



2017 PROGRAM

EVALUATION REPORT



A WORD FROM OUR CEO

Since inception 9 years ago, Raise has been deeply committed to proving and improving the outcomes that young people in Australia can achieve by participating in our youth mentoring programs. Over time, our programs have improved, and our methods of evaluation have been significantly enhanced. I have never been more proud that we can confidently believe our mentoring programs are best practice.

But this does not mean we can rest as best practice mentoring is not yet available to all young people at risk of disengaging. We have an obligation to step in and ensure more young Australians participate in high quality youth mentoring programs, because they work. Raise is very committed to evaluating the success of these programs.

This year has seen an exciting turning point for Raise. We have conducted our internal evaluations, a qualitative study with the Centre for Social Impact, and a Social Impact Study with Ernst and Young. We have a clear strategic plan to contribute to the youth mentoring industry across the country, particularly in terms of evaluation processes, and we are looking forward to working with another cohort of more than 1,100 young people and their mentors in 2018.

We will continue demonstrating that best practice youth mentoring programs can change the landscape for young people in Australia.

Vicki Condon

Founder and CEO, Raise Foundation

A WORD FROM OUR EVALUATION DIRECTOR

Best practice youth mentoring has the capacity to create powerful change in our community. Change for the young people in our programs; the mentors who support them; the schools who participate and the wider community in which these individuals and systems exist. Hearing heartwarming and inspiring stories of hope and change is a joyful part of my role at Raise.

As encouraging as these stories are, we know that anecdotal evidence is not enough. Raise Foundation has a responsibility to provide best-practice mentoring, and a strong commitment to conduct rigorous, scientifically valid evaluations to ensure that our programs are delivering the outcomes that see our young people becoming capable, connected and resilient.

Most importantly, our evaluation process allows us to continually improve our programs so that we can help prevent future disadvantage and ensure the wellbeing of young people in Australia.

I would like to extend my thanks to our school partners, our program staff, our mentors and especially our young people for taking the time to complete surveys, attend focus groups and interviews and provide feedback on our evaluation process. Together we can ensure that the future of youth mentoring in Australia is strong and effective.

Carol Sandiford

Evaluation Director, Raise Foundation

EXECUTIVE SUMMARY

Each year Raise Foundation conducts rigorous, scientifically valid research to examine outcomes for the young people who participate in our programs. In 2017, our research included both qualitative and quantitative data collected from our mentees, our mentors and our schools through surveys, interviews and focus groups. This data allowed us to examine our program processes, our training and our outcomes from the perspective of all participants. This report details the findings for 2017 and our vision for evaluation in future years. Highlights of our findings include:



Mentors

Our vision is to create thriving communities where young people can flourish. The outcomes that our Mentors experience allow them to take the skills learnt through their mentoring experience and use them to connect with young people in their families, schools and wider communities. Mentors experienced statistically significant improvement in their:

- ability to relate to young people
- knowledge of young people
- confidence to mentor another young person outside of Raise



Mentees

told us that mentoring made a real difference to their lives. They experienced statistically significant change in areas of:

- Resilience
- Ability to set and achieve goals
- Confidence
- Ability to finish school
- Ability to ask for help when needed, and knowing where to go to for that help



Schools

The schools where we run our programs report that Raise helped to build individual and collective wellbeing at the school; encouraged student engagement with school and supported the wellbeing team at their school. One third of schools said that Raise mentoring helped lower levels of disruption in the classroom.



Partnerships

We continue to strive for excellence in all areas of our evaluation. In 2017 we partnered with EY to produce a social impact study and undertook a qualitative research project with the Centre for Social Impact. Future projects include counter-factual research done longitudinally to demonstrate that outcomes are maintained over time.

2017 SUMMARY

35

Ismo programs were run in secondary schools across NSW, VIC and QLD in 2017

26

Youth Frontiers programs were run in secondary schools in NSW in 2017

13

Bump programs for young mums were run across NSW, VIC and QLD in 2017

2

Bump Up programs for young mums were run across NSW and VIC in 2017

976

Young people worked with a Raise Mentor in 2017

300

Experienced mentors came back to volunteer again with Raise in 2017

676

New mentors were trained to be a Raise Mentor in 2017

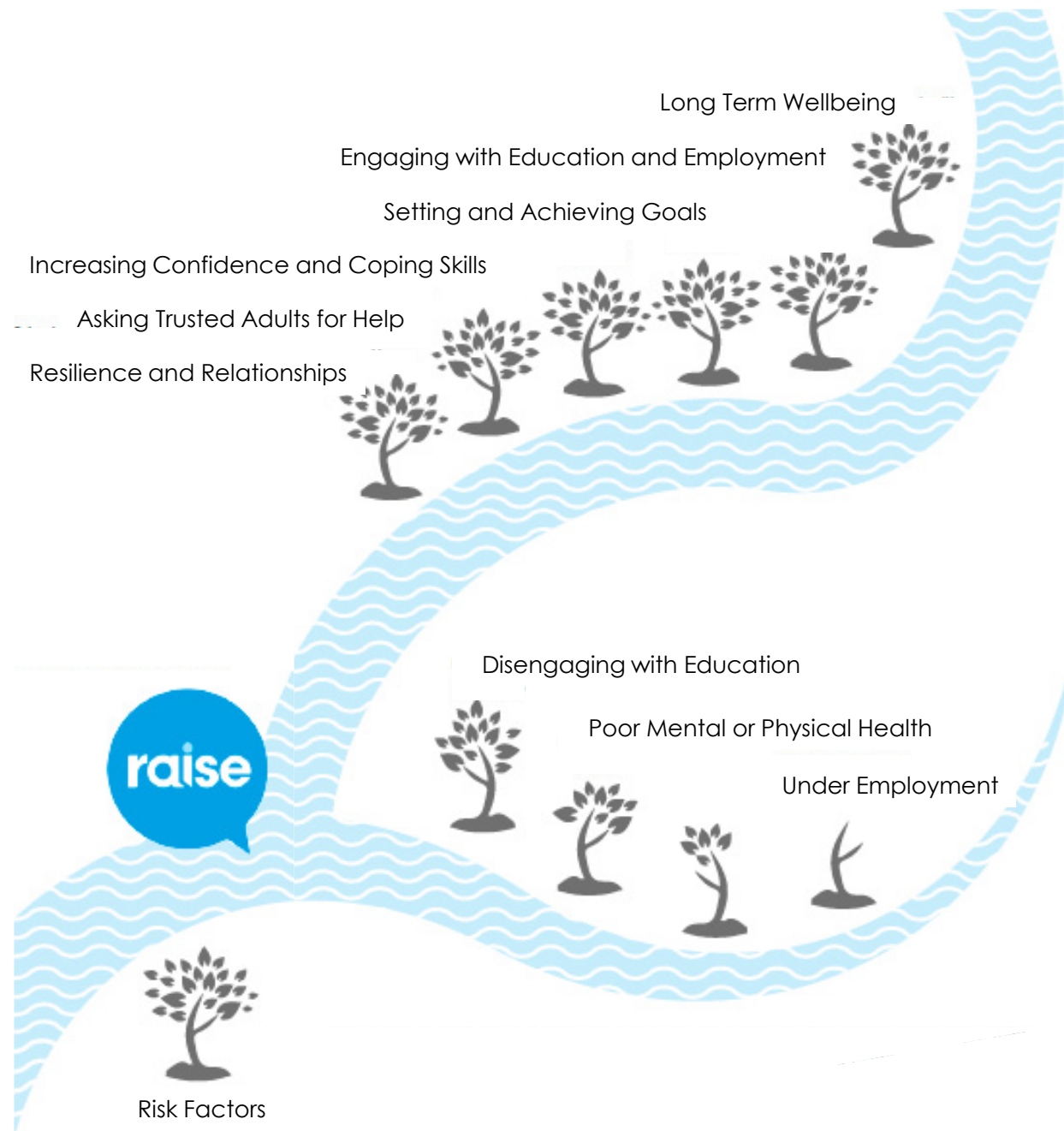
3,404

Young people have worked with a Raise Mentor since 2008

2,418

Volunteers have been trained as a Raise Mentor since 2008

- In 2018, we are expanding to run 85 mentoring programs across NSW, VIC, QLD, SA (new), WA (new)
- Our school programs are now national covering 5 States for an additional 1,100 mentees in 2018
- We will now expand Bump to have a national presence from 3 States to 6 States



Raise programs are early intervention models to counteract disengagement, which is a scalable solution.

(EY Social Impact Study 2017)

Young people who are at risk of disengaging in adolescence are often on a negative trajectory. The more risk factors a young person is facing, the higher the likelihood that protective attributes such as confidence, resilience, hope for the future and relationships with friends, family and teachers will decrease; and negative influences such as conduct problems, truancy and mental health issues will increase. Through mentoring, Raise Foundation aims to halt this downward spiral, and equip young people with the skills and resources to set them on a positive pathway.

THE PROBLEM

The presence of a caring adult, not necessarily a parent, is the single biggest predictor of positive mental health outcomes for young people.¹

However, the more risk factors a young person faces, the less likely they are to have a natural mentor in their lives. This is not OK.

In Australia, 1 in 6 young people are aged 12-24 and many of them are facing poor outcomes in key areas as per below.

- 1 in 3 are without adequate work (ie either un- or under-employed)
- 1 in 10 are completely disengaged from education, employment and training
- 1 in 4 have a mental health condition
- One quarter of young Australians are unhappy with their lives
- Only 32% of young people will visit their School Counsellor
- Australia has the fourth highest rate of teenage pregnancy in the western world
- Suicide is the highest reason for death of young people²

THE RAISE SOLUTION

Raise Foundation aims to fill this gap and provide young people with a confiding relationship with trusted adults through our mentoring programs. We give young people individual support from a fully trained mentor who helps them navigate their way through the issues they are facing. Through the relationship that is formed between the young person and their mentor, young people in our programs experience growth in areas of cognitive, social-emotional and identity development. This growth leads to improved outcomes in resilience, ability to set and achieve goals, grades, attendance, important relationships and confidence.

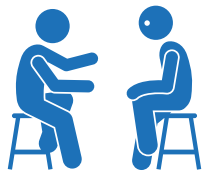
THE RAISE DIFFERENCE

Raise Foundation uses a theory driven approach and evidence based practice as outlined in our Model of Youth Mentoring. We pride ourselves on having four primary differentiators from other youth mentoring organisations:



Training

Our TAFE accredited Course in Mentoring is very comprehensive, and is provided for free to all our volunteers. Our training is 12 hours compared to the recommended minimum of 6 hours.



Counsellors

Each of our mentoring programs is managed by a qualified Counsellor who supervises the mentoring match, provides case management support, and manages the program in partnership with our school, community and corporate partners.



Value

Our match cost is as little as one third of some other youth mentoring programs in Australia, meaning we can reach three times as many young people.



Evaluation

We conduct comprehensive evaluation research on an annual basis to ensure all of our programs are consistently achieving our key performance indicators and making a tangible impact on the lives of the young Australians whom we support and protect.



OUR GOALS

The goals of our program are to see statistically significant improvements in the following domains:

Resilience and relationships
Asking trusted adults for help
Increasing confidence and coping skills
Setting and achieving goals
Engaging with education and employment

OUR EVALUATION PURPOSE & DESIGN

What we wanted to know

1. What is the impact of our program on our key stakeholders?
2. How satisfied are our key stakeholders with our program processes?
3. What are the implication of these findings?
4. What are the recommendations for continual improvement?



Methodology

1. Baseline and post-mentoring surveys with a mix of structured and open-ended questions including psychometrically sound measures for both mentees and mentors
2. Mentee focus groups
3. Post-program survey with a mix of structured and open-ended questions for schools
4. Detailed statistical and qualitative analysis of findings

OUR MEASURES

Data in this report was collected through two surveys. The YMOSS (for school programs) and the YMOSYM (for young mum programs). These measures align with the goals of our programs, allowing us to continually prove and improve our performance.

Youth Mentoring Outcomes Survey – Schools (YMOSS)



Youth Mentoring Outcomes Survey – Young Mums (YMOSYM)

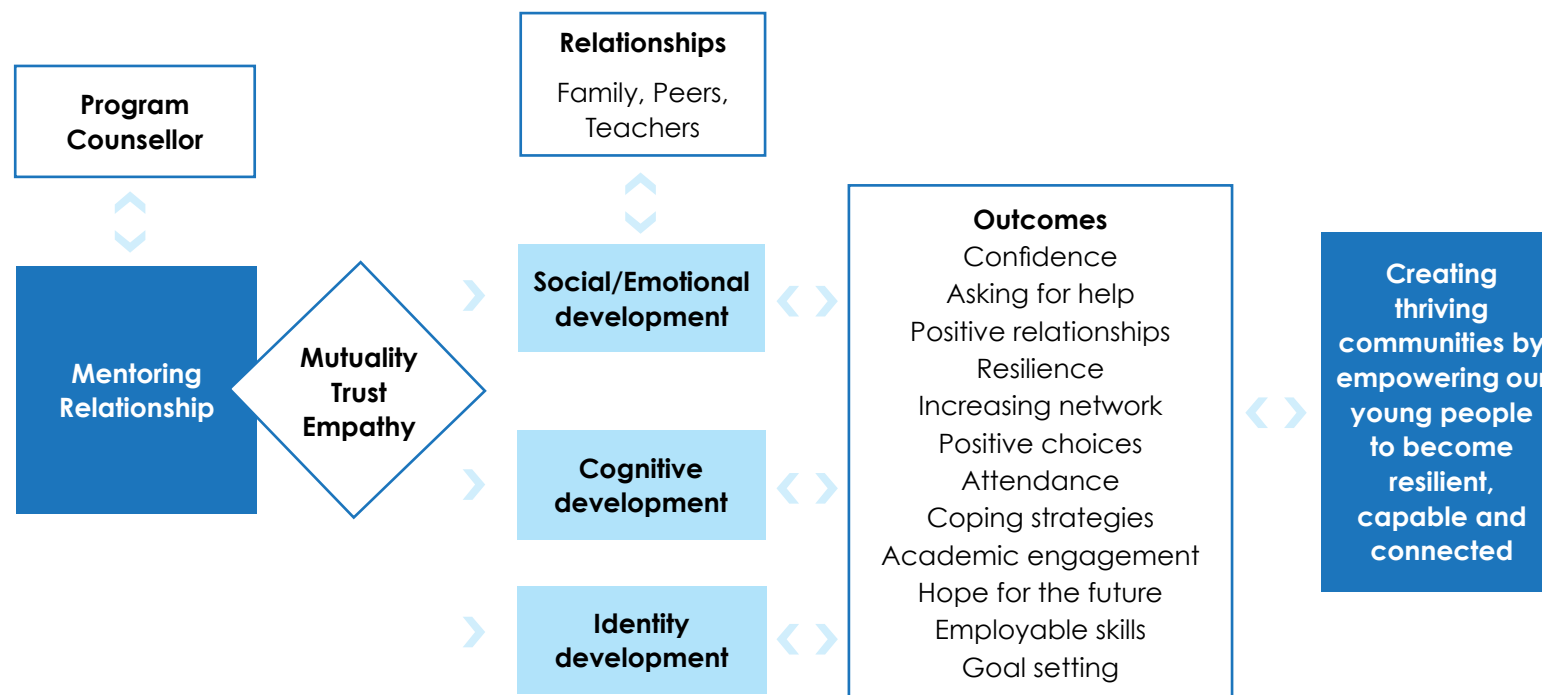


OUR THEORY OF CHANGE

Our theory of change is based on Rhode's (2005) Model of Youth Mentoring, which shows that a mutual relationship based on trust and empathy is at the heart of mentoring.

Through the development of a trusting and reciprocal relationship, together mentors and mentees are able to facilitate growth in socio-emotional, cognitive and identity development. This growth leads to positive outcomes in areas such as relationships, resilience, confidence, school engagement and the ability to set and achieve goals.

At Raise Foundation, an important part of this model is the support of a qualified Program Counsellor who provides group and individual support for mentors to ensure successful relationships are formed and maintained.

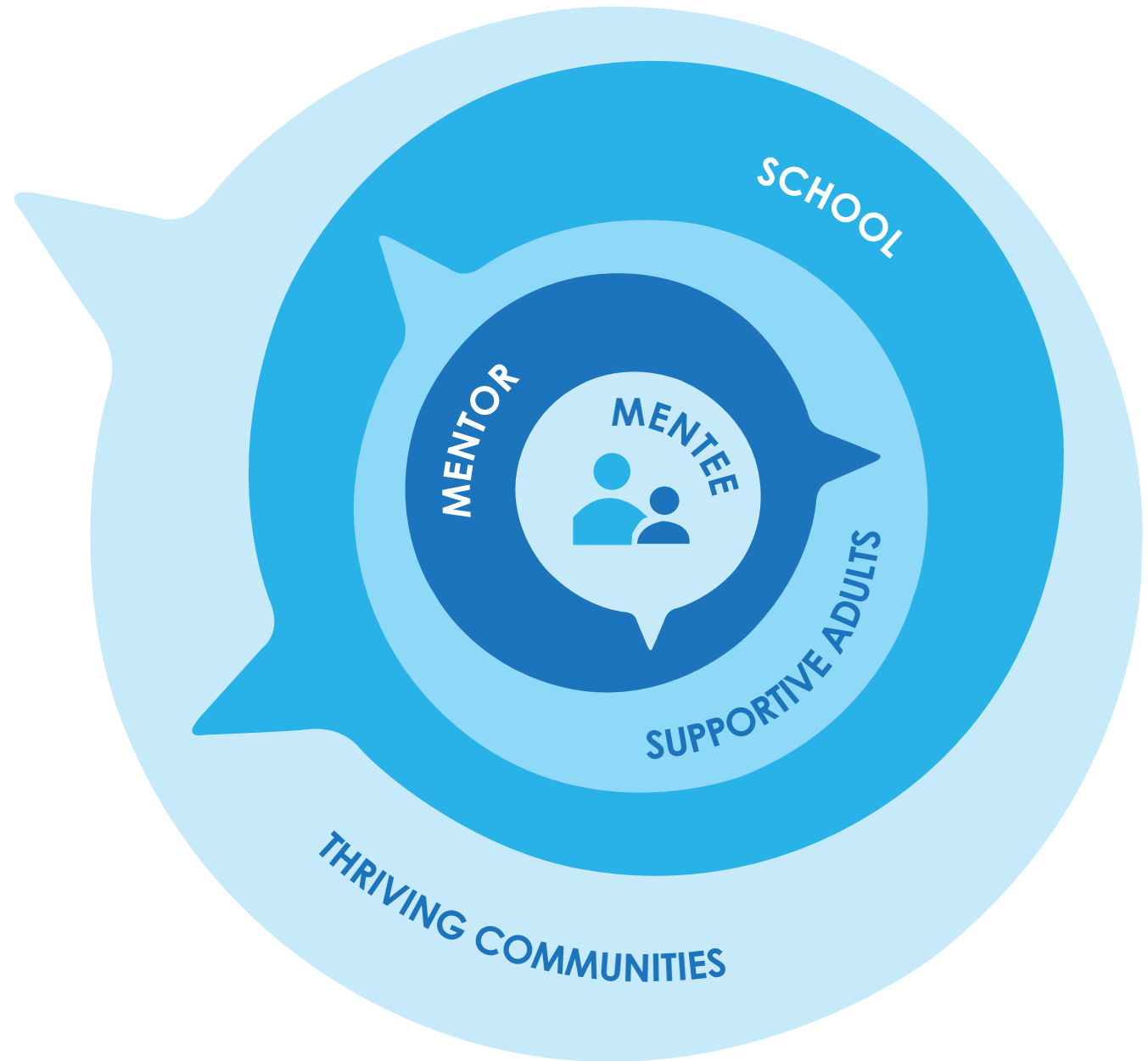


Raise Foundation uses a theory driven approach and evidence based practice based on the Model of Youth Mentoring (Rhodes 2005)

"Close, enduring mentoring relationships influence youth outcomes through social/emotional, cognitive, and identity development."

OUR THEORY OF SUPPORT

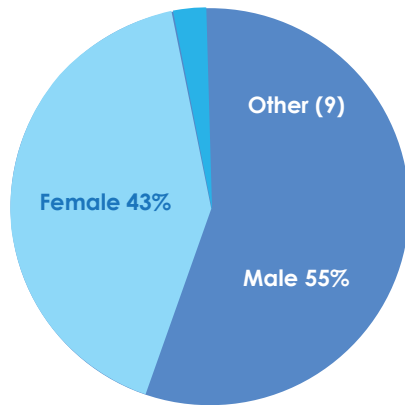
Raise Foundation empowers young people to become capable, connected and resilient. Raise Mentors teach mentees the skills and strategies they need to connect with other supportive adults in their lives, as well as strengthening relationships and connections within their school and wider communities. Raise Mentors are more likely to become natural mentors to other young people in their communities; and become more confident in their knowledge and capacity to connect to young people both within and outside Raise.



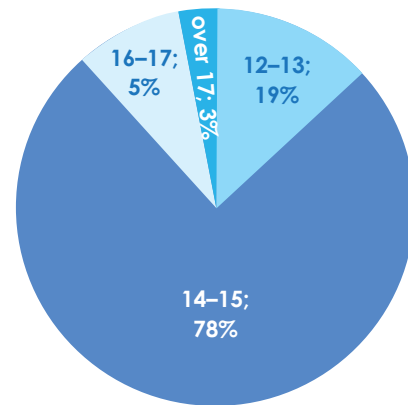
WHO ARE OUR MENTEES?

9% of our mentees identify as Aboriginal or Torres Strait Islander, and 22% attended 4 or more schools

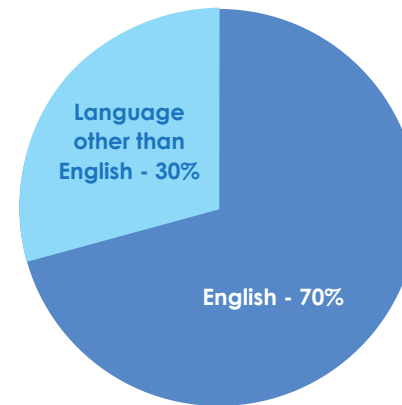
Mentee Gender



Mentee Age



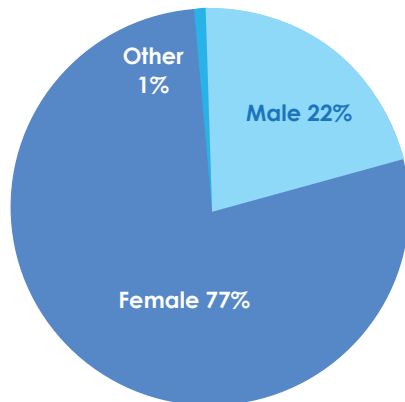
Languages at Home



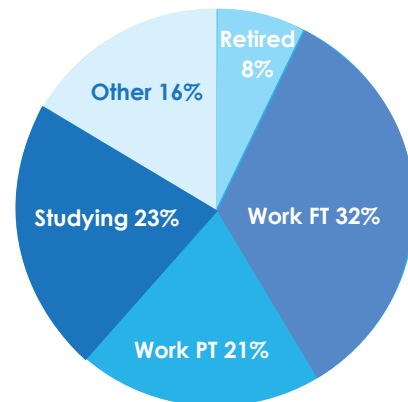
WHO ARE OUR MENTORS?

Our mentors are aged between 19 and 79

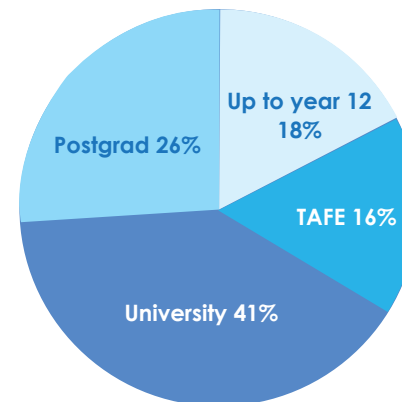
Mentor Gender



Mentor Employment



Mentor Education





**We are extremely
proud of our match
retention rate**

(the number of matches
that last the duration of
the program),

which sits at 90%

This compares extremely
favorably to the industry
standard which is 65%

IN SCHOOL MENTORING PROGRAMS

In 2017, Raise ran best practice youth mentoring programs in 61 high schools across 3 States, including NSW, VIC, QLD and we commenced planning for expansion into SA and WA in 2018. We ran 35 Ismo programs and 26 Youth Frontiers programs in total in 2017.



In School Mentoring Opportunity

Guys and girls

Years 7 to 10 in high school

22 weeks (term 2 and term 3)

One hour per week mentoring

One hour per week support

Formal graduation celebration

Formal evaluation

Outcomes: education, social,
emotional, confidence building



In School Mentoring Program

Guys and girls

Ages 12-16 years

22 weeks (term 2 and 3)

One hour per week mentoring

One hour per week support

Formal graduation and evaluation

Supported by the NSW Government

Outcomes: education, social,
emotional, confidence, community

PROGRAM LOGIC – IN SCHOOL MENTORING

Needs	Inputs	Activities	Outputs	Intermediate Outcomes	Long Term Outcomes
<p>Australia's young people are struggling</p> <p>Suicide is the leading cause of death for young people, more than car accidents or cancer.</p> <p>25% of young people are unhappy with their lives, yet only 32% of young people will ask for help from their School Counsellor.</p> <p>Our young people have the opportunity to benefit from having a neutral adult role model who they can trust.</p> <p>Mentoring Programs for Young People</p> <ul style="list-style-type: none"> Lack of evidence based, best practice mentoring programs Many mentoring programs do not meet definition of mentoring, and are not rigorously evaluated 	<p>Participants</p> <ul style="list-style-type: none"> Mentees Schools Parents <p>Raise Team</p> <ul style="list-style-type: none"> Mentors Raise Staff Team Raise Board of Directors <p>Advisory</p> <ul style="list-style-type: none"> Patron's Advisory Council Centre for Social Impact Ernst and Young Corporate Pro Bono Raise Ambassadors <p>Funding</p> <ul style="list-style-type: none"> Government Corporate Community Individuals Grants Events <p>Materials</p> <ul style="list-style-type: none"> Program Material TAFE Training Course Forms Food and Beverages 	<p>Mentees and Mentors</p> <ul style="list-style-type: none"> Engage, recruit, retain and support Ensure best practice child safety measures in place <p>Schools</p> <ul style="list-style-type: none"> Engage, recruit, train and retain school partners Engage parent support <p>Program</p> <ul style="list-style-type: none"> School information session for mentees Mentor Introductory session prior to start Initial 'Jitters' session Matching process for mentees with mentors Conduct evaluations Weekly mentoring Weekly supervision Goal setting Graduation celebration <p>Evaluation</p> <ul style="list-style-type: none"> Conduct pre and post surveys with mentors and mentees Post-intervention school surveys Conduct mentee and mentor focus groups 	<p>Accountability</p> <ul style="list-style-type: none"> 12 hours TAFE accredited training to all mentors 20 weekly sessions of one-on-one mentoring 20 weekly supervision sessions Parent consent, match agreement, school partner forms Graduation celebration Mentees set, track and achieve chosen goals Mentor + mentee satisfaction with induction, training, supervision, delivery Mentee, mentor and school satisfaction with mentoring relationship School satisfaction <p>Dosage</p> <ul style="list-style-type: none"> Number of programs Avg number of mentees % of retention rates Avg number of sessions Avg number of mentor supervision sessions Avg number of goals % of evaluation materials completed by mentees, mentors, schools and staff 	<p>Mentees – Initial</p> <ul style="list-style-type: none"> Support from non-parental adult (mentor) Increased social networks <p>Mentees – Intermediate</p> <ul style="list-style-type: none"> Able to ask for and accept help Able to set and achieve goals Access to supportive adult relationships Positive relationships with friends, family and teachers Making positive choices Increased: <ul style="list-style-type: none"> confidence attendance academic engagement hope for future employability skills ability to cope resilience communication skills <p>Mentors</p> <ul style="list-style-type: none"> leadership skills ability to mentor others understanding of youth Sense of purpose Work/life balance Impact on self esteem 	<p>"Creating thriving communities by empowering young people to become resilient, capable and connected"</p> <p>Mentees</p> <ul style="list-style-type: none"> Engaged with education or employment Participating in community Emerging role models Leadership qualities Good mental health and psychological wellbeing <p>Mentors</p> <p>Increased:</p> <ul style="list-style-type: none"> engagement with their community sense of purpose social networks engagement with their workplace (corporate) wellbeing of workplace (corporate) corporate community networks (corporate) skills (industry mentors) employability (industry mentors) employment networks (industry and corporate mentors)



96%

of mentees say
they enjoyed the
Raise mentoring
program

70%

of mentees say
things are different
for them because
of mentoring

79%

of mentees say
their mentor helped
them to make
better choices

87%

of mentees would
recommend to a
friend that they
get a mentor



99%

of mentors say
they are glad they
mentored with
Raise Foundation

88%

of mentors say
things are different
for them because
of mentoring

90%

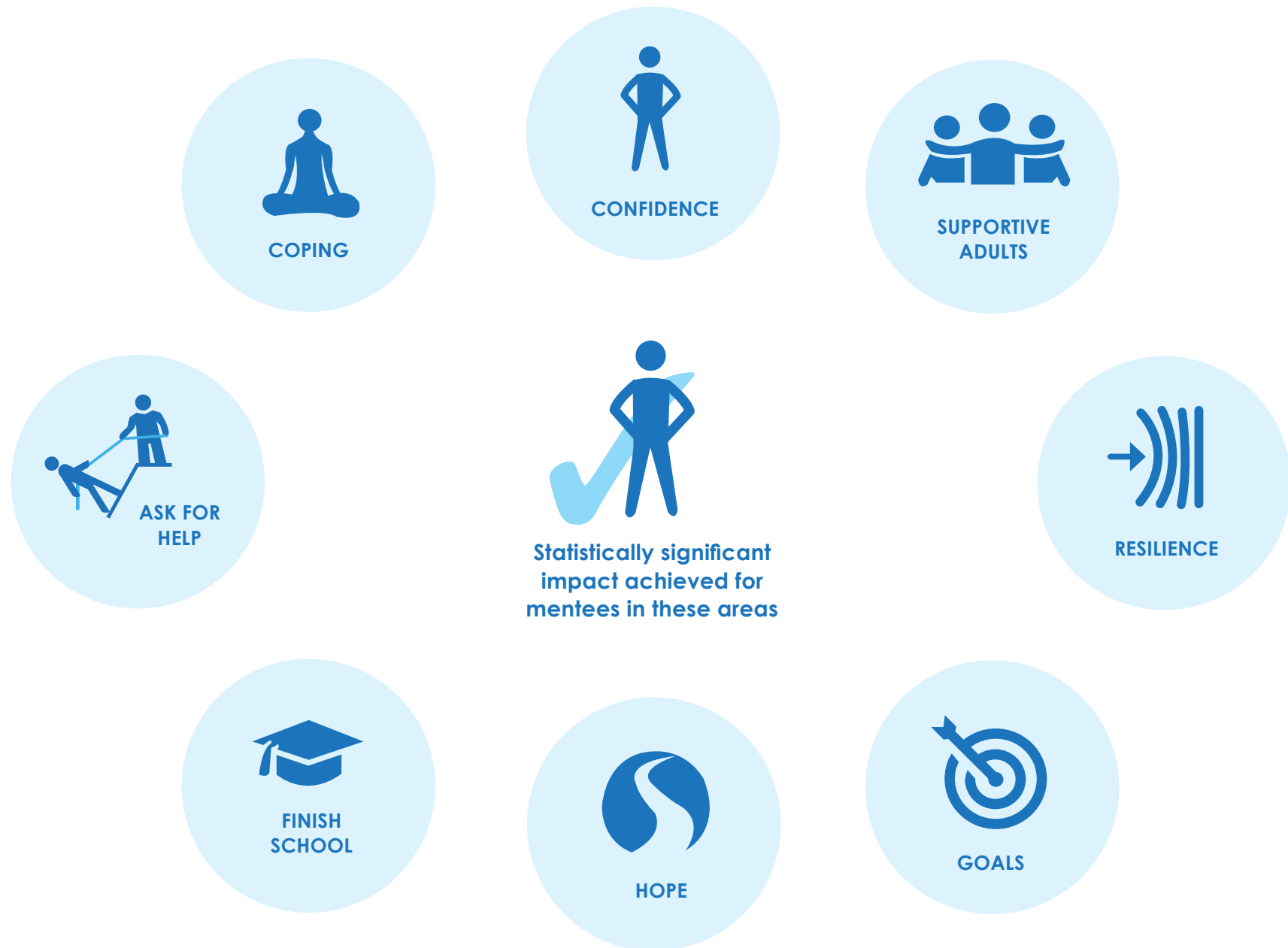
of mentors say
things are different
for their mentee
because of
mentoring

98%

of mentors would
recommend being
a Raise Mentor
to their friends

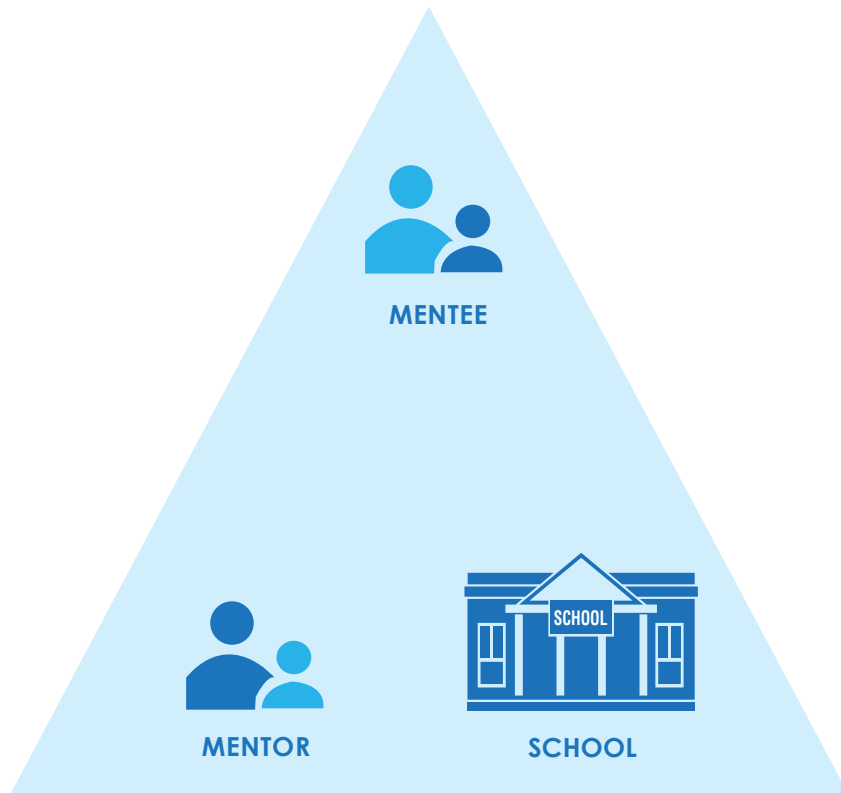
MENTEE OUTCOMES WHICH REACHED STATISTICAL SIGNIFICANCE IN 2017

Statistical significance is measured at $p < .05$ level



THE TRIANGULATION OF OUR MENTEE IMPACT

Our evaluation process includes pre and post surveys from three key voices in our programs including the voice of our mentees, the voice of our mentors and the voice of our school partners. This process serves to demonstrate the validity across our key outcomes. The table below shows the % of each stakeholder who reported that the area of impact was experienced by the Mentee as a result of the Raise mentoring program. Mentee % ratings were the same or better, and Mentor and School ratings show % improvement. For example, 81% of mentees said their resilience was the same or better, 74% of mentors said their mentees' resilience improved, and 100% of Schools said their students' resilience improved.



	Mentees	Mentors	Schools
Resilience/ability to cope if things go wrong	81%**	71%	100%
Ability to ask for help	85%**	NA	94%
Confidence	79%**	78%	100%
Ability to set goals	78%**	67%	NA
Ability to achieve goals	78%**	69%	NA
Ability to continue education	79%**	53%	NA
Ability to find employment	42%*	54%	NA
Relationships with friends	76%*	51%	85%
Relationships with family	76%*	53%	NA
Relationships with teachers	74%*	NA	87%
Communication Skills	68%*	NA	97%
Grades	78%*	NA	57%
Classroom engagement	NA	NA	88%
Leadership qualities	NA	NA	75%
Decreased rates of suspension	NA	NA	66%
*measured at baseline and post-intervention; ** improvement was statistically significant.			



78%

of mentees
set a goal to
achieve in the
program

61%

of mentees say
they are more likely
to continue with
school because of
mentoring

73%

of mentees say
their mentor helped
them to feel better
about school

86%

of mentees say
their mentor helped
them feel better
about themselves

95%

of mentees say they
were happy with
the support from
the Raise Program
Counsellor



100%

of schools were
pleased that they
participated in the
program

100%

of schools asked for
the program to be
run again next year



94%

of schools say our program helped to build individual and collective wellbeing at the school

94%

of schools say our program encouraged student engagement with school

64%

of schools say our program supported the wellbeing team at the school

30%

of schools say our program helped to lower levels of disruption in the classroom



"The program helped our students with confidence building, ongoing advice and skills development, opportunities to grow and extend themselves... the list is endless"

School Principal, 2017

"I decided to set short and long term goals for everyday and life"

"I can ask for help when I need it"

"I have been able to become more confident and I learnt that a mistake doesn't define who you are"

"I have risen above all my obstacles"

"We had conversations about the things that make me happy and used those to help me cope with my issues"

"I'm closer with so many more people than I was before... my relationships with my friends, and my parents – they were a bit rocky... but now they are all solid."

"I've been able to express myself differently and say what I mean"

"Reacting better when annoyed and being aware of my skills for future careers"

"Since attending mentoring I have been more organised to hand in assignments and managing my time wisely"



YOUNG MUMS MENTORING PROGRAMS

In 2017, we conducted 13 Bump programs for 146 young mums and their children across NSW, QLD, VIC achieving a TAFE Certificate I accreditation, and 2 Bump Up programs, one in Melbourne and one in Sydney, achieving a TAFE Certificate II accreditation.



Mentoring for young mums
Pregnant and parenting girls
Aged between 13 and 23
March to October
One hour per week mentoring
One hour per week support
Formal graduation celebration
Formal evaluation

Outcomes: education, employability,
social and emotional development



Education for young mums
Graduates of Bump program
Aged between 13 and 23
Achieve TAFE Certificate I
Three hours per week of classes
One hour per week mentoring
Formal graduation celebration
Formal evaluation

Outcomes: employability, education,
small business management

OUR BUMP PROGRAM LOGIC

Needs	Inputs	Activities	Outputs	Intermediate Outcomes	Long Term Outcomes
<p>Australia's young people are struggling</p> <p>Australia has the third highest rate of teenage pregnancy in the western world.</p> <p>By better equipping young parents, the Bump program helps to break the cycle.</p> <p>Young mums have the opportunity to benefit from having a neutral, adult role model who they can trust.</p> <p>Mentoring Programs for Young People</p> <ul style="list-style-type: none"> Lack of evidence based, best practice mentoring programs Many mentoring programs do not meet definition of mentoring, and are not rigorously evaluated. 	<p>Participants</p> <ul style="list-style-type: none"> Mentees and their children (Bumpees) Hospitals, social workers, community organisations, nurses, FaCS, DOCS, maternal health clinics Babysitters Guest speakers <p>Raise Team</p> <ul style="list-style-type: none"> Mentors Raise Staff Team Raise Board of Directors <p>Advisory</p> <ul style="list-style-type: none"> Patron Advisory Council Centre for Social Impact Raise Ambassadors <p>Funding</p> <ul style="list-style-type: none"> Community Corporate Individual Grants Events <p>Materials</p> <ul style="list-style-type: none"> Program Manuals Mentee Handbooks TAFE Training Materials Forms Food and beverages 	<p>Mentees and Mentors</p> <ul style="list-style-type: none"> Engage, recruit, retain, support and supervise Ensure best practice child safety measures <p>Program</p> <ul style="list-style-type: none"> Secure appropriate venue to run mentoring with babysitting facilities Initial 'Jitters' session Matching process Recruit babysitters and provide childcare Conduct evaluations Conduct workshops (TAFE Cert I for Bump and TAFE Cert II for Bump Up) Gather workshops Monthly supervision Goal setting Weekly shared food Group Graduation Online support network Case management <p>Evaluation</p> <ul style="list-style-type: none"> Pre and post mentoring intervention surveys Post-intervention surveys Qualitative interviews with alumni Focus groups 	<p>Accountability</p> <ul style="list-style-type: none"> 15 hours of TAFE accredited training 9 x 2 hour workshops 6 x 1 hour gather sessions 6 x monthly sessions of supervision Application forms and match agreements Graduation celebration Mentees set, track and achieve chosen goals Mentor and mentee satisfaction with induction, training, supervision and program Mentee and mentor satisfaction with mentoring relationship <p>Dosage</p> <ul style="list-style-type: none"> Number of programs Avg number of mentees Avg number of sessions attended by match % of retention rates Avg number of supervision sessions attended by mentors Avg number of goal setting sessions completed % of evaluation materials completed by mentees, mentors and staff 	<p>Mentees – Initial</p> <ul style="list-style-type: none"> Support from non-parental adult (mentor) Increased social networks with other young mums Social development for Bumpees <p>Mentees – Intermediate</p> <ul style="list-style-type: none"> Ask for and accept help Set and achieve goals Supportive relationships Positive relationships with friends, family, community Making positive choices Increased: <ul style="list-style-type: none"> confidence parenting confidence academic engagement hope for the future employability skills ability to cope resilience communication skills <p>Mentors</p> <ul style="list-style-type: none"> Improved leadership skills Improved confidence Ability to mentor others Increased understanding of young mums Sense of purpose Work/life balance Impact on self esteem 	<p>"Creating thriving communities by empowering young people to become resilient, capable and connected"</p> <p>Mentees</p> <ul style="list-style-type: none"> Engaging in education and employment Community participate Emerging role models leadership qualities Strong networks Good mental health and wellbeing <p>Mentees' Children</p> <p>Improved:</p> <ul style="list-style-type: none"> resilience to adapt physical health eagerness to learn and connect with education <p>Mentors</p> <p>Increased:</p> <ul style="list-style-type: none"> Engagement with community Sense of purpose giving back to community social networks skills (industry mentors) employability (industry mentors) employment networks (industry mentors)

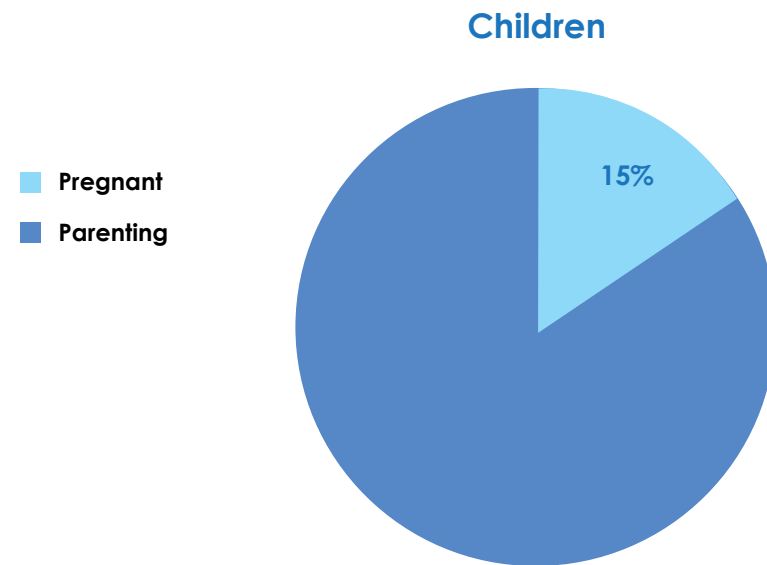
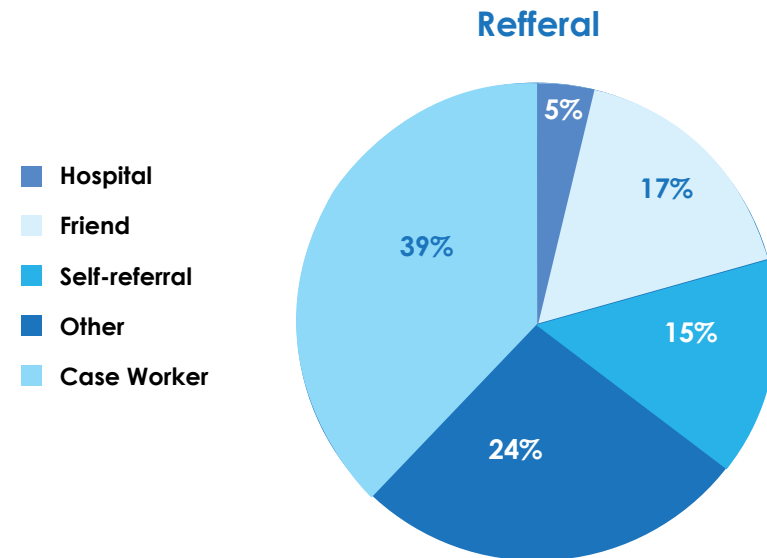
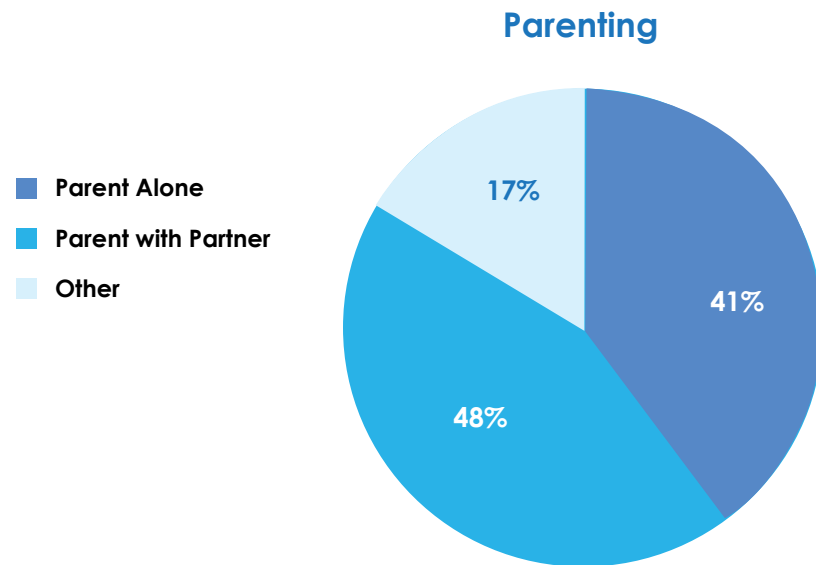
OUR BUMP MENTEES

Who are our Bump Mentees?

Our mentees have between 1-4 children
(70% have 1; 25% have 2)

- 21% speak a language other than English at home
- 15% identify as being Aboriginal or Torres Strait Islander
- 4% identify as having a disability

Range in age from 15 to 25











OUR IMPACT FOR BUMP MENTEES

<p>Young mums wanted help with the following areas...</p> <ul style="list-style-type: none"> 57% > Parenting 45% > Education 45% > Relationships with adults you can trust 40% > Wellbeing 40% > Mental Health 31% > Friends 30% > Work 27% > Family 	<p>Mentees said their mentors helped them with the following:</p> <ul style="list-style-type: none"> Mental Health > 78% Wellbeing > 71% Relationship with other trusted adults > 67% Relationship with other young mums > 67% Friends > 67% Family > 62% Education > 50% Work > 26%
<p>These are the issues our young mums are facing...</p> <ul style="list-style-type: none"> Anxiety > 78% Depression > 78% Financial hardship > 72% Bullying > 63% Domestic Violence > 52% Illness Family > 50% Insecure Housing > 47% Alcohol use > 47% Self-Harm > 41% Suicide > 38% Drug use > 35% Sexual Abuse > 29% Eating Disorder > 12% 	<p>Mentors reported improvement in their mentee's...</p> <ul style="list-style-type: none"> Confidence to parent Confidence in self Ability to set goals Ability to achieve goals Ability to cope with life Ability to continue education Ability to gain employment

WHAT IMPACT DID WE HAVE FOR OUR BUMP MENTEES?

Bump mentees showed improvement in the following areas:

	Parent Empowerment and Efficacy Measure* Empowerment and efficacy in parenting relates to young mums having the means to take control of their lives, as well as the belief that they are able to bring about change.
	Ability to ask for, and accept help* We aim to provide our mentees with the ability to identify and connect with other trusted adults who they can go to for help to create a network of natural mentors in their lives.
	Brief Resilience Scale Resilience is important for young people as it allows them to 'bounce back' or recover from stress.
	Personal Wellbeing Index The Personal Wellbeing Index measures quality of life in domains such as health, community connectedness, relationships, personal safety, life achievement and future security.
	Confidence in ability to parent* Confidence and self-esteem impact how a young person feels about themselves and how they approach life.
	Ability to Set & Achieve Goals Young people's perception of their ability to achieve their goals – a sense of "I can do it" is strongly related to self-efficacy and achievement.
	Relationship with Friends and Family One of the biggest struggles that young mums report is social isolation. The Bump program offers the opportunity to meet new friends and form strong social networks within the group.
	Ability to Continue with Education Through completion of a TAFE certificate Bump mentees gain the confidence and skill to re-engage with education

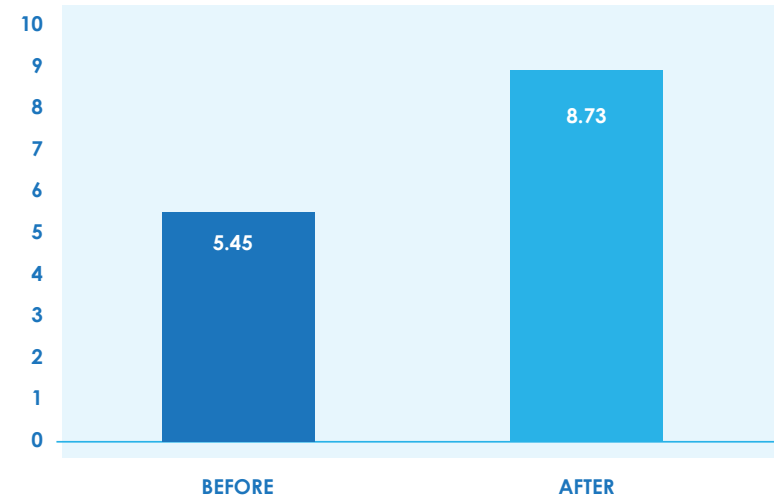
*statistically significant at the $p < .05$ level



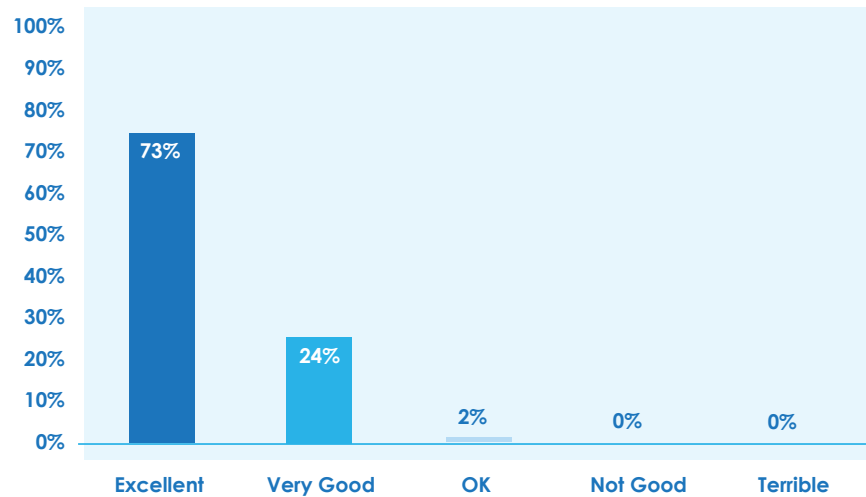
MENTOR TRAINING EVALUATION RESULTS

Raise Foundation's Mentor Training Course is offered through our partnership with TAFE NSW to all our national locations. Our mentors must complete a 15 hour accredited course to gain a Statement of Attainment in Course in Mentoring NAT10094 to be eligible to volunteer with the young people in our programs. In 2017, we trained 676 new volunteers to be Raise Mentors.

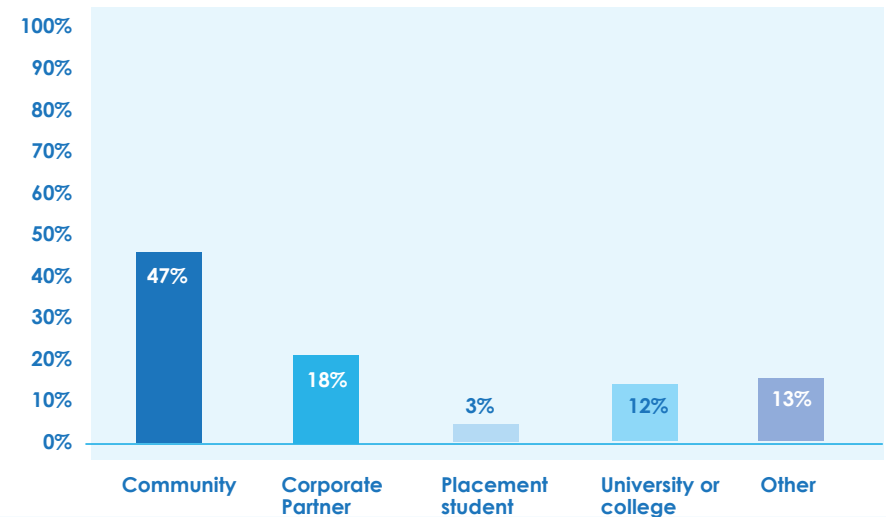
How would you rate your knowledge & skills in relation to mentoring a young person before and after training?



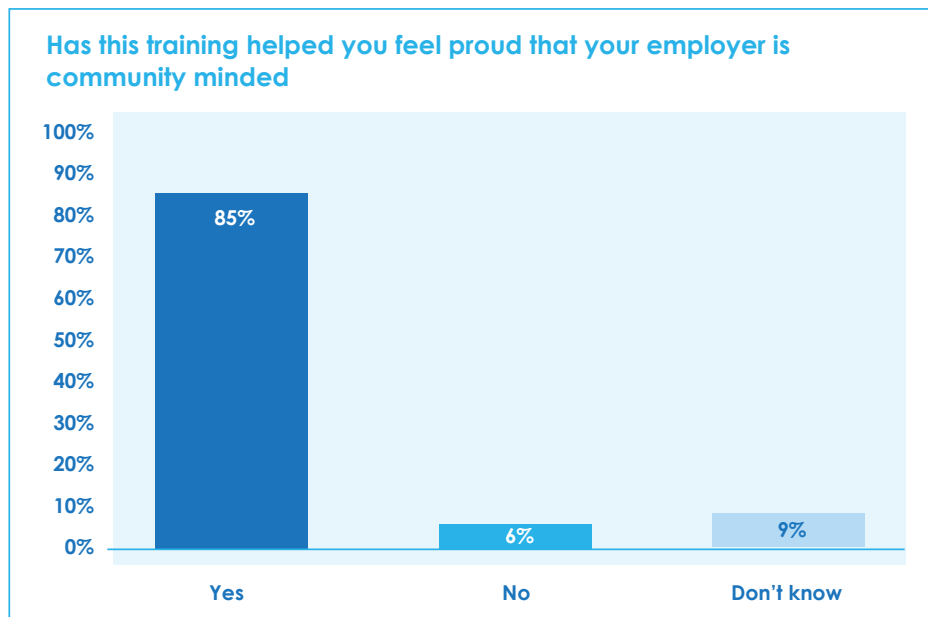
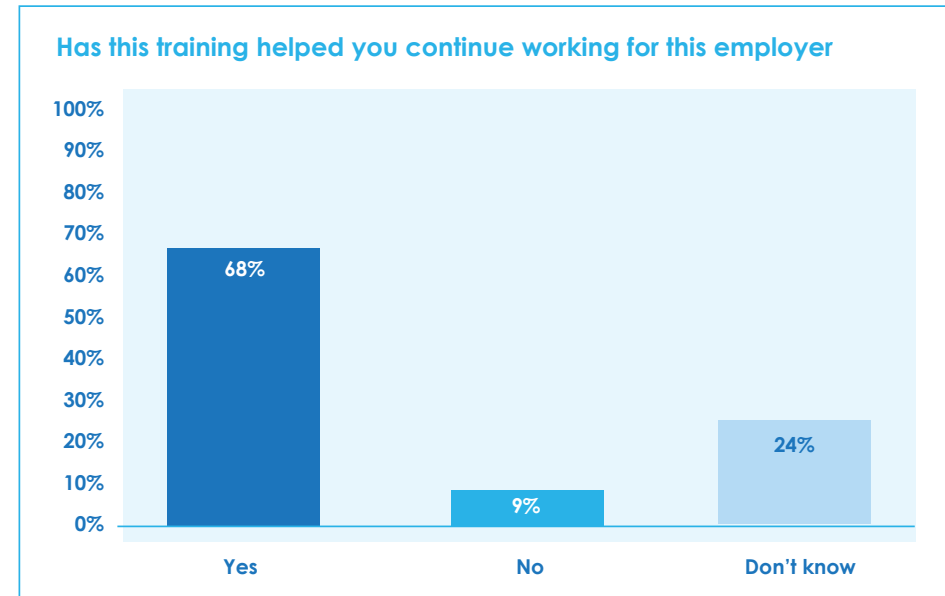
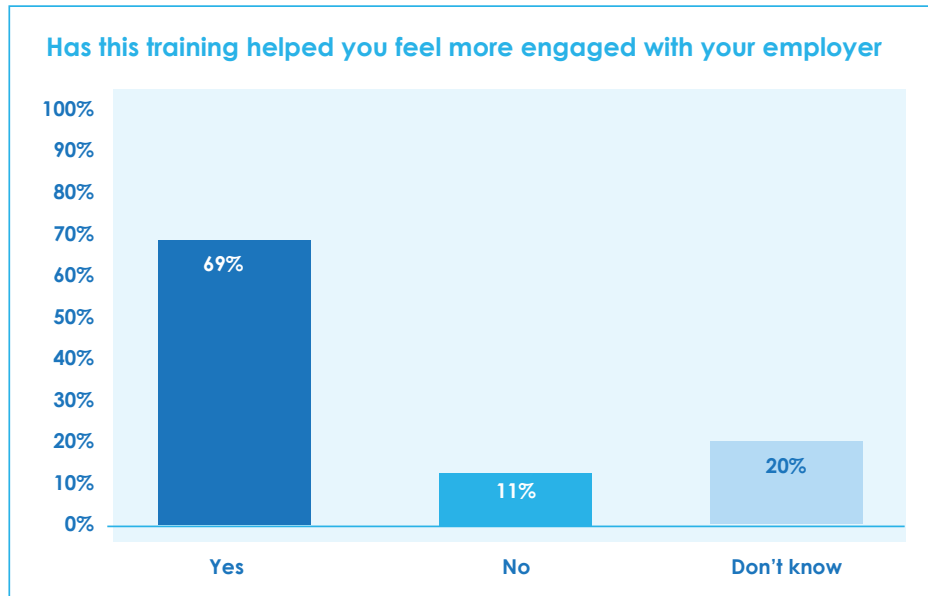
Overall Mentor Training Program Rating



Did you come to Raise as a volunteer from:



TRAINING EVALUATION RESULTS – CORPORATE MENTORS





RAISE FOUNDATION LEVEL OF BEST PRACTICE

SUMMARY OF FACTORS ASSOCIATED WITH BETTER MENTORING OUTCOMES

Factors Associated with Better Outcomes	Evidence-Based Practice	Raise Foundation Program Practice	Level of Best Practice / Ideas for Improvement
PROGRAM PRACTICES			
Best practice mentor recruitment	Job description; background and safety screenings, orientation are important factors in creating an environment that supports and sustains success (DuBois, Holloway, Valentine & Cooper, 2002)	Raise Foundation undertake full reference checks and official background checks (Working With Children and National Police Checks) of all mentors. Mentors sign a Code of Conduct and full Job Description prior to commencing their role.	High level of best practice
High quality mentor training	Evidence shows that ongoing training and support for mentors throughout their association with the program is essential (DuBois et al 2002; Pedersen, Woolum, Gagne & Coleman, 2009; Keller, 2006). Preparatory training combined with ongoing training is most effective (DuBois, 2007).	Raise Foundation provides in-depth, quality training of mentors. Training is specific to youth mentoring, and is TAFE accredited. Mentors receive a statement of attainment in Mentoring in the Community. In addition, Program Counsellors provide flexible ongoing training and support to mentors in areas as required such as bullying, self-harm, self-esteem, suicide risk and other issues that arise during the mentoring relationship on a weekly basis.	High level of best practice
Program structured to support mentors	Consistent monitoring and support for matches are associated with positive youth outcomes (DuBois et al, 2002).	Raise Foundation provides each program with a dedicated, qualified Program Counsellor to support mentors. Weekly debrief/supervision sessions are provided directly after one-on-one mentoring sessions so that any issues can be addressed immediately. Group debrief allows mentors to support each other in a collaborative way.	High level of best practice
Length of match	Research shows that duration of match is important for quality of mentoring relationship and positive outcomes for youth (Rhodes, 2005; De Bois et al, 2002). Some research shows that matches under 3 months can be detrimental to youth at risk (Grossman & Rhodes, 2002).	Raise Foundation requires minimum 1 year commitment from mentors, and sets clear expectations for both mentors and mentees regarding match duration. Raise programs run between February and November on an annual cycle, during school term time.	Good level of best practice

Factors Associated with Better Outcomes	Evidence-Based Practice	Raise Foundation Program Practice	Level of Best Practice / Ideas for Improvement
Termination of relationships	Research shows that early termination of mentoring relationship can be detrimental to youth (decreased self-efficacy; decreased academic self-competence) (Grossman & Rhodes, 2002). Literature shows that between 1/3 and 1/2 of mentoring relationships end prematurely (Bernstein, Dun Rappaport, Olsho, Hunt & Levin, 2009; Grossman, Chan, Schwartz & Rhodes, 2012; Grossman & Rhodes, 2002).	Raise Foundation has much lower rates of early termination than those cited in the literature, estimated at approximately 10%. The high level of support provided to mentor matches (including weekly supervision sessions by qualified counsellors) is instrumental in preventing early termination of matches. In addition, we set up very clear expectations as to the duration of the match, and support the closure of the mentoring relationship both in the context of the one-on-one mentoring and by a more formal celebration of the match at a Graduation Ceremony. This has been shown to be an appropriate and effective way of facilitating closure of matches (Mentoring Works 1999)	High level of best practice (We have policy provision for how to manage unsuccessful matches and/or if mentor becomes unavailable)
High expectations for frequency of contact between mentor and mentee	Evidence shows that consistency and frequency of contact is important for the development of close and enduring mentor-mentee matches (Grossman & Rhodes, 2002; Jolliffe & Farrington, 2007; Parra, DuBois, Pugh-Lilly & Povinelli, 2002).	Ismo mentors meet weekly on a face-to-face basis with their mentees during the program in a one-on-one setting. Meeting time is consistent, on the same time and day each week. Bump mentors meet fortnightly with mentees.	High level of best practice
Availability of structured activities for matches	Evidence shows that incorporating more systemic teaching or advocacy activities into the mentor-mentee sessions can significantly enhance the prospects of achieving desired program outcomes (Du Bois et al, 2011).	Raise Foundation provides structure for the mentoring sessions based on Rhode's Model of Mentoring (2005). Specifically, activities are structured to provide support for increasing socio-emotional, cognitive and identity development.	High level of best practice (Raise ensures evaluation feedback from mentors and mentees is used to continually improve activities)

Factors Associated with Better Outcomes	Evidence-Based Practice	Raise Foundation Program Practice	Level of Best Practice / Ideas for Improvement
Mentor relationship quality	Evidence shows that the mentoring relationship is one of the most important factors in driving positive outcomes for youth (De Bois et al, 2011; Rhodes, 2005; Pryce & Keller, 2012; Pryce, 2012; Spencer 2007).	Program Counsellors work closely with mentors throughout the mentoring process to facilitate the development of high quality mentoring relationships. This support is provided from the very beginning at training – setting the foundation for mentor success – right through to supporting the closure of the mentoring relationship. There is a clear curriculum program outlined for each of our programs and a workbook which encourages mentor and mentee to work together to achieve results and outcomes. They work together to achieve their community project which builds their confidence in each other, and themselves.	High level of best practice Spencer (2007) suggests including a structured format for mentors and mentees to have conversations about their relationship into the program (e.g. share what the relationship means to them; discuss ways their needs and expectations are/are not being met)
Mentor expectations	Research shows that when mentors have appropriate expectations of the mentoring relationship there is more likely to be a high-quality, enduring relationship leading to more positive outcomes for youth (Pryce, 2012; Spencer, 2007).	Raise Foundation's training for mentors explicitly addresses this issue educating mentors about realistic expectations and encouraging self-reflection on their reasons for mentoring. In addition, the dedicated Program Counsellor provides ongoing support for mentors in managing unrealistic expectations and sustaining mentor enthusiasm and persistence.	High level of best practice
Good match between mentor and mentee		The Ismo matching process takes place after a group session where mentees are given the opportunity to get to know all the mentors. Mentees are encouraged to choose their own mentor, providing preferences to the Program Counsellor which drive the matching process. Additional information such as personality / interests / culture and any special needs are also taken into consideration.	High level of best practice
Involvement of parent/carer in mentoring process	Research shows that parents/carers who are engaged with the mentoring program are more likely to support the mentors' positive influence (Du Bois et al, 2002; Spencer, Delmonico & Lewis, 2011) and yield better youth outcomes (Higginbotham, MaCarthur & Dart, 2010; Rhodes, 2005; Weinberger, 2005).	Parents are invited to have their children included in the mentoring program, are informed of the program details and provide a signed consent form to allow their child to participate. We are piloting additional parent/carer involvement such as inviting to Graduation Ceremonies to witness impact of program for their child.	Lower level of best practice – improving.

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**The Bump Up short
film preview** can
be viewed on our
YouTube channel by
[clicking here](#)



Raise Journey Video
[click here](#)