



## Program Monitoring Report

**Agency:** Big Brothers Big Sisters of Tampa Bay, Inc.

**Program:** Comprehensive Mentoring

**Program Monitoring Reporting Period:** October 1, 2019 through September 30, 2020

### Agency Overview:

Big Brothers Big Sisters of America (BBBS) operates under the mission of providing enduring and meaningful one-to-one relationships for children facing adversity. BBBS operates through over 300 nationwide affiliates and spanning the last decade has served more than two million children. Effective January 1, 2015 a merger took place between the regional affiliates Big Brothers Big Sisters of Pinellas and Big Brothers Big Sisters of Tampa Bay, Inc. As a result of this merger BBBS now provides services that extend across Pinellas, Pasco, Polk, Citrus, Hernando and Sumter counties with regional offices sited in Tampa, St. Petersburg, and Lakeland. The BBBS local office, located in Largo, serves as the primary hub for both community and school based mentoring service delivery activities across Pinellas County.

### Program Description:

Countywide, the BBBS Comprehensive Mentoring program strives to serve at risk children with strong and enduring, professionally supported one-to-one relationships that change their lives for the better, forever. Comprehensive Mentoring includes Community-Based mentors and Site-Based mentors who meet with a youth in his or her school or afterschool center. Site-Based mentoring also includes the School-To-Work program where a High School junior is paired with a mentor at a corporate partner for two years to develop vocational interests.

### Agency/Program Accomplishments:

BBBS achieves the delivery of high quality mentoring services to at risk children and youth through the interwoven cross functional interactions of distinct complimentary programmatic components that attend to volunteer recruitment, screening, training, facilitation of goodness of fit matches and the provision of ongoing support of the established mentoring relationship. As will be expanded on further in the COVID-19 Response and Impact section of this report recognition should be given to the adroit manner in which the agency, as a whole, adapted to the novel challenges created by the pandemic and orchestrated the ongoing productive functioning of each program component through the development of alternate, accessible and sustainable operational approaches.

**Strategic Focus Area:** School Success

### Fiscal Snapshot:

	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>Comments</b>
<b>Total Program Budget</b>	\$2,760,896	\$2,949,234	\$2,990,033	
<b>JWB Allocation</b>	\$751,656	\$771,062	\$794,194	During FY20 a Capital Award in the amount of \$30,105 was approved.
<b>Percent of Total Program Budget represented by JWB Allocation</b>	27%	26%	27%	
<b>Lapse</b>	\$9,741	\$24,607	\$39,128	
<b>Cost per Participant*</b>	\$2,650 (\$2,760,896/1,042)	\$3,220 (\$2,949,234/916)	\$3,543 (\$2,990,033/844)	

\*Cost per participant information is calculated as follows: Total program budget/Total actual participants.

**Capital Award:** During FY20 the agency submitted and received approval for a Capital Award in order to complete facility based environmental improvements including the replacement of five air conditioning units, and the cleaning, sanitation and repair of existing floor coverings.

**Targeted Service Levels:**

Targeted Service Level Type	FY18			FY19			FY20		
	Target	Actual	Percent	Target	Actual	Percent	Target	Actual	Percent
Number of children served	1,236	1,042	98%	1,298	916	70%	1,150	844	73%
Number of volunteer hours	34,608	22,151	64%	36,334	20,895	58%	36,334	9,576	26%

\*FY18 numbers served have been adjusted due to inflated reporting as a result of data collection methods.

**Participant Demographics:**

In FY20, Big Brothers Big Sisters (BBBS) served more females (60%) than males (40%). Additionally, over half (53%) of the participants were a part of a single female head of household. Mentors for adolescents in a single parent household can provide many benefits such as, but not limited to, consistent guidance and emotional support to the child from another adult, rare times of respite for the single parent, and emotional support for the parent that there is another person that also cares about the wellbeing of their child.<sup>1</sup> Forty-three percent of participant households reported an annual income of less than \$30,000. The largest age group of participants served were between the ages of five and nine (44%), followed by 36% between the ages of ten to fourteen and with the remaining 20% falling between the ages of 15 and 18.

**Program Outcomes:**

Performance Measure Description	FY18		FY19		FY20	
	Target	Actual	Target	Actual	Target	Actual
Percent of Pinellas County children who are matched for at least seven (7) months will have no new in- school or out-of-school suspensions during the school year of program participation as measured by independent verification with Pinellas County School data.	70%	78%	75%	77%	75%	Waived due to COVID-19

<sup>1</sup> Keller, T.E. A Systemic Model of the Youth Mentoring Intervention. *J Primary Prevent* 26, 169–188 (2005). <https://doi.org/10.1007/s10935-005-1850-2>

Performance Measure Description	FY18		FY19		FY20	
	Target	Actual	Target	Actual	Target	Actual
Percent of youth participating in the Youth Outcome Survey will maintain successful outcomes in at least three domains or demonstrate improvement in at least three domains (Social Acceptance, Scholastic Competency, Educational Expectations, Grades, Risk Attitudes, Parental Trust, Truancy, or having a Special Adult in his/her life).	80%	96%	80%	100%	80%	100%

### COVID 19 Response and Impact:

In a systemic effort to reflectively evaluate the cumulatively evolving fiscal and programmatic sequelae created by the COVID-19 pandemic, during the period from March 16th 2020 through September 30th 2020, JWB requested that individual providers complete a propriety, home grown, COVID-19 Impact Survey. Under the recognition that programs would most likely experience varying degrees of impact based on the individualized nature of each service delivery model and programmatic setting. As will be discussed in more detail in the following sections, the various components of the BBBS Comprehensive Mentoring program experienced unpreventable disruptions in routine service delivery throughout FY20 as a result of the cascading environmental effects of the COVID-19 pandemic. The antecedents, contributing factors and results of these disruptions are described in more detail in the following sections. Alongside, the agency's effective adaptations designed to maintain continued operations and service delivery.

Coronavirus disease 2019 (COVID-19) is caused by a novel virus that has been shown to result in severe acute respiratory symptoms and poses significant risk of severe medical complications and elevated mortality rates among those infected.<sup>2</sup> On January 21<sup>st</sup> 2020 the Centers for Disease Control and Prevention announced the first case of the Novel Coronavirus disease in the United states. On March 11, 2020, the World Health Organization classified the coronavirus disease 2019 (COVID-19) outbreak as a pandemic, with over 720,000 cases reported in more than 203 countries as of 31 March 2020.<sup>3</sup> Following a global response designed to reduce incidents of infection transmission, encompassing community level isolation orders, social distancing measures and travel restrictions the US declared a pandemic emergency on March 13, 2020.<sup>4</sup> Subsequently, states across the nation progressively moved towards the declaration of stay-at-home orders under the primary objective of seeking to stem the prolific spread of the virus. Following suit with nationwide prevention measures, in close proximity with the tenets set forth by the Centers for Disease Control (CDC), Florida issued a statewide stay at

<sup>2</sup> World Health Organization. (2020). Health workers exposure risk assessment and management in the context of COVID-19 virus. Retrieved from [https://apps.who.int/iris/bitstream/handle/10665/331496/WHO-2019-nCov-HCW\\_risk\\_assessment-2020.2-eng.Pdf](https://apps.who.int/iris/bitstream/handle/10665/331496/WHO-2019-nCov-HCW_risk_assessment-2020.2-eng.Pdf). Accessed 12/29/20.

<sup>3</sup> Omer, S. B., Malani, P., & Del Rio, C. (2020). The COVID-19 pandemic in the US: a clinical update. *Jama*, 323(18), 1767-1768.

<sup>4</sup> COVID, I., & Hay, S. I. (2020). COVID-19 scenarios for the United States. *medRxiv*.

home order on April 1<sup>st</sup> 2020.<sup>5</sup> In anticipation of the issuance of this order the Florida Department of education (DOE) implemented a uniform closure of all schools on March 23<sup>rd</sup> 2020.<sup>6</sup>

As a result, the program was unable to continue to provide direct face to face school based mentoring sessions and activities associated with the School to Work program component were held in abeyance. In addition, as of March 16<sup>th</sup> 2020, all community based mentoring activities transitioned to replacement mediums of contact such as virtual platforms, written correspondence and telephonic communication.

During the early stages of the COVID-19 pandemic clinical observations found that children were at significantly lower risk of contracting the virus and when infected experienced profoundly less severe symptoms than adults.<sup>7</sup> In contrast to these initial conclusions a growing body of literature, gathered as the pandemic progressed, reduced the flummox among the medical community and determined that children were at equal risk of both infection and transmission when compared to the adult population, albeit with less presenting symptoms.<sup>8</sup> As a result the level of risk among children in relationship to elevating transmission vectors was initially underestimated during the primary stage of the pandemic.<sup>9</sup>

Following the growing understanding of the epidemiology of the virus Local Education Departments were subsequently faced with the somewhat daunting task of grappling with the development of the safe reopening of schools in the Fall of 2020.<sup>10</sup> The considerations posed by these decision making processes were informed by recognition that school settings represent: 1) a protective screening environment for children at risk for abuse and neglect, 2) sources of healthy nutrition for food insecure families, 3) continuity of education and that even relatively modest interruptions in school attendance are directly correlated with detrimental effects on long term academic attainment, and finally 4) grouped clusters of students may potentially increase community wide transmission vectors.<sup>11</sup>

In order to limit potential exposure to all students, their families and school personnel the Pinellas County Schools (PCS) implemented a methodical reopening plan in the fall of 2020 which involved, in part, limiting the on-campus presence for any nonessential visitors, community organizations, businesses, municipal partners and speakers.<sup>12</sup> As a result, as of September 30<sup>th</sup> 2020 and continuing through the date of the writing of this report, all active school site based and School to Work mentoring relationships have been sustained through the aforementioned alternate methods of communication. Following deliberate and thoughtful planning by the agency around risk management and informed by CDC safety protocols community based mentoring services gradually resumed during the month of August, 2020. The resumption of community based mentoring was based on a strict criterion that included: 1) obtaining clearly informed parental consent, 2) voluntary agreement by mentors and 3) adherence to transmission control guidelines as established by the CDC during all community based face to face contacts.

At an organizational level the agency maintained operational integrity of each interconnected department through the rapid movement in positioning towards virtual service delivery and functions. The initial program intake stage of completing interviews of prospective volunteers and program participants shifted to virtual and telephonic mediums during the month of March, 2020. In close alignment the essential function of facilitating the

<sup>5</sup> Gostin, L. O., & Wiley, L. F. (2020). Governmental public health powers during the COVID-19 pandemic: stay-at-home orders, business closures, and travel restrictions. *Jama*, 323(21), 2137-2138.

<sup>6</sup> Florida Department of Education. (2020). Reopening Florida's Schools and the CARES Act: Closing achievement gaps and creating safe spaces for learning. Tallahassee, Florida. Retrieved from <http://www.fldoe.org/core/FLDOEReopeningCARESAct.pdf>

<sup>7</sup> Zimmermann P, Curtis N. COVID-19 in children, pregnancy and neonates: a review of epidemiologic and clinical features. *Pediatric Infect Dis J* 2020; 39: 469-477

<sup>8</sup> Hyde, Z. (2020). COVID-19, children, and schools: overlooked and at risk. *Med J Aust*, 213(10), 444-446.

<sup>9</sup> Swann, O. V., Holden, K. A., Turtle, L., Pollock, L., Fairfield, C. J., Drake, T. M., ... & Semple, M. G. (2020). Clinical characteristics of children and young people admitted to hospital with covid-19 in United Kingdom: prospective multicenter observational cohort study. *bmj*, 370.

<sup>10</sup> Klevan, S., Edgerton, A. K., Darling-Hammond, L., Maier, A., & Melnick, H. (2020). Learning in the Time of COVID and Beyond.

<sup>11</sup> McLoughlin, G. M., Fleischhacker, S., Hecht, A. A., McGuirt, J., Vega, C., Read, M., & Dunn, C. G. (2020). Feeding Students During COVID-19—Related School Closures: A Nationwide Assessment of Initial Responses. *Journal of nutrition education and behavior*, 52(12), 1120-1130.

<sup>12</sup> Pinellas County Schools. Reopening Plan. Revised July 2020. Retrieved <http://www.fldoe.org/core/fileparse.php/7507/urlt/Pinellas-Reopening-Plan.pdf>. February 25<sup>th</sup> 2021.

agency's comprehensive training and orientation for newly onboarded volunteers also transitioned to virtual platforms during the month of March, 2020. The agency's enrollment and matching team then completed the facilitation of all new matches between the months of April and August, 2020 through various virtual platforms and telephonic contacts. The ongoing support of new and established mentoring relationships continued uninterrupted through the effective deployment of all staff, including the program's Match Support Specialists, to remote virtual work environments. Moreover, the agency applied forethought to projected operational needs, given the uncertainty of the trajectory and duration of the pandemic, through the establishment of a robust infrastructure that ensured that all staff had ready access to all the supports, technology and equipment necessary to fulfill the functions of each position.

**Program Monitoring Activities:**

**Program Observation Date(s):** 2/26/20

**Interview Date(s):** 2/26/20 and 9/21/20

**Collaborative Meeting/Consultation Date(s):** 1/24/20, 3/1/20, 3/5/20, 3/25/20, 4/17/20, 4/21/20, 5/27/20, 7/10/20 and 9/15/20.

- BBBS conducts a rigorous volunteer screening process in order to ensure that applicants pose no safety risks, are committed to the long-term commitments associated with mentoring and to gauge the best possible matching arrangement. Volunteers are screened using both objective and subjective screening criteria and must; 1) complete an application, 2) attend an orientation, 3) pass a level 2 background check, 4) submit the names of personnel references, 5) participate in a comprehensive one-to-one screening interview, 6) undergo a home study and 7) attend a training session. The one-to-one interview is generally considered to be the centerpiece of the screening process and covers in depth questioning around such topics as family background, marital and dating situation, drug and alcohol use, attitudes towards sexuality, support systems and preferred hobbies and activities.<sup>13</sup>

JWB staff were afforded the opportunity to observe two separate new volunteer interviews over during the first quarter of the fiscal year. Both observations provided strong indicators of highly skilled interviewing techniques that held fidelity to the navigation of the essential exploratory questioning necessary to formulate a comprehensive evaluation of each candidates' suitability for mentoring. For example, the intimate areas of each candidates' personal background, family history, values and belief structures were examined in detail while holding a professional objective posture given the sensitive nature of the topics discussed. Moreover, the key considerations of the manner in which the candidates' personal attributes and characteristics may influence their approach to the mentoring relationship were closely scrutinized through the well-timed delivery of open ended reflective questions. Overall, each interview was viewed as extremely well structured, allowing ample time for the in-depth processing of questions and providing each candidate with the opportunity to discuss any concerns. In addition, the application process was precisely defined for each candidate alongside the primary responsibilities of their potential role as mentor.

Following the conclusion of one of the interviews JWB staff met with one of the Enrollment Specialists to further discuss the staff person's professional background, experience as an employee of the agency and perspectives on the interview process for mentoring candidates.

The Enrollment Specialist holds a dual degree in psychology and film studies with over three years of professional experience working with pre-school aged children. In addition, the Enrollment Specialist also possessed a broad base of experience in the delivery of services to children with varying degrees of development delays and special needs. The Enrollment Specialist described the agency onboarding orientation and training process as thorough with attention given to cross functional trainings in order to

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<sup>13</sup> Roaf, P. A. (1994). Big Brothers/Big Sisters: A Study of Volunteer Recruitment and Screening.

create a clear awareness of the operations and responsibilities of each department. As referenced previously, this approach to cross functional training is viewed as a particular strength given the interdependent programmatic workflow associated with ensuring that matching is successful and that longevity of the mentoring relationship is achieved. As revealed during prior year staff interviews a robust training process was described, specific to the functions of the employee's position, involving the shadowing of interviews followed by the provision of supervisory observations of a set number of individual interviews.

Specific to the process of screening volunteers the employee articulated a clear appreciation of the necessity of a highly involved process encompassing background screenings, the completion of reference checks and underscored the value of the structured interview process as a means to render an objective recommendation around acceptance of the candidate as a mentor. Of note, the Enrollment Specialist discussed the more nuanced and delicate aspects of the interview process, particularly in relationship to reviewing the agency's policy regarding a volunteer's willingness and competencies around working with lesbian, gay, bisexual, transgender, queer and questioning (LGBTQQ) children and youth. A sturdy body of research has found that LGBTQQ youth are among the most underserved, marginalized and vulnerable populations, creating a host of risk factors that increase the likelihood of homelessness, mental health symptoms and suicidality.<sup>14</sup> In this area, at both the national and local levels, BBBS has placed a progressive emphasis over the years on the need to extend the quality of mentoring relationships to provide thoughtful, responsive and inclusive programming for this population in order to mitigate the risk for additional harm as a result of receiving services from incompatible mentors.<sup>15</sup>

In closing the Enrollment Specialist discussed the best practice of conducting child interviews in the family home in order to garner a comprehensive assessment of the family system and view the actual home environment. In this area the Enrollment Specialist also reflected on the importance of viewing the home setting as a means to ensure the assigned mentor is fully prepared for any environmental considerations such as family configuration, the presence of any pets or hygiene concerns. Finally, the concluding stage of the matching and enrollment process was discussed in relation to the process of optimizing the match decision through a peer review process conducted during staff meetings. Such an approach should again be highlighted as a best practice, allowing for a determination that is informed by differing perspectives and viewpoints.

- The completion of semi-structured, in depth staff interviews serves as one of the primary cornerstones of annual JWB program monitoring activities. The primary advantage of in depth staff interviews is that far more detailed, qualitative contextual, information is provided than would be gathered through other data collection methods, such as surveys.<sup>16</sup> In addition, such interviews provide valuable programmatic information that is particularly useful in relation to supplementing other methods of data collection.<sup>17</sup> In recognition of the unprecedented environmental conditions created during FY20, as a result of the COVID-19 pandemic, the standardized JWB staff interview template was modified to encapsulate questions that specifically addressed the aforementioned contextual features. During the final quarter of the fiscal year JWB staff conducted a total of six separate virtual interviews for the program composed of a combination of staff from the Enrollment and Matching team and Match Support team. The general themes and highlights from these interviews are summarized in the following section.

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<sup>14</sup> Rhoades, H., Rusow, J. A., Bond, D., Lanteigne, A., Fulginiti, A., & Goldbach, J. T. (2018). Homelessness, mental health and suicidality among LGBTQ youth accessing crisis services. *Child Psychiatry & Human Development*, 49(4), 643-651.

<sup>15</sup> Big Brothers Big Sisters of America. The LGBTG Supplement of Effective Practice for mentoring. January, 2019. Retrieved from [https://www.bbbs.org/wp-content/uploads/MENTOR\\_LGBTQ-Supplement-to-EEP-for-Mentoring.pdf](https://www.bbbs.org/wp-content/uploads/MENTOR_LGBTQ-Supplement-to-EEP-for-Mentoring.pdf). March 8<sup>th</sup> 2021.

<sup>16</sup> Greene, J. C. (1994). Qualitative program evaluation. *Handbook of qualitative research*, 530, 544.

<sup>17</sup> Boyce, C., & Neale, P. (2006). Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input.

Among the staff interviewed tenure with the agency fell in the range of six months, 2 years, 4 years and 13 years. And, each of the staff held broad bases of relevant professional backgrounds and academic accomplishments well suited to their position, roles and responsibilities. Moreover, it should again be observed, as during prior reporting periods, that the program has historically maintained high levels of staffing stability with minimal rates of turnover and employees view the agency as offering ample opportunities for professional advancement. These observations are highly germane to the cultivation of quality programming with research studies concluding that staffing equilibrium and perceptions of the potential for career growth contribute directly to the presence high levels of quality service delivery.<sup>18</sup>

Each of the staff interviewed acknowledged the unique environmental press created by the pandemic in relationship to adjusting to alternate service delivery approaches alongside the challenges in providing supports to both mentors and program participants during an extraordinary epoch. Nonetheless, the staff interviewed uniformly expressed strong levels of satisfaction with the high degrees of support provided both at an organizational and programmatic level. Furthermore, each staff person expressed high levels of confidence around the manner in which the agency had attended to supporting each interwoven programmatic component to ensure the continuation of effective service delivery. In addition, several of the staff interviewed underscored the agency's support of flexible work schedules as a key contributing factor in relation to mitigating many of the barriers raised as a result of shifting to a predominately remote working environment. In summation, the qualitative information drawn from the staff interviews provided strong impressions of the presence of an organizational culture committed to embracing the solidifying elements that directly contribute to staff retention and job satisfaction. These findings should be applauded under a recognition of the remarkable environmental circumstances created by the COVID-19 pandemic.

### **Participant File Review Date(s):**

#### **Data Quality:**

Annual file reviews are conducted for the purposes of examining levels of qualitative documentation, data integrity, compliance, adherence to program methodology and general patterns of service delivery. During FY20 a total of nine participant records were randomly selected for review. The findings of these reviews yielded an overall compliance rate of 100%, a critical fields accuracy score of 100% and a data accuracy score of 97%. When viewed in their entirety the data integrity results are considered to be impressive and are reflective of highly robust internal Quality Assurance (QA) processes. Moreover, the results are comparable to the prior year's review and support the conclusion that programmatic documentation and data entry Quality Assurance practices are consistently applied over the course of each fiscal year.

At a qualitative level each of the intake assessments reviewed were found to be comprehensive, detailed and well drafted to precisely document the salient life domains of each program participant and family member. Particularly, in the key areas of presenting disabilities, medical conditions, mental health needs, potential risk factors, interpersonal relationships and school functioning. Each of the intake assessments included a concluding summation that provided a formulation as to the program participants' overall needs in relationship to mentoring supports which was viewed as a critical element with regard to ensuring a successful matching process.

Many of the program participants served by the BBBS comprehensive mentoring program present with a host of interlocking risk factors that increase the likelihood of the occurrence of problematic behaviors in community based settings.<sup>19</sup> As such, JWB staff provided onsite technical recommendations around the benefits of enhancing the current intake and matching process to encompass the identification of risk management

<sup>18</sup> Garringer, M., McQuillin, S., & McDaniel, H. (2017). Examining Youth Mentoring Services across America: Findings from the 2016 National Mentoring Program Survey. *MENTOR: National Mentoring Partnership*.

<sup>19</sup> Teye, A. C., & Peaslee, L. (2015, December). Measuring educational outcomes for at-risk children and youth: Issues with the validity of self-reported data. In *Child & Youth Care Forum* (Vol. 44, No. 6, pp. 853-873). Springer US.

considerations. In a similar fashion, it was recommended that precise communication protocols should be established when presenting risks are uncovered specific to individual family members such as substance abuse difficulties, histories of aggressive behaviors or prior involvement with the criminal justice system. Finally, although the practice currently exists, it was recommended that increased attention be given to communication with outpatient providers in the event that a program participant is found to be struggling with mental health challenges. The culmination of the aforementioned recommendations were intended to inform the further development of current risk management plans and strategies that are geared towards ensuring the safety of staff, volunteers and program participants.

**Analysis of Performance:**

BBBS has a national model encompassing a three-tiered framework: 1) critical social and emotional development, 2) resilience and 3) supporting the mental health and well-being of children specifically in Pinellas County. In FY20, the number of children served by the program declined when compared to previous fiscal years, with the program serving approximately 844 children. Additionally, the number of volunteer hours are showing a downward trend over the past three years. JWB is working with the program administrators to understand what impact COVID-19 has and continues to have on the decline in enrollment in FY20 given that trends show a decline over time. Further analyses and conversations with the program will determine the need to reevaluate targets to ensure they are appropriately set.

One of the salient measures of program success are: participants' school disciplinary behavior and the Youth Outcome Survey (YOS). In FY20, disciplinary data was waived due to the impact COVID-19 had on the availability of school data. In the previous fiscal year, results indicated 77% of children matched for six months or longer had no in-school or out-of-school suspensions.

The YOS survey is disseminated to program participants to determine the impact of mentoring relationships on youth participants. Statistically significant improvements were made in all categories for Pinellas county youth in both Community-Based and Site-Based Mentoring Programs who completed a follow-up YOS for the JWB Grant year from October 2019 through September 2020. Overall, the program demonstrated an improvement in the YOS survey results this fiscal year with 100% of youth showing improvement on at least three domains. Furthermore, 99% of the Pinellas youth matched for at least one year in both types of programs showed improvement or maintenance in at least two outcome areas. Add to that, 93% of youth matched in the Community-Based program. Similarly, 97% of youth matched in the Site Based program improved or maintained in Education Expectations.

To measure and assess dosage, an assessment of the length of mentoring relationships is conducted. Research suggests the longer mentoring relationships are in place the greater outcome they will have. Aligned with the research, BBBS tracks match retention rate with a goal of maintaining matches for at least 12 months. During the FY20 the program saw a match retention rate of 84% in community-based matches and 91% in school-based matches. These match retention rates represent the impact of program's extensive efforts to ensure matches are a good fit for both the mentee and the mentor.

**Conclusions:**

JWB staff will continue to work closely with the program to understand the larger impact of COVID-19 and the continued adaptation of programming to meet the shifting needs of the community.



*Paul Webb*

3/17/2021 | 11:50 AM EDT

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