

Ignite Academy: 2023-2024 End-of-Year Data Report

C2C MILESTONES 2 & 3: Meeting Elementary Math and Literacy Standards

Ignite Academy, the first community-designed Cradle-to-Career solution from ProsperUs, focuses on strengthening literacy and math skills. Operating four days a week after school, it targets students in grades 2-7 across six participating schools: General Brock, Begley, Immaculate Conception, St. James, St. Louis, and Queen Elizabeth.

This report covers data from the 2023-2024 school year, including enrollment, monthly programming, feedback surveys from students and caregivers, and students' academic and socio-emotional learning scores. Ignite Academy achieved significant milestones, such as improved tracking and reporting on wrap-around supports, enhanced delivery of academic programming in both math and literacy, and very positive feedback from students and caregivers on program quality. The report outlines key statistics, program strengths, and areas for improvement, providing a roadmap for year 3.

Key Statistics & Insights

Enrollment

	Year 1 2022-2023	Year 2 2023-2024	Growth in Years
October Enrollment	169	176	▲ 7 students 4% growth
June Enrollment	153	162 ¹	▲ 9 students 6% growth

Retention and Withdrawals

- The retention rate for this year was **75%**, a *1% increase* from last year.
- There were 54 withdrawals, with common reasons including relocation/moving schools, caregiver schedule conflicts, transportation issues, tiredness/long days, and lack of interest.

Attendance

Average Ignite Academy Attendance Rate: 77%

- While rates varied among schools, the majority were above 75%.
- **5%** of students (8 students) had attendance rates below 50%, indicating a need to address underlying factors affecting attendance. Notably, those students have left the program.
- *Comparison with Last Year:* Last year's attendance rate was 75%, indicating a *2% improvement*.

Average School Attendance Rate: 91%

- **33%** of Ignite Academy students (43 students) were chronically absent from school. Chronic absenteeism in Ontario is defined as missing 10% of the school year (about 19 days).
- Chronically absent students had an average grade of 72.5%, about 1.5% lower than the overall average.

¹ 40 students added throughout the year.

Opportunities with Attendance Data:

- **Reduce Chronic Absenteeism:** Focus on the 33% of chronically absent students to understand and address the causes.
- **Implement Targeted Support:** Develop strategies for students with attendance rates below 50%, including personalized engagement plans.
- **Replicate Successful Practices:** Use successful attendance strategies from higher-performing schools across all schools.
- **Allocate Resources Effectively:** Direct resources to schools and groups with the lowest attendance to boost rates.
- **Enhance Caregiver Engagement:** Strengthen communication with caregivers to address barriers and emphasize the importance of attendance.

Monthly Programming Data

Ignite Academy is committed to providing comprehensive support to its students, understanding that academic success is connected to overall well-being and access to resources. This includes a variety of activities and interventions beyond academics, facilitated through close collaboration with our partners. We thank Ignite Academy partners for diligently recording these activities, and in our pursuit of continuous improvement, we are working closely to refine reporting practices, reduce duplication, and ensure data accuracy.

The table below provides an overview of the activities conducted within Ignite Academy over two years:

Indicators	Year 1 2022-2023	Year 2 2023-2024	Difference and % Change
Recreational Activities	446	638	▲ 192 43% increase
Arts and Cultural Activities	387	426	▲ 39 10% increase
Field Trips	13	9	▼ 4 31% decrease
Service Interactions with School Staff	471	2,135	▲ 1664 353% increase
Service Interactions with Caregivers	1861	10,708	▲ 8847 475% increase
Community Referrals	298	2,531	▲ 2233 749% increase
Barrier Removal Interventions	330	702	▲ 372 113 % increase
Incentives Delivered	744	5,422	▲ 4678 629 % increase
Translation/Interpretation Supports Used	275	1,299	▲ 1023 72% increase

Over the past two years, Ignite Academy has significantly expanded its support and engagement strategies. The data highlights remarkable growth across multiple areas, showcasing the program's dedication to enhancing student experiences and meeting their diverse needs. This expansion is critical for justifying funding, attracting new participants, and maintaining stakeholder trust. Key areas of growth include:

- **Service Interactions with School Staff and Caregivers** increased dramatically, with a 353% rise in staff interactions and a 475% rise in caregiver interactions. This underscores the importance of strong communication and collaboration between school and home environments.
- **Community Referrals** and **Barrier Removal Interventions** experienced substantial growth, reflecting a proactive approach to addressing external challenges and supporting students' comprehensive needs.
- **Incentives Delivered** and **Translation/Interpretation Supports** saw the most significant increases, indicating a focused effort on accessibility and inclusivity.

Opportunities with Programming Data:

- **Improve Data Management Systems:** Continue working with partners to improve data collection and establish clearer reporting processes for reliable and actionable insights.
- **Expand Experiential Learning Opportunities:** Explore ways to provide more field trips and offer students more experiential learning opportunities, identifying barriers and solutions to overcome.

Academics

Total Number of UWAT Academic Sessions: 1768

The academics section highlights Ignite Academy's effectiveness in enhancing literacy and math skills, particularly for students at risk of illiteracy, struggling with math, or both. One of the primary goals of Ignite Academy is to help students meet elementary math and literacy standards through targeted, individualized academic interventions. This includes identifying gaps in knowledge, receiving direct instruction from a UWAT specialist, and diligently tracking skill development. Academic interventions are short, intensive sessions focused on individualized content.

Literacy Highlights

- **Number of 1:1 Literacy Sessions:** 709

Our equity-focused literacy program ensures that students who need the most support receive it. We prioritize students at risk of illiteracy or at some risk (those in the red and yellow categories), providing them with intensive or strategic support. These students receive more attention than those who scored higher on assessments at the beginning of the year. Next year, programmatic changes will include more support for core support students.

Category	Type of Support Received	Level of Risk of Illiteracy
Blue	Core Support	Negligible Risk
Green	Core Support	Minimal Risk
Yellow	Strategic Support	Some Risk
Red	Intensive Support	At Risk

Assessments of oral reading fluency and reading comprehension were conducted at the beginning and end of the year, revealing:

- **66%** of students in the **red** category who received intensive support **improved** their reading skills by the end of the year. On average, these students increased their oral reading fluency by **20.5%**.
- **61%** of students in the **yellow** who received strategic support **improved** their reading skills by the end of the year. On average, these students increased their oral reading fluency by **10.3%**.

See [Appendix A](#) for external benchmarks for literacy.

Opportunities for UWAT in Literacy:

- **Increase Grade-Level Literacy:** Focus on increasing the number of students achieving grade-level literacy.
- **Implement Frequent Assessments:** Conduct more frequent assessments throughout the year to track student progress and identify areas needing additional support, enabling timely interventions.
- **Support for Blue and Green Categories:** Implementing ongoing support for students who were initially at low academic risk to prevent them from falling behind.
- **Obtain Comprehensive Data:** Gather comprehensive data for all students, not only Ignite students, to provide a more accurate measure of the program's impact and effectiveness.

Math Highlights

- **Number of 1:1 Math Sessions:** 1059
- **Assessment and Progress Tracking:** At the beginning of the year, we assess each student to identify any gaps in math skills from previous years' curricula, sometimes going back through multiple grades of the Number Sense curriculum. Throughout the year, we track the number of these gaps (curriculum points) each student fills each month. This process aims to help Ignite Academy participants catch up to their peers, enabling them to better participate in their regular day classes.
- **Average Initial Gap:** Initially, on average, students were missing **69%** of the required math skills in Number Sense.
- **Progress Made:** By the end of the year, students reduced this gap from **69%** to **28%** by demonstrating competence in needed Number Sense skills.
- **Achievement Levels:**
 - **59%** of students can now do at least half of the math curriculum they needed to learn in Number Sense.
 - **29%** of students can do 70% or more of the math curriculum they needed to learn in Number Sense.
- **Overall Improvement:** **93%** of students showed improvement in math from the beginning to the end of the year. Improvement here means they are learning and mastering more math skills than they knew at the start of the year. This information helps us plan how to support them better in the coming years.

Interpreting Math Scores

Background:

Students were significantly behind in math skills, so the UWAT team decided to:

- Concentrate specifically on Strand B: Number Sense, covering only 20% of the entire math curriculum.
- Use an equitable lens to determine which students received the most UWAT time and resources - had the most curriculum gaps in Number Sense.

Implications:

- Assessments may not fully reflect the entire range of math skills.
- Use scores as baselines to identify specific areas where students need more help.

See [Appendix A](#) for external benchmarks for mathematics.

Opportunities for UWAT in Math:

- **Align with School:** Work more closely with the school’s curriculum and what the student is working on during class.
- **Utilize Professional Development Resources:** Use the school board's professional development resources to enhance teaching strategies for UWAT and core programming staff.
- **Coordinate with Teachers:** Ensure consistent alignment and support by coordinating with UWAT and homeroom teachers.
- **Increase Support for Math Engagement:** Address the fact that 43% of students report math as their least favourite subject by increasing support for students with lower engagement.
- **Expand Curriculum Coverage:** Consider expanding the curriculum beyond the current 20% focus to cover more comprehensive math topics.
- **Obtain Comprehensive Data:** Gather comprehensive data for all students, not only Ignite students, to provide a more accurate measure of the program's impact and effectiveness.

Student Feedback

Socio-Emotional Learning Skills

Socio-emotional learning (SEL) is also a crucial outcome of Ignite Academy. The SEL check-in survey was conducted at the beginning (BOY) and end (EOY) of the academic term to assess students’ self-esteem and socio-emotional well-being.² Additional SEL-focused questions were added to the EOY survey and will continue to be included in future evaluations to track progress and adjust programs accordingly. This focus on SEL helps ensure that students are not only improving academically but also developing important social and emotional skills.

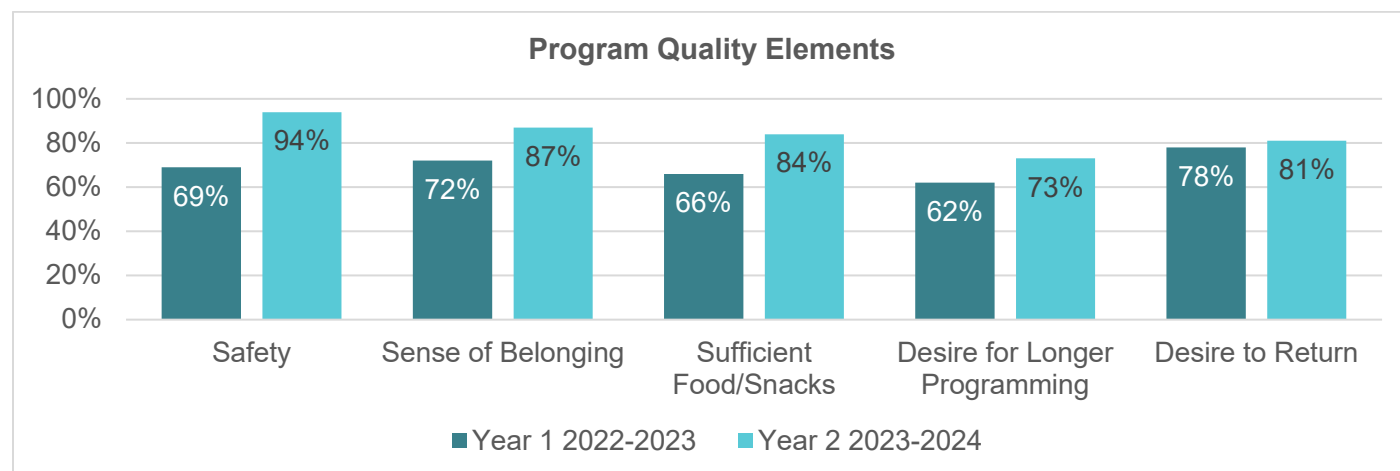
Category	BOY Survey	EOY Survey	Opportunity
Expressing Emotions	54%	66% (▲12%)	Students reported feeling comfortable talking to someone about their thoughts, emotions, and feelings. <ul style="list-style-type: none"> • Continue fostering an environment where students feel safe expressing their feelings, as the percentage is still relatively low. The mentoring aspect could focus on this.
Social Connections	98%	94% (▼4%)	Students reported having friends to talk to and play with at Ignite Academy <ul style="list-style-type: none"> • Enhance activities within Ignite to foster more inclusive & engaging peer interactions.
Pride in Achievements	85%	84% (▼1%)	Students reported achieving or learning something that makes them proud of themselves. <ul style="list-style-type: none"> • Continue to highlight and celebrate student achievements across various domains, including sports, academics, and creative skills.
Growth Mindset	82%	84% (▲2%)	Students reported having something they’re not good at yet but are determined to improve. <ul style="list-style-type: none"> • Continue encouraging students to embrace challenges and view them as opportunities for growth, especially in areas like academics and personal development.

² BOY Survey Response Rate: 95% | EOY Survey Response Rate: 89%
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Self-Esteem:	80% (EOY Only)	Students reported having a favourite thing about themselves, indicating a healthy level of self-esteem. <ul style="list-style-type: none"> Support self-esteem development through positive reinforcement and opportunities for self-expression.
Resilience & Problem Solving	71% (EOY Only)	Students reported overcoming various challenges, including academic, social, personal, and physical challenges. <ul style="list-style-type: none"> Provide targeted support for students facing specific challenges and reinforce problem-solving skills.
Conflict Resolution	84% (EOY Only)	Students feel capable of resolving conflicts with friends. <ul style="list-style-type: none"> Continue to support and teach effective conflict resolution strategies.
Coping Mechanisms	81% (EOY Only)	Students reported diverse coping mechanisms, including talking to trusted adults, relaxation exercises, and arts. <ul style="list-style-type: none"> Expand resources and training in effective coping strategies, particularly for managing stress and emotions.
Safety	Home: 97% Ignite Academy: 94% School: 82% Community 63% (EOY Only)	While students generally feel safe at home, school, and Ignite Academy, only 63% felt safe in their community. Concerns range from unfriendly neighbours to more serious issues like homelessness and crime. <ul style="list-style-type: none"> Work on initiatives to improve students' sense of safety within the community, potentially through partnerships and increased awareness.

Program Quality

The end-of-year (EOY) survey highlighted improvements in various aspects of program quality at Ignite Academy compared to the previous year.³ Significant positive changes were noted in students' feelings of safety, availability of sufficient food, and a sense of belonging.⁴



³ Year 1 Response Rate: 84% | Year 2 Response Rate: 89%

⁴ The safety question in Year 1 was more specific, asking students if they felt safe from potential harm caused by mean comments or looks from others. In contrast, the question in Year 2 was broader, inquiring simply about students' general feelings of safety at Ignite Academy. This change in wording may have influenced the responses and should be considered when interpreting the data.

Likes & Dislikes:

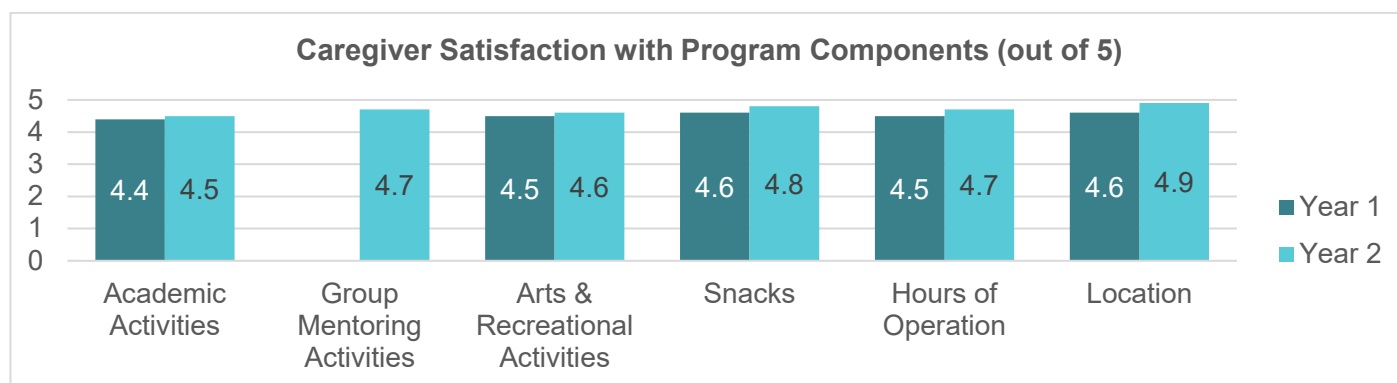
Students shared their likes, dislikes, and suggestions to improve Ignite Academy. The most frequently mentioned aspects are:

Likes	Dislikes
<ul style="list-style-type: none"> • Variety of activities • Gym and outdoor time • Supportive staff and teachers • Snacks • Spending time with friends • Games and arts & crafts • Homework help • Special events like field trips and prizes 	<ul style="list-style-type: none"> • Homework • Bullying • Certain academic activities • Staying indoors often • Negative behaviours of other students • Long program hours • Quality of snacks

Opportunities to Enhance Ignite Academy Based on Student Feedback:

- **Increase Field Trips:** Plan more outings to exciting destinations like Adventure Bay.
- **Expand Outdoor Activities:** Include more sports and general playtime outdoors.
- **Extend Program Hours:** Consider longer hours (e.g., Fridays)
- **Balance Academic and Physical Activities:** Ensure a mix of educational and physical activities to keep students engaged and energized.
- **Improve Food and Snack Options:** Offer hot meals and healthier snack choices.
- **Introduce More Interactive Opportunities:** Include more games and electronics for fun and engagement.
- **Enhance Infrastructure and Resources:** Improve facilities like computers and gym equipment.
- **Focus on Behaviour Management:** Foster a positive and inclusive social environment by managing behaviour effectively.

Caregiver Feedback



The caregiver feedback survey aimed to gauge caregivers' perceptions of Ignite Academy, its impact on their children, and their satisfaction with various program elements. The findings highlight notable improvements from year 1 to year 2, showcasing areas of success and identifying opportunities for further enhancement.⁵ Some highlights include:

- **Recommending Ignite Academy:** 99% of caregivers are likely or very likely to recommend Ignite Academy, reflecting high satisfaction.

⁵ Year 1 Caregiver Survey: n=91 | Year 2 Caregiver Survey: n=96

- **Responsive Staff:** 90% of caregivers found staff responsive to requests or concerns, and 100% felt comfortable talking to Ignite Academy staff.
- **Knowledge of Community Resources:** 93% of caregivers feel more knowledgeable about community resources, an increase from 87% last year.
- **Direct Support from Wrap-Around Services:** 91% of caregivers received direct support from Ignite's wrap-around services.

Indicators: Caregivers who agree or strongly agree that their child(ren)...	Year 1 2022-2023	Year 2 2023-2024	Change
Overall Benefit: is benefiting from Ignite Academy	97%	98%	▲ 1%
Engagement: looks forward to attending Ignite Academy	92%	97%	▲ 5%
Academic Support: completes homework with greater ease after participating in Ignite Academy	70%	76%	▲ 6%
Interest in Learning: has shown an increased interest in learning after participating in Ignite	82%	77%	▼ 5%
Academic Performance: academic performance has improved after participating in Ignite Academy	73%	83%	▲ 10%
Activities: has benefited from the recreational, physical health, arts, and mentoring activities at Ignite	94%	97% Arts/Rec 88% Mentoring	▲ 3% Arts/Rec ▼ 6% Mentoring
Skill Development: is learning new skills at Ignite Academy	87%	90%	▲ 3%
Safety: is safe at Ignite Academy	99%	99%	No Change
Happiness: seems happier since participating in Ignite Academy	89%	90%	▲ 1%
Social Connections: has friends and/or made new friends at Ignite Academy	93%	94%	▲ 1%

Opportunities to Enhance Ignite Academy Based on Caregiver Feedback:

- **Enhance Academic Engagement:** Address the decline in student interest in learning, which fell from 82% to 77%, by making learning more interactive and appealing.
- **Improve Mentoring Activities:** Focus on the importance of mentoring, as the perceived benefit of these activities dropped from 88% to 82%. Year 3 will see a change in the way mentoring is delivered.
- **Broaden Program Activities:** Expand the range of activities, such as adding field trips, music lessons, and sports, to cater to diverse interests and increase overall engagement and satisfaction.
- **Address Bullying:** Implement or reinforce anti-bullying policies and programs to create a safer and more inclusive environment for all students.

Next Steps: Continuous Improvement Opportunities

Mentoring Pilot

The mentoring pilot at Ignite Academy provided tailored support to eight students who needed additional assistance. Running from early March to late May, this initiative partnered students with Big Brothers Big Sisters (BBBS) mentors for one-on-one (1:1) mentoring. The primary goal was to see how individual mentorship could enhance students' well-being and lead to positive outcomes.

The pilot demonstrated the potential of 1:1 mentoring to significantly improve students' personal, academic, and social development. The insights gained will be crucial for refining and expanding the mentorship component of Ignite Academy in year 3. By applying these lessons and adopting a flexible, student-centred approach, Ignite Academy aims to provide meaningful and lasting support to all students in the 2024-2025 school year and beyond. Based on the positive changes observed, we are committed to expanding 1:1 mentoring to all students, ensuring that every student benefits from personalized support and guidance. See [Appendix B](#) for a full report on the pilot.

Problem-Solving Working Group for Mathematics at Ignite Academy

Ignite Academy initiated a structured continuous improvement process to improve student outcomes in math after identifying that our math key performance indicator was not on track. This process involved three key phases:

1. **Information Gathering (May & June):** The backbone team reviewed data and collaborated with UWAT staff to understand the challenges.
2. **Problem-Solving Working Group (June):** A diverse group of stakeholders, including caregivers, service providers, members of the ProsperUs Investors Table and Leadership Council, Opportunities United and United Way board members, school board partners, and subject matter experts, participated in two 2.5-hour meetings. They defined the problem, co-created solutions based on a design question, and refined these solutions.
3. **Review & Implementation (July & August):** The PSWG evaluated the solutions based on effectiveness, feasibility, and sustainability and made four recommendations to proceed with. The recommendations will now go to the Investor Table, Leadership Council Executives, and United Way Board of Directors for review. If consensus on a direction forward is reached, the backbone team will work with Ignite Academy implementing partners and the UWAT team to implement the approved next steps in year 3.

To see the full PSWG report, visit: www.weunlockpotential.com/Summer2024DataReports

Appendix A: External Academic Benchmarks

It's important to note that both report card data and EQAO scores are school-specific. However, while the report card data includes only Ignite Academy students from grades 2-7, the EQAO scores include all grade 3 and 6 students at each participating Ignite Academy school, providing a broader picture of literacy achievement across these grades. Additionally, the report card marks are from the 2023-2024 school year based on school assessments, while the EQAO scores are from the 2022-2023 school year based on provincial standardized tests. Because of these differences, the report card and EQAO scores are not directly comparable and should be used as separate benchmarks. The variance in scores likely reflects differences in the groups assessed and the nature of the assessments. The EQAO scores offer a comprehensive view of literacy performance across entire grade levels at each school, while report card scores specifically highlight the performance of Ignite Academy students.

Literacy External Benchmarks

Report Cards

- *Average Language⁶ Mark for Ignite Students: 70%*⁷
- **55%** of Ignite Academy students achieved at or above the provincial level (70% or higher) in language, with scores ranging from 28% to 74% across schools. This helps identify areas for focus in the upcoming year.
- **42%** of Ignite Academy showed improved literacy scores on their report cards from the first to the second term.

EQAO

- **69%** of grade 3 and grade 6 students scored at or above provincial levels in literacy across Ignite Academy schools, on average.

Mathematics External Benchmarks

Report Cards

- *Average Math Mark for Ignite Academy Students: 71%*⁸
- **59%** of Ignite Academy students are at or above the provincial level in math (greater than 70%).
- **32%** of Ignite Academy students showed improved math scores on their report cards from the first to the second term.

EQAO

- **41%** of grade 3 and grade 6 students scored at or above provincial levels in mathematics across Ignite Academy schools, on average.

⁶ Report cards provide a mark in language, while Ignite Academy reports on literacy.

⁷ We did not receive all 174 students' report cards, as it was not mandatory to consent to sharing this year. In Year 3, sharing the report card will be mandatory for participation in Ignite Academy. Additionally, 5 students received an R in literacy and are not included in the average.

⁸ 3 students received an R in math and are not included in the average.

Appendix B: 1:1 Mentorship Pilot - Final Report

The 1:1 mentorship pilot was designed to foster developmental relationships between mentees and mentors to improve mentee outcomes in personal, academic, and social domains. The pilot aimed to evaluate the effectiveness of mentorship in enhancing these relationships and identifying best practices for future implementation. This initiative addresses the crucial need for mentors in children’s lives to guide, support, and inspire them, particularly in our priority neighbourhoods.

Mentoring Pilot

The mentoring pilot at Ignite Academy focused on eight students who required additional support. Launched in early March and concluded in the last week of May, this initiative provided tailored mentoring through one-on-one (1:1) relationships with Big Brothers Big Sisters (BBBS) mentors. The primary goal was to assess how individual mentorship could enhance students' well-being and lead to positive outcomes.

Traditionally, Ignite Academy has utilized group mentoring. However, research shows that 1:1 mentoring can significantly improve personal and academic outcomes by providing more personalized support. Studies have demonstrated that individual mentorship leads to better relationship quality, increased academic achievement, and improved social-emotional skills (Raposa, Dietz, & Rhodes, 2019; Youth.gov, 2023).

This pilot emerged from recognizing that some students' needs were not fully met in group mentoring settings. Embracing an equity-driven approach, we sought to offer more personalized support where needed. Drawing inspiration from academic interventions in math and literacy, we prioritized assistance for those requiring it the most.

Upon the pilot's conclusion in May, a comprehensive evaluation was conducted to gauge its impact and gather valuable insights. Feedback from mentors, students, and other stakeholders informed our efforts to refine and improve our approach.

Methodology

The pilot ran for 11 weeks, with one session per week during BBBS programming. Each session lasted 20-40 minutes, during which students engaged in activities to develop relationships and discuss goals with their mentors. The evaluation plan included pre- and post-program surveys on developmental relationships (measuring expressed care, challenged growth, provided support, shared power, and expanded possibilities), goal-setting activities, and continuous staff observations to measure progress and outcomes. See [Appendix C](#) for the surveys.

Findings

The mentoring pilot yielded valuable insights into the dynamics of mentor-mentee relationships and highlighted several key areas of success and improvement.

Student Participation and Engagement:

- Attendance and engagement varied, with some students showing high enthusiasm and others needing more tailored approaches to maintain interest.
- Activities such as sports, creative projects, and academic support were well-received, demonstrating the importance of aligning sessions with students' interests and goals.

Developmental Relationship Outcomes:

Developmental Relationship Aspects

Relationship Aspect	Beginning (%)	End (%)	Change (%)
Expressed Care	77	81	+4
Challenged Growth	79	83	+5

Provided Support	73	84	+11
Shared Power	70	75	+5
Expanded Possibilities	74	56	-18

Overall scores from the Developmental Relationships Surveys showed an average improvement of 76% across elements, with notable progress in expressed care, challenged growth, provided support, and shared power. This indicates that students felt more cared for, supported, and empowered throughout the program. The most substantial increase was in provided support, reflecting the effectiveness of the mentorship in helping students achieve their goals. However, the notable decline in expanded possibilities suggests that while students felt more supported and empowered, their exposure to new opportunities and ideas may not have developed as expected. This highlights an area for improvement in future iterations of the program. Moreover, some students experienced a decline in their relationship dimensions, indicating the need for more consistent and personalized engagement strategies.

Developmental Relationship Types

Relationship Type	Beginning Rated out of 4	End Rated out of 4	Change
Teacher	2.8	3.1	+0.3
Friend	2.7	2.8	+0.1
Siblings	2.8	2.6	-0.2
Caregiver	3.4	3.5	+0.1
Program Leaders	3.2	3.4	+0.2
Mentors	-	3.5	-

The data indicates modest improvements in most developmental relationship types, suggesting that the pilot effectively strengthened students' relationships with teachers, friends, caregivers, and program leaders. The introduction of mentors showed a positive impact, with a starting average of 3.5, highlighting the benefit of a 1:1 mentorship relationship.

Recommendations for Year 3

In Year 3, the United Way Academic Team, Multicultural Council, and South Essex Community Council will collaborate to formalize existing informal mentoring practices. Mentoring will seamlessly integrate into existing activities and be included in the job descriptions of Family Support Workers and Program Coordinators. An integrated evaluation plan will assess mentoring effectiveness, including tracking mentee progress, monitoring mentor engagement, conducting pre- and post-program assessments, and keeping case notes. Based on the positive changes observed in this small sample, we aim to expand 1:1 mentoring to all students, ensuring every student benefits from personalized support and guidance.

References:

- Raposa, E. B., Dietz, N., & Rhodes, J. (2019). The effects of youth mentoring programs: A meta-analysis of outcome studies. *Journal of Youth and Adolescence*. Retrieved from [Rhodes Lab. https://doi.org/10.1007/s10964-019-00982-8](https://doi.org/10.1007/s10964-019-00982-8)
- Youth.gov. (2023). Benefits of mentoring for young people. Retrieved from <https://youth.gov/youth-topics/mentoring>

Appendix C: Mentorship Surveys

Developmental Relationships Intake Survey

This survey is designed for mentees (youth) participating in the Ignite Academy program at the beginning of the pilot. It aims to gather insights into their relationships with various individuals and includes questions about goal-setting.

Timing: Beginning of Pilot
Completed by: Mentee

1. What is your name?

2. What school do you go to?

Please use a scale from 1 to 4 to show how often you connect with the people listed, where 1 is 'rarely' and 4 is 'very often.'

3. Expressed Care: How often do these people show you that you matter to them?

	Rarely	Sometimes	Often	Very Often
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Leaders (specifically Ignite Academy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Challenged Growth: How often do these people encourage you to be your best?

	Rarely	Sometimes	Often	Very Often
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Leaders (specifically Ignite Academy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Provided Support: How often do these people help you get things done?

	1 - Rarely	2 - Sometimes	3 - Often	4 - Very Often
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Leaders (specifically Ignite Academy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Shared Power: How often do these people listen to your ideas and take them seriously?

	Rarely	Sometimes	Often	Very Often
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Leaders (specifically Ignite Academy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Expanded Possibilities: How often do these people connect you with new people, places, or ideas?

	Rarely	Sometimes	Often	Very Often
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Leaders (specifically Ignite Academy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Can you tell me about one or two goals you really want to achieve?

Developmental Relationships End-of-Pilot Survey

This survey is designed for mentees (youth) participating in the Ignite Academy program at the beginning of the pilot. It aims to gather insights into their relationships with various individuals and includes questions about goal-setting.

Timing: End of the Pilot
Completed by: Mentees

1. What is your name?

2. What is your mentor's name?

Please use a scale from 1 to 4 to show how often you connect with the people listed, where 1 is 'rarely' and 4 is 'very often.'

3. Expressed Care: How often do these people show you that you matter to them?

	Rarely	Sometimes	Often	Very Often
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Leaders (specifically Ignite Academy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you want your mentor to do this more, less, or keep the same?

4. Challenged Growth: How often do these people encourage you to be your best?

	Rarely	Sometimes	Often	Very Often
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Leaders (specifically Ignite Academy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you want your mentor to do this more, less, or keep the same?

5. Provided Support: How often do these people help you get things done?

	Rarely	Sometimes	Often	Very Often
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Leaders (specifically Ignite Academy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you want your mentor to do this more, less, or keep the same?

6. Shared Power: How often do these people listen to your ideas and take them seriously?

	Rarely	Sometimes	Often	Very Often
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Leaders (specifically Ignite Academy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you want your mentor to do this more, less, or keep the same?

7. Expanded Possibilities: How often do these people connect you with new people, places, or ideas?

	Rarely	Sometimes	Often	Very Often
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caregivers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Leaders (specifically Ignite Academy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you want your mentor to do this more, less, or keep the same?

8. How well do you think you're doing in reaching the goals you set at the start of the pilot?

1 - Not at all successful 2 - Somewhat successful 3 - Moderately successful 4 - Very successful

9. If you didn't reach your goals, what do you think stopped you?

10. If you reached your goals, what things or help made it happen?

Match Support Framework

This survey is specifically designed for mentors participating in the Match Support Framework. It focuses on assessing the mentor's intentionality in fostering developmental relationships with their mentee.

Timing/Frequency: Onboarding, Week 2, Week 5, Week 8, Week 11
Completed by: Mentor

1. What is your name?

2. What is your mentee's name?

3. What is the date?

Date

Date

MM/DD/YYYY

Please rate your conscious attention to taking specific actions in fostering a developmental relationship with your mentee. Use the scale from 1 to 5, where 1 is "not yet" and 5 is "almost constant."

4. Expressed Care:

	Not yet	Rarely	Occasionally	Often	Almost constant
Showing my mentee that they can trust me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving my mentee-focused individual attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making my mentee feel known and valued	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Challenged Growth:

	Not yet	Rarely	Occasionally	Often	Almost constant
Setting high expectations for my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping my mentee learn from mistakes & failures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holding my mentee accountable for their actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Provided Support:

	Not yet	Rarely	Occasionally	Often	Almost constant
Guiding my mentee through hard situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building my mentee's self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocating for my mentee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Shared Power:

	Not yet	Rarely	Occasionally	Often	Almost constant
Taking my mentee's ideas & opinions seriously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involving my mentee in important decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letting my mentee take the lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Expanded Possibilities:

	Not yet	Rarely	Occasionally	Often	Almost constant
Inspiring my mentee to see future possibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exposing my mentee to new ideas & places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introducing my mentee to people who help them grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please take a moment to reflect on the following questions:

9. How do you ensure that your actions align with the developmental relationship dimensions in your interactions with your mentee?

10. Are there specific challenges or successes you've encountered in maintaining intentional actions in any of the relationship dimensions?

11. Is there anything you would like additional support or resources for in enhancing your intentionality in fostering developmental relationships with your mentee?