	2	1	0	3
Public lectures at CNC/UNBC	3	0	0	3
Drum making workshop	1	2	0	3
Session at Two Rivers Art Gallery	1	0	0	5
Social Activities	3	2	0	1

8. Do you think that group activities or one-to-one activities are most helpful in supporting your mentoring relationship?

Group 3 One-to-one 1 Both 2

Why?

- I think equal because both activities allow me to understand my student better.
- One to one give for confidential talks and group activities helped with relationship building. Lahal was really team work.
- I was able to speak to other students & mentors to see what they were doing and just to get to know them.
- Just meeting others in the program was good.
- Because group activities build better social skills.
- Because then she was able to talk in private about issues that were important to her. We could also get to know each other better.

9. If you were developing a mentoring program:

a) What would you do the same as this program?

- Same introduction, some of the same activities. I would hire Joan as the Coordinator.
- Arrange group activities.
- The training and the use of a coordinator.
- The training.
- Putting positive role models with students who want to receive a positive influence to change their life.
- Drum making, bowling, and medicine wheel.

b) This section is an opportunity for you to suggest improvements/changes to the Aboriginal Mentoring Program ...

What would you do differently?

- Nature group walks, skiing cross country, and wiener roast.
- Put more emphasis on the importance & that relationships are important and they will impact a person for a life time.
- Start in September.
- Start earlier in the year (school year).
- Arrange more active group activities like soccer, baseball, swimming, etc.
- More crisis intervention on training, more contacts with community resources, a counselor for the mentoring program. Have the funding come through earlier.

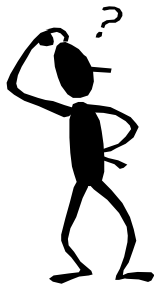
10. Will you recommend this program to a friend? Please explain why or why not?

- Yes, I would, it's a great opportunity to get to know youth develop communication skills and interpersonal relationship skills.
- Yes, I would because it is a good way to meet new people.
- Yes, good opportunity to work with youth.
- Yes, good experience.
- Yes
- Indeed I would. This is a very rewarding program in many ways.

Any other comments or suggestions?

- I think this is an awesome program that is good for the growth & development of both the mentor and mentorees.
- Joan is an awesome coordinator.
- Maybe a group nature walk. May the program could have a disposable camera for the students so they can take photos on the nature trip.

Please do not write your name anywhere on this survey



Aboriginal Youth Mentoring Program 2005/2006

Participant Survey

Thank you for taking the time to complete
this survey. Information gathered will be

The questions in this section are *specific* to you and your participation in the mentoring program...

1. In the table below please indicate (with an X in the appropriate box) whether you believe your participation in the mentoring program has helped you in any of the following areas:
2. Has the mentoring program helped you in any other way that is not mentioned above?

	A lot	Some	Not at all	Don't know or N/A
My awareness of career opportunities increased	4	1	1	0
My awareness of educational programs increased	3	2	1	0
My communication skills increased	0	6	0	0
My self-confidence increased	4	2	0	0
My ability to solve problems increased	4	2	0	0

Please explain

- Self-esteem improved. Encouragement to be more socially active.
- Yes, I got to learn more things.
- Nope not really
- Yes! The mentoring program helped me realize my wisest choice for a career and even is helping me achieve my goals to learn more about this career.
- I don't think.
- Yes, by making a new friend.

3. Do you believe the mentoring program has inspired you to stay in school?

If yes, how?

- Well, I never wanted to leave high school in the first place but it encouraged me to continue with my education in a university or college.
- Well I didn't want to drop out so I don't know.
- Yes, because this program helped me realize I can achieve my goals for a career.
- No, I already liked to go to school.
- My mentor encouraged me, but the program didn't.
- Yes, my mentor has really showed me that schooling is important. Also my mentor has given me word of wisdom.

If no, please explain

4. Generally, since you started the mentoring program, do you think that your school marks: (please choose one)

(1) remained the same 3 (2) improved 2 (3) dropped 1

5. Are you involved in any other out of school programs or activities?

If yes, please list the names or types of programs (i.e. basketball or hockey)

- N/A
- No, I am not in any.
- No
- Nope
- Nope
- No

The following questions are to determine which program activities were most *helpful* in supporting your mentoring relationship...

6. What do you believe are the most important characteristics of your mentor?

- Supportive, sense of empathy, also very cheerful.
- Communication.
- That she's easy to talk to and she was existing.
- Loveable, nice, and caring.
- He was kind and sociable and was very open and considerate.

7. In the table below, please indicate (by marking an X in the appropriate box) how much the following group activities helped to *support* your relationship with your mentor:

	A lot	Some	Not at all	Don't know or N/A
Orientation day	1	3	0	2
Peer Counselling Conference	1	0	0	5
Guest Speakers at UNBC / CNC	1	1	0	4
Medicine Wheel Workshop	2	1	0	2
Social Activities	1	2	0	1
Potluck lunches at CNC/UNBC	1	2	0	3
Day at school (with my mentor)	1	1	0	4

8. Please list the top three one-to-one activities that you did with your mentor that you believed *helped to support your relationship*.

- 1) Going to dinner, bowling, dental, swimming, when we went out to eat, and swimming.
- 2) Going to play pool, pool, nursing, wally ball, when we talked on the phone, and bowling.
- 3) May Day Parade, squash, when we went to the theatre, and walking.

Why do you believe they were helpful?

- It was helpful by the activity that we have participated really helped by self-esteem.
- It gave us time to get to know each other more.
- I got to talk and learn more about him at the pool. I got to learn to work together for squash and wally-ball.
- To open the opportunities to jobs.
- They were good experiences.
- I got to spend time with Tasha.

9. Do you think that group activities or one-to-one activities are most helpful in supporting your mentoring relationship?

Group 1 One-to-one 4 Both 1

Why?

- Both because you make friends.
- No reason really.
- It was more active got to know each other.
- It's easy to communicate with her.
- Because we learned to work together as a team and I could talk and be more open.

This section is an opportunity for you to suggest improvements/changes to the Aboriginal Mentoring Program ...

10. If you were developing a mentoring program:

a) What would you do the same as this program?

- Day at school (CNC)
- Give a chance for everyone to learn more for themselves and how to be for others.
- Have outings (bowling, go karting and things like that).
- Same.
- I would go on group activities.
- I don't know.

b) What would you do differently?

- I don't know.
- Add more culture activities and karaoke.
- Nothing.
- I would allow everyone not just aboriginals because I believe every child should experience this chance.
- N/A

11. Will you recommend this program to a friend? Please explain why or why not?

- Yes, it is fun to hang out with a college student.
- Yes! Because I found out through an Aboriginal advisor, which not every is acquainted with and I believe they should learn about it!
- Probably because it was fun when I went.
- Yes, helps build confidence, improve self-esteem.
- Yes, I will cause it is fun.
- Yes, it was fun and it would be fun for them.

Any other comments or suggestions?

- Yes, please keep this program open for children because it just might be the highlight of their childhood!
- No. It was lots of fun!

Thank you!!!

Please return the completed survey to Joan.

Information/waiver Forms:

Specific forms were developed in the pilot project have been continued to be adapted to this year's Program. The forms include Waiver Form for mentors and participants; Activity Journal for the mentors; Participant Application Form; Participant Mentoring Agreement Form; Mentor Application Form; Mentor Mentoring Agreement Form; and a Withdrawal Form for mentors and participants. The mentors were required to fill out a Criminal Record Check Form that was supplied by the RCMP.

For the safety of everyone in the Program a "Waiver of Liability and Information Release" form was utilized. All mentors in the Program signed this form and all participants in the Program under the age of 19 years old had their parent or legal guardian sign the form. See Attachment A. A brochure was developed as part of the recruitment campaign. See Attachment B.

In order to record and monitor activities an "Activity Journal" was used as a method of tracking the activities undertaken by the mentors and their participants. In order for the mentors to be paid their stipend, a completed activity journal(s) was required at the end of each semester. The form was also designed to monitor any difficulties in the relationship. See Attachment C.

The "Application Form" for the high school students enabled interested high school students to apply to the Program; at the same time the form supplied interests and other information on the student. See Attachment D.

A "Mentoring Agreement" for the high school students was used to demonstrate a commitment on the participant's part. The form included all the criteria for their commitment to the Program and their mentor and the freedom to withdraw from the program at anytime. See Attachment E.

The “Mentor Application Form” included personal information, interests of the applicant, what they thought they could offer to the project, two references that we were given permission to contact and course load information. See Attachment F.

The mentors signed a “Mentoring Agreement” form as well. This was to ensure their commitment to the program and their participant and the freedom to withdraw at anytime. See Attachment G.

The “Mentor Survey” and “Participant Survey” were modified to become applicable to this year’s Program. See Attachment H and I.

A newsletter was created to let everyone know how activities were going and what activities were occurring – I completed two newsletters and they are Attachment J.

Recommendations:

Recommendations that have been established cover all aspects of the Program. The completed surveys from the participants and mentors contain suggestions of areas that can be improved.

Recruitment Strategy

The Coordinator would continue to work closely with the Aboriginal Education Workers and Counsellors at the high schools. In late August, the Coordinator could send out the information to the schools for their fall mail out to parents. In early September the Coordinator can schedule to attend the Aboriginal Education Meeting with School District 57 to inform as many school contacts as possible at one time. Offering one information session to all applicants at the College of New Caledonia was an effective strategy this year as this created a new and exciting environment for the students to be in while learning about the Program.

Continue to build on existing relationships with School District staff

The involvement of high school staff appears to be critical in supporting access and retention for high school participants from a wide range of schools. The high school staff are a valuable communication link between the Coordinator and the high school students – this is especially true for high school students that do not have a phone or access to email.

Continue to utilize a Coordinator

The Coordinator plays a critical role in supporting the mentoring relationships as well as connecting the Program with the Community. Mentoring relationships would not develop as effectively without the assistance of the Coordinator. If the Coordinator is not utilized the Program would have to be reformatted to accommodate the absence of him/her as the Coordinator is depended upon so much to organize the Program as it exists.

The number of hours of the Coordinator should be increased to a maximum of 20 hours per week. As the Program operates now, the Coordinator operates at a maximum of 15 hours per week. With the extra 5 hours the Coordinator could schedule visits to schools more often as this was an effective way of communicating with the high school students. The increase in hours would assist in the overall operation of the Program.

Continue to offer orientation and training for all participants

The orientation and training for all participants is an important step in the Program, however, some areas could be improved upon. For delivery of the training, we could utilize past mentors or repeat mentors to share their experiences during the training. A group activity for mentors only seems to create a bond between all mentors in the Program – this could be done during or after their training, but prior to their

involvement with the high school students. The mentors had wanted more training on working with medium to high risk youth and what to do in crisis situations as two of them arose this year during the Program.

For the participants, continuing to stress that the Program is an education-focused program is an important factor. I coordinated one information session for all interested students this was an effective move as the students found it exciting to be at the College. The Coordinator could spend more time finding out what the students would like to do for activities – this could be achieved through the orientation session.

One night for the orientation and training has been booked at Camp Friendship for late September – this will give the Program a new twist on the training.

Stipends should continue to be offered as an incentive to all mentors in the Program and have it accountable through the activity journals.

Summary of Findings:

The goal of the Aboriginal Youth Mentoring Program is to support youth in achieving their career and education goals and providing an opportunity for both high school participants and mentors to be involved in a positive, healthy relationship. The evaluation findings indicate that the Program is successful. Comments and suggestions from the participants and mentors support the continuation of the Program. It is clear – the Program has had a positive influence on those involved.

Program participants were provided the opportunity to meet and connect with many individuals who are positive role models. Both high school participants and post-secondary mentors indicated that they have an increased awareness of the importance of education and an increased sense of empowerment.

Activities coordinated to support the mentoring relationship were helpful, although there continues to be room for improvement. Overall, a balance between

group and pair activity appears to be most beneficial in supporting the relationship, as well as individual preferences.

Coordination and communication are critical to the success of the Program. The role of the Coordinator is seen as invaluable to support the mentoring relationship and is an important communication 'hub'. The program needs the Coordinator.

Communication is key at the community level – the schools in the community that were actively involved in the program supported the initial recruitment and provided a critical communication link to the youth that supported retention of participants.

There is a demonstrated need for this Mentoring Program and hopefully with the success previous years and this year will lead to the continuation of the project in future years. The group seems content with the outcome of the Program and the students have learned from the Program.

WAIVER OF LIABILITY & INFORMATION RELEASE

College of New Caledonia

- 1) In consideration of the College of New Caledonia (hereinafter called “the College”) conducting and arranging, or otherwise being responsible for any field trip, excursion or other off-campus activity in which I may participate or be involved in as a participant in the **Aboriginal Youth Mentoring Program** at the College or otherwise, I the undersigned, hereby waive release and hold free the College, its officers, employees, agents or mentors, from any liability or claim of any nature that I, my successors or assigns, now or in the future, may have at any time again any of them arising in any manner whatsoever from or out of my participation in or involvement with the said field trip, excursion or activity and anything or any event associated therewith.

In addition to the foregoing and without limiting the generality thereof, I hereby acknowledge and agree that I, my successors or assigns, shall not hold the College, its officers, employees, agents or mentors, in any way responsible for any injury, disease, property damage, or other expense that I may incur during, or arising from my participation or involvement in the said field trip, excursion of activity, no matter how caused.

- 2) I authorize the College of New Caledonia to contact me in the future by telephone and/or by mail, to gather information on my employment and educational status. I also give permission to CNC to share this information, as well as information on my attendance, performance, and outcomes, with the agency funding my participation and its authorized designates. Information is used by CNC for administration, research, and evaluation purposes.
- 3) I agree that any photographs taken during the duration of the program may be used for further promotion of the program.

Participants under the age of 19 must have a parent or legal guardian sign the waiver.

Signed at _____ this ____ day of _____ 20 ____.

As witness:

As participant:

Name: _____

Address: _____

Telephone Number: _____

Meet New People

ADDITIONAL INFORMATION

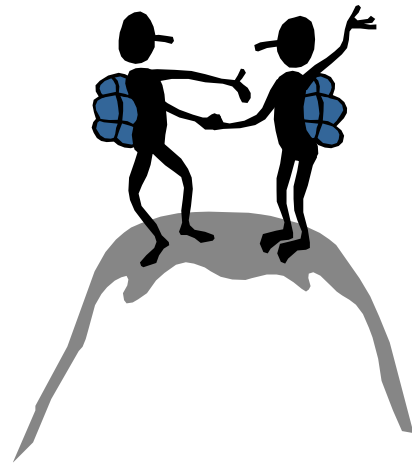
Post-secondary students must have a criminal record check completed. Training and roles and responsibilities will be provided at the orientation sessions. The Mentoring Coordinator with the assistance of the mentors and an advisory committee will match students. Preferences will be considered.

THE MENTORING COORDINATOR

The role of the Mentoring Coordinator is to be a support person for the entire group. She will be available for any questions or concerns you may be having about the Program. Students are encouraged to meet regularly with the Coordinator to ensure effective communication is upheld.

The Coordinator will arrange group activities and assist with individual activities. The Coordinator creates and implements a recruitment campaign for

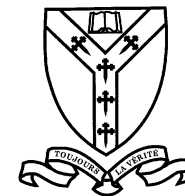
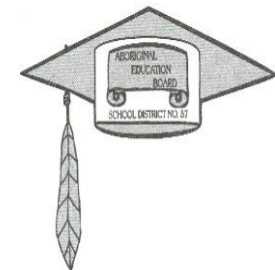
the Program. For the 2005/2006 Program the Coordinator is Joan Brett.



College of New Caledonia

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Prince George, BC V2N 1P8
Joan Brett, Coordinator
Phone (250) 562-2131 Local 488
Fax (250) 561-5862

ABORIGINAL YOUTH MENTORING PROGRAM



College
of New

What's It All About?

Aboriginal post-secondary students are screened and selected to be mentors for Aboriginal high school students from grades 9 – 12 in School District #57.



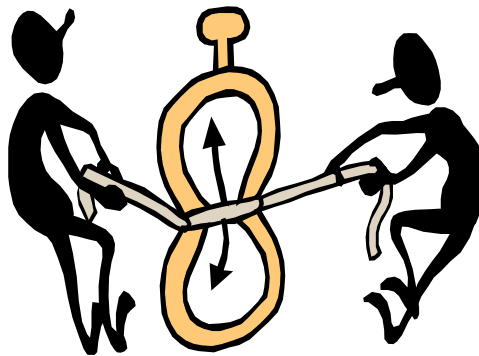
The Program runs from October 2005 to April 2006. The focus of the relationship is on staying in school and creating goals for post-secondary education and career prospects. Throughout the Program there will be planned group activities, workshops, and personalized one-on-one activities. The mentoring relationship will be a combination of social and educational activities.

Plan for your future!

WHO CAN APPLY?

Any Aboriginal post-secondary student attending the College of New Caledonia or the University of Northern British Columbia who can commit to at least eight hours per month with their high school student can apply. We would prefer you have completed at least one year of post-secondary education.

Any Aboriginal high school student in grades 9-12 who can commit to at least eight hours per month with their mentor can apply.



HOW TO APPLY

A recruitment campaign will begin in October 2005. Post-secondary students can contact the Community Education Department at the College of New Caledonia. High school students can contact the Coordinator or their Aboriginal Education Worker at their school.

The Mentoring Coordinator will be announcing dates on the information sessions and the orientation sessions in early September.

Application forms for mentors or high school students will be available from the Mentoring Coordinator in October 2005.

WHO IS ABORIGINAL?

Anyone declaring themselves as Native, Metis or Inuit.



Attachment C

Submitted By:	Date	Hours	Activity	Did you enjoy the activity? Why or why not?	Comments
	Total hours for the month				

How would
you rate your
relationship?

Excellent Good Fair
 Poor



Aboriginal Youth Mentoring Program Application Form for High School Participants

Please Print

Name: _____

Address: _____

Phone: _____

Grade: _____

Email: _____

Did you participate in the Mentoring Program last year? _____

What high school do you attend? _____

Hobbies, clubs or other interests: _____

What is your motivation to be a participant in the mentoring project?

Do you have a preference for a mentor? If so, what is your preference?

Male _____ Female _____

Can you commit to a minimum of 8 hours per month with an aboriginal mentor?

Yes _____ No _____

We would like to contact a reference or support person:

Parent/Teacher/Elder/Pastor/Minister, etc (reference or support person)

Name: _____

Title: _____

Phone: _____

Mentoring Agreement

I, _____, agree to be a willing participant in the Aboriginal Youth Mentoring Project. I will commit to spending at least 8 hours per month with my mentor. As a team player in our mentoring agreement, my mentor and I will agree on how our time will be spent together.

I agree to complete and hand in my activity journal after each session spent with my mentor. I agree to attend regular meetings with the Coordinator, Joan Brett and participate in an evaluation of this Mentoring Program. If I do not want to continue with the mentoring program, I will contact Joan Brett and complete the withdrawal form.

Signature: _____

Date: _____



Aboriginal Youth Mentoring Program

Mentor Application Form

Please Print

Name: _____

Address: _____

Mailing Address (if different from above):

Social Insurance Number (for stipend payment): _____

Phone number (home): _____

(work): _____

(cell or message): _____

Email: _____

Can we do a criminal record check: Yes No (Please circle one)

Did you participate in the program before? Yes No (Please circle one)

Tell us about yourself:

Hobbies, clubs or other interests: _____

What do you think you could offer to the Mentoring Program:

Do you have a preference of the participant being male or female?

If so, what is your preference? _____

Can you commit to at least 8 hours per month with an Aboriginal high school student? Yes No (Please circle one)

Can you commit to an overnight training session at a local camp?

Yes No (Please circle one)

Which post-secondary institution do you attend?

How many classes are you enrolled in for the fall semester?

How many classes do you plan on taking in January 2006?

What is your major or program?

What are you working on (Please circle one): Diploma Apprenticeship

Certificate Bachelors Masters Phd

What year of study are you in?

We would like to contact **two references**, please list below:

Personal or Character Reference:

Name:

Relationship to you:

Phone:

Work or School Reference:

Present or most recent employer:

Professor or instructor:

Company or Post-secondary Institution Name:

Phone:

Additional Comments:

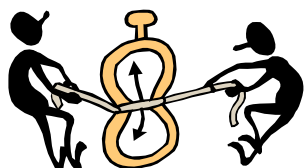
Mentoring Agreement

I, _____, agree to be a willing participant in the Aboriginal Youth Mentoring Project. I will commit to spending at least 8 hours per month with my participant. As a team player in our mentoring agreement, my participant and I will agree on how our time will be spent together.

I agree to complete and hand in my activity journal after each session spent with my participant. I agree to attend monthly meetings with the Coordinator, Joan Brett and participate in an evaluation of this mentoring program. If I do not want to continue with the Mentoring Program, I will contact Joan Brett and complete the withdrawal form.

Signature: _____

Date: _____



Please do not write your name anywhere on this survey

Aboriginal Youth Mentoring Program 2005/2006

Mentor Survey

Thank you for taking the time to complete this

The questions in this section are *specific* to you and your role as a mentor...

1. In the table below, please indicate (with an X in the appropriate box) whether you believe your participation in the Mentoring Program *has affected* you in any of the following areas:

	A lot	Some	Not at all	Don't know or N/A
My time management skills increased				
My ability to prioritize increased				
My verbal communication skills increased				
My inter-personal skills increased				
My self-confidence increased				
My ability to solve problems increased				

2. Has the mentoring program impacted you in any other way that is not mentioned above?

Please explain

3. What do you believe are your most important characteristics as a mentor?

4. In the table below, please indicate (by making an X in the appropriate box) how much each of the following components of the training helped you (or was most useful) as a mentor -

	A lot	Some	Not at all	Don't know or N/A
Introduction to mentoring				
Roles and responsibilities				
Communication				
Conflict Management				

5. Please provide any suggestions as to how the mentoring orientation/training could be improved? (including any additional training that would be useful)

The following questions are asked to determine which program activities were most beneficial in supporting your mentoring relationship...

6. Please list the top three one-to-one activities that you did with your high school participant that you believed *helped support your relationship*.

- A. _____
B. _____
C. _____

Why do you believe they were helpful?

7. In the table below, please indicate (by marking an X in the appropriate box) how much the following group activities helped to support your relationship with your high school participant:

	A lot	Some	Not at all	Don't know or N/A
Day at CNC				
Medicine Wheel Workshop				
Public lectures at CNC / UNBC				
Drum making workshop				
Session at the Two Rivers Art Gallery				
Social Activities				

8. Do you think that group activities or one-to-one activities are most helpful in supporting your mentoring relationship?

Group _____

One-to-one _____

Why? _____

This section is an opportunity for you to suggest improvements/change to the Aboriginal Youth Mentoring Program....

9. If you were developing a mentoring program:

- a) What would you do the same as this program?

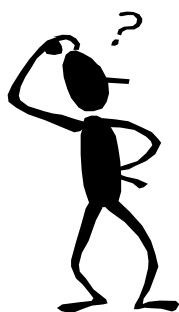
- b) What would you do differently?

10. Will you recommend this program to a friend? Please explain why or why not?

11. Any other comments or suggestions?

Thank you for your input – it has been
great working with all of you!!!
Please return the completed survey to Joan





Please do not write your name anywhere on this survey

Aboriginal Youth Mentoring Program 2005/2006

Participant Survey

Thank you for taking the time to complete

The questions in this section are *specific* to you and your participation in the mentoring program...

11. In the table below please indicate (with an X in the appropriate box) whether you believe your participation in the mentoring program has helped you in any of the following areas:

	A lot	Some	Not at all	Don't know or N/A
My awareness of career opportunities increased				
My awareness of educational programs increased				
My communication skills increased				
My knowledge of my cultural background increased				
My self-confidence increased				
My ability to solve problems increased				

12. Has the mentoring program helped you in any other way that is not mentioned above?

Please explain

13. Do you believe the mentoring program contributed to you staying in school?

If yes, how?

If no, please explain

14. Generally, since you started the mentoring program, do you think that your school marks: (please choose one)

(1) remained the same __ (2) improved __ (3) dropped __

15. Are you involved in any other out of school programs or activities?

If yes, please list the names or types of programs (i.e. basketball or hockey)

The following questions are to determine which program activities were most *helpful* in supporting your mentoring relationship...

16. What do you believe are the most important characteristics of your mentor?

17. In the table below, please indicate (by marking an X in the appropriate box) how much the following group activities helped to *support* your relationship with your mentor:

	A lot	Some	Not at all	Don't know or N/A
Orientation Day				
Peer Counselling Conference				
Guest speakers at CNC/UNBC				
Medicine Wheel Workshop				
Social Activities				
Potluck lunches at CNC/UNBC				
Day at School (with my mentor)				

18. Please list the top three one-to-one activities that you did with your mentor that you believed *helped to support your relationship*.

- 1) _____
- 2) _____
- 3) _____

Why do you believe they were helpful?

19. Do you think that group activities or one-to-one activities are most helpful in supporting your mentoring relationship?

Group _____ One-to-one _____

Why? _____

This section is an opportunity for you to suggest improvements/changes to the Aboriginal Mentoring Program ...

20. If you were developing a mentoring program:

a) What would you do the same as this program?

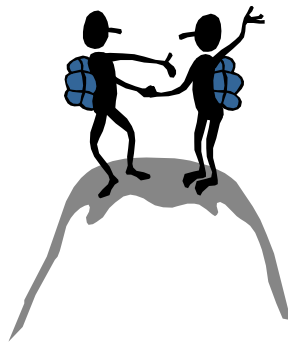
b) What would you do differently?

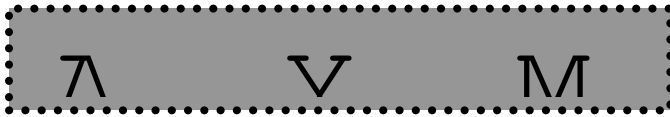
21. Will you recommend this program to a friend? Please explain why or why not?

Any other comments or suggestions?

Thank you!!!

Please return the completed survey to Joan.





January 30, 2006

Orientation / Training Sessions:

On Saturday, December 10, 2005 – an information session was held for the high school students that were interested in the Mentoring Program.

On Saturday, January 7th, 2006 – an orientation session was held for all



The mentors and students were given an opportunity to attend the National Peer Counselling Conference at UNBC in January 2006. Sessions included – Poetry reading with Joanne Arnot; Keynote speaker: Dr. Lewis Mehl-Madrona; poster presentations; traditional talking circle with Elder Alden Pompana; Flourishing character strengths and optimal development; the Medicine Wheel with Earle Henderson; Coping with Stress; banquet with the Carrier Dance Group; Two-Spirits, transgender, and experiential workers: peer support &

mentorship programs with Cathy Denby; Making a difference: Counselling to reduce harm associated with HIV and HCV with Carlene Dingwall; Peer Support & the Arts with Paul Michel, Joanne Arnot, and Tina Fraser; How to start a peer support program & building bicultural community capacity through peer support and ending the conference with a panel consisting of the guest speakers throughout the weekend. The students who participated really enjoyed themselves interacting with students from all across Canada. We met with students from the University of Ottawa and learned that they offer a similar program to our Aboriginal Youth Mentoring Program.





Photos from the National



Up-coming Events:

- 👋 February is Black History month - variety of activities happening throughout the month
- 👋 Homework Club - to be announced
- 👋 Craft Night - to be announced
- 👋 Crisis Intervention Training workshop - to be announced
- 👋 Youth Criminal Justice Workshop - to be announced

STUDENT / MENTOR
CORNER:

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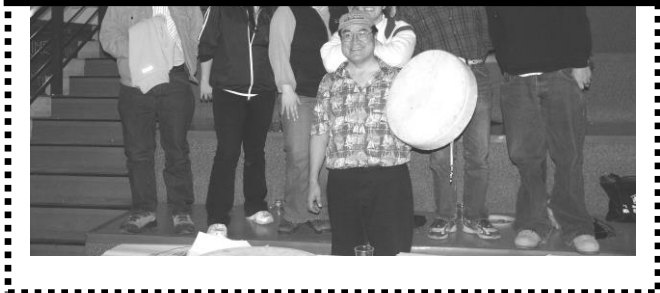
February 28, 2006

Day at School with their mentor:

On Friday, February 10, 2006 we invited all mentors and their students to the College of New Caledonia for the day. We had seven high school students and six mentors attend

Mini Lahal Tournament at the University of Northern BC

The First Nations Centre at the University of Northern BC invited all mentors and their students to a mini Lahal Tournament at the Wintergarden on Friday, February 24, 2006. The students had a great time and met some other students from Kelly Road Secondary School. Winning teams won t-shirts and hats. Pizza was supplied courtesy of the UNBC First Nations Centre – that was a nice surprise. The UNBC First Nations Centre will be doing that again – we had such a great time – we will be happy to attend again.





Up-coming

Events:

- 👏 Medicine Wheel Workshop - Saturday, March 4, 2006
- 👏 Drum Making Workshop - Friday, March 10, 2006
- 👏 Craft Night - to be announced
- 👏 Art Gallery Tour - to be announced
- 👏 UNBC Tour
- 👏 Culinary Arts / Dental Programme Tours at CNC

STUDENT / MENTOR
CORNER:

