Draw Forth All...

We ourselves learn as we teach, and we redesign Friends of Simon in light of our experience conducting instruction. Our mission is summarized by the phrase, **Draw Forth All**, which combines the Latin root of the word education ("to draw forth") with the moral commitment of Nobel Laureate and SFU honouree, Bishop Desmond Tutu, specifically his call to serve and honour all people.

Teaching is often seen as the transmission of knowledge, in the manner of filling up empty minds. *Education, however, is a process that builds on the prior experience of the learner and evokes new learning through engagement, questioning, and acknowledgment of the individual.*

— Paul Shaker, Professor emeritus; founder of Friends of Simon
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Friends of Simon
Evaluation Report 2018/2019

“Friends of Simon is an incredible program that not only encourages the development of our students but the development of our tutors as well! I’ve grown so much from my experiences at Friends of Simon and have come to recognize how powerful the establishment of a relationship with a child can positively facilitate a child’s academic and personal development!” - 2018/19 FOS Tutor

INTRODUCTION

The Friends of Simon (FOS) program recruits, prepares, and assigns university students as mentor-tutors in partnering public schools, libraries and recreation facilities in the Lower Mainland. FOS works to increase school success through after-school programs in small group and individualized settings.

The FOS program is based on the premise that students in the elementary and high school grades who are struggling to achieve because of a range of challenges such as recent immigration, refugee experiences, poverty and learning disabilities can benefit from after school tutoring provided by university students. The tutoring, often one-to-one, is relationship based and focuses on the unique needs of each student. The goal is to support parents and teachers in helping their children/students achieve their full potential. Tutoring is provided free of charge to the students, many of whom would not be able to attend if their families had to pay for the after-school program.

Instruction is based on current trends in pedagogy and tutors receive training and supervision from members of the Faculty of Education at Simon Fraser University (SFU) who themselves are involved in education research. This year was the thirteenth consecutive year of operation for FOS.

Funding for FOS for the 2018/2019 year was provided by United Way of the Lower Mainland, Djavad Mowafaghian Foundation, Rogers Communications Inc., TD Bank-CEC, SFU Endowment Fund, and private donations.

Purpose and Objectives of the Evaluation Report

This evaluation will report on the process and outcomes gathered for the Friends of Simon Program for the 2018/2019 academic year. The report consists of three main sections: the introduction, the program overview and, beginning on page 15, the annual evaluation.
Annual evaluations are conducted for the FOS Program to assess the provision of literacy and numeracy tutoring and mentorship at sites in Burnaby, Coquitlam, Port Moody, and Surrey; and to support continuous program improvement.

The evaluation has five objectives:

1. To provide an overview of 2018/2019 FOS program implementation;
2. To identify FOS inputs, outputs and outcomes;
3. Provide funders and other relevant community stakeholders with a clear picture of the impact that the FOS Program has had on participants and tutors;
4. To analyze the strengths and challenges of the FOS Program;
5. To provide recommendations that will assist with future planning decisions and increasing the efficiency and impact for the FOS Program.

Scope

This evaluation covers the period from September 2018 to June 2019. It includes information about each site, the students enrolled in the Program, the staff members who coordinate the Program and the tutors engaged in supporting the students.

Methodology

This evaluation was created in collaboration with FOS staff and tutors who played a role in data collection. Research methods were designed to be consistent with the objectives stated above.

The evaluation data collection methodology included a mix of qualitative and quantitative data. As the FOS program is an after-school literacy program, it is difficult to determine a fully causal effect between this program and a quantitative increase in literacy levels in participants - it is for this reason that an emphasis is placed on the collection of qualitative data (with associated quantitative data where it was available). The following table presents the data collection methods employed for this evaluation report.

<table>
<thead>
<tr>
<th>Stakeholder Info</th>
<th>Data Collection Method</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Review registration and attendance</td>
<td>Program size and attendance tracking</td>
</tr>
<tr>
<td>Students</td>
<td>Tutor focus groups and site coordinator surveys</td>
<td>Characterization of student demographics</td>
</tr>
<tr>
<td>Students</td>
<td>Student satisfaction survey</td>
<td>To assess program outcomes - 194 surveys completed this year</td>
</tr>
<tr>
<td>Site coordinators</td>
<td>Surveys</td>
<td>To assess program outcomes - 11 surveys completed this year</td>
</tr>
<tr>
<td>Stakeholder Info</td>
<td>Data Collection Method</td>
<td>Assessment</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tutors</td>
<td>Tutor focus group</td>
<td>To gather feedback and stories on program outcomes - 14 participants in 2 groups</td>
</tr>
<tr>
<td>Tutors</td>
<td>Online survey</td>
<td>To gather feedback from tutors on program impacts - 21 surveys completed this year</td>
</tr>
<tr>
<td>Former tutors</td>
<td>Unsolicited communications from former tutors</td>
<td>To determine longer term benefits of being a tutor for Friends of Simon</td>
</tr>
</tbody>
</table>
**Program Overview**

The Friends of Simon Program is offered to elementary, middle, and high school students generally aged 6-15. The program targets refugee, immigrant or ELL (English Language Learner) children and those who face barriers to learning and academic achievement. FOS tutoring sessions offer a combination of homework assistance, engaging literacy and numeracy exercises, and physical activity. Snacks are provided to the younger students at most sites.

FOS programming was offered at 13 public schools and one library in the region this year. The Surrey Libraries, City Centre Library, TD Community Engagement Centre site represents an alternate program format that is funded through the SFU Surrey TD Community Engagement Centre and serves elementary and high school aged students.

**FOS Program Logic Model**

The following logic model shows inputs, activities, outputs, and outcomes for the FOS Program in 2018/2019.

<table>
<thead>
<tr>
<th>Friends of Simon Logic Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inputs</strong></td>
</tr>
<tr>
<td>Funding:</td>
</tr>
<tr>
<td>• United Way of the Lower Mainland</td>
</tr>
<tr>
<td>• Djavad Mowafaghian Foundation</td>
</tr>
<tr>
<td>• Rogers Communication Inc.</td>
</tr>
<tr>
<td>• TD Bank (CEC)</td>
</tr>
<tr>
<td>• SFU Endowment Fund</td>
</tr>
<tr>
<td>• Private donations</td>
</tr>
<tr>
<td><strong>Tutors, Staff &amp; Consultants</strong></td>
</tr>
<tr>
<td>• 29 Tutors</td>
</tr>
<tr>
<td>• 1 Program Director</td>
</tr>
<tr>
<td>• 2 Program Coordinators</td>
</tr>
<tr>
<td>• 1 Program Assistant</td>
</tr>
<tr>
<td>• 1 External Program Evaluator</td>
</tr>
<tr>
<td><strong>On-Site Contributions</strong></td>
</tr>
<tr>
<td>At 14 sites the following are provided:</td>
</tr>
<tr>
<td>• Meeting rooms &amp; facilities</td>
</tr>
<tr>
<td>• Supervisory staff (site coordinators)</td>
</tr>
<tr>
<td>• Snacks</td>
</tr>
<tr>
<td><strong>In Kind Support</strong></td>
</tr>
<tr>
<td>• SFU legal, human resource and budgetary support</td>
</tr>
<tr>
<td>• SFU meeting rooms &amp; facilities</td>
</tr>
<tr>
<td>• SFU program support</td>
</tr>
<tr>
<td>• SFU Financial Aid</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td>1. After-school homework programs with academic, physical and</td>
</tr>
</tbody>
</table>
### Friends of Simon Logic Model

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
|   | social activities provided by tutors to support immigrant, refugee and at-risk populations.  
2. The team of tutors (with youth, multilingualism, and diversity as assets), develop mentoring relationships with the students to support their learning goals, cultural transitions, and personal development.  
3. Tutors provide targeted and personalized assistance on site and on-line with academics, literacy and numeracy.  
4. Tutors model a strong academic self-concept and provide linkages to the post-secondary environment.  
5. FOS staff and tutors organize annual field trip to SFU for students  
6. Tutors receive innovative training to equip themselves with the pedagogical skills required for FOS work.  
7. Tutors work in a team environment that supports experiential learning and increasing effectiveness. |
<table>
<thead>
<tr>
<th>Outputs</th>
<th></th>
</tr>
</thead>
</table>
|   | • Number of children participating in Friends of Simon Programs  
• Number of tutors participating in Friends of Simon Programs  
• Number of sites offering Friends of Simon Programs  
• Number of tutoring sessions and contact hours per year  
• Attendance rates at each site  
• Ratio of students to tutors at each site  
• Number of tutor training sessions offered per year |
| Immediate Outcomes | 1. Students who participate in FOS are able to make constructive use of their afterschool time.  
2. FOS students build healthy relationships with young adults.  
3. FOS students improve their self-esteem and become more optimistic  
4. FOS students improve their academic achievement, academic self-concept and school engagement.  
5. FOS tutors develop skills and knowledge through training and experience to support vulnerable students academically, socially and emotionally. |
| Intermediate Outcomes | 1. FOS students respond positively to tutor role modeling, which is reflected in their decision making about their future. |
Friends of Simon Logic Model

2. Families feel supported in helping their children achieve their maximum potential and become productive engaged citizens
3. Tutors develop a sense of belonging on campus and clarity about future professional pathways

FOS Core Principles and Values

The following core principles and values have been developed for the Friends of Simon Program.

Principles and values of Friends of Simon Partnership

We envision three essential principles in strengthening this partnership:

- Enabling settlement services to meet the needs of newcomer students;
- Engaging strategies and actions for newcomer childen’s educational experience and well-being;
- Educating children as responsible and responsive Canadian citizens.

Host institutions:
Simon Fraser University

Partners:
- Gudiha Family Foundation
- Rogers Communication
- SFU Surrey-TD Community Engagement Centre
- School District 36: Surrey (Settlement Works in Schools)
- School District 41: Burnaby (Settlement Works in Schools)
- City of Surrey
- United Way of the Lower Mainland
**FOS Sites**

The Friends of Simon Program operates at 14 sites in the municipalities of Burnaby, Coquitlam, Port Moody and Surrey, all located in the Metro Vancouver region. The Friends of Simon sites are carefully chosen to ensure that limited program resources are being allocated to the municipalities, neighbourhoods and schools with the highest need.

The Program is delivered in three terms at most sites: fall (September to December), spring (January to April) and summer (May to June).

**Site Coordinators**

Each FOS site is supported by staff, called site coordinators, who provide supervision, snacks and ensure that the environment remains safe and welcoming. It is often the Site Coordinators who share background information about students (when relevant and appropriate) and handle discipline issues. They also ensure the program is closed down safely at the end of each tutoring session. These site coordinators can be school ELL teachers, youth workers, principals, vice principals, or agency program managers.

**Program Staff & Operations**

The Friends of Simon Program is supported by a team of highly qualified staff based at Simon Fraser University. Generally the staff members administer and provide quality control and improvement to the FOS Program. FOS currently has the following staff positions and personnel:

- **Program Director**: Kris Magnusson - Dean of Education, Faculty of Education, Simon Fraser University
- **Program Coordinators**: Angela Flumerfelt & Kanwal Neel

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**The Community Context**

Immigrants Services Society (ISS) of BC reports that 764 Government Assisted Refugees arrived in BC in 2018. Of this number 45% were children under 18 years old. BC Refugee Hub reports that 1295 individual new refugee Claimant Clients also arrived in BC in 2018.

The top five source countries for Government Assisted refugees coming to BC in 2018 were Syria, Iran, Eritrea, Somalia, and Congo. The top five source countries for Refugee Claimants in 2018 were Iran, Afghanistan, Iraq, Mexico and Columbia. Most of these BC refugees have settled in Metro Vancouver and the Fraser Valley. Surrey (43.7%), Burnaby (17%), Coquitlam (5.9%), Vancouver (11.8%) and New Westminster (3.4%) have received the highest proportion of the 2018 GARs.

ISS reports that in the first 3 months of 2018, 99 individual GARS (or 36 families) arrived in BC.
These staff members undertake the following responsibilities to ensure efficient and effective program operation:

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection, scheduling &amp; training of tutors</td>
<td>• Advertising for, screening, selecting and training suitable tutors</td>
</tr>
<tr>
<td></td>
<td>• Placing tutors in sites</td>
</tr>
<tr>
<td>Liaising with partner agencies and sites</td>
<td>• Selecting program sites</td>
</tr>
<tr>
<td></td>
<td>• Meeting with and gathering feedback from site coordinators and sponsoring agencies</td>
</tr>
<tr>
<td></td>
<td>• Addressing emerging issues, problems and questions related to the program</td>
</tr>
<tr>
<td>Managing budgets</td>
<td>• Tutor payment, travel reimbursements, meetings and resources</td>
</tr>
<tr>
<td>Program quality control and assessment</td>
<td>• On-going site visits to observe and report on site and tutor quality</td>
</tr>
<tr>
<td></td>
<td>• Gathering feedback and information to improve services to sites</td>
</tr>
<tr>
<td></td>
<td>• Contracting with an external evaluator to design data collection methods and report on program impact and improvements</td>
</tr>
<tr>
<td></td>
<td>• Assisting with data collection and data dissemination to the external evaluator for analysis</td>
</tr>
<tr>
<td></td>
<td>• Evaluating effectiveness of training sessions</td>
</tr>
<tr>
<td></td>
<td>• Ongoing formative assessment of tutor effectiveness</td>
</tr>
<tr>
<td>Education and sharing of best practices</td>
<td>• Organizing and delivering tutor training sessions and gathering suitable resources for tutors</td>
</tr>
<tr>
<td></td>
<td>• Maintaining an online tutor site/community for tutors to interact, share and provide feedback on their experiences within the FOS Program</td>
</tr>
<tr>
<td>Program outreach &amp; sustainability</td>
<td>• Identifying funding sources for program sustainability</td>
</tr>
<tr>
<td></td>
<td>• Identifying opportunities to expand and enhance the program to meet the needs of additional communities and/or target groups</td>
</tr>
<tr>
<td></td>
<td>• Outreach to the media and community partners to increase the FOS profile in the community</td>
</tr>
<tr>
<td></td>
<td>• Managing FOS website and social media accounts</td>
</tr>
</tbody>
</table>
The Tutors

The tutors are undergraduate students attending Simon Fraser University. They are recruited on campus from a range of faculties including English, Health Sciences, Humanities, History, Sciences and Business. On average, tutors work two sessions per week. They are paid $13 - $15/ hour. They also receive compensation for travel and training.

The tutors provide assistance with homework and support activities for improving literacy and numeracy skills, along with supportive mentoring, role modeling, and providing a connection to Canadian culture. The tutors gain valuable experience in the teaching environment working with vulnerable students who are facing a range of barriers to literacy and numeracy.

Tutor Preparation

Over the course of the academic year tutors are typically offered a series of 9 training sessions. The training sessions are usually three hours in length and occur on Saturday mornings. The topics covered in training sessions this year include:

- tutoring code of conduct
- pedagogical documentation
- understanding career development: tutors as agents of change
- numeracy and literacy strategies
- child protection
- reflective practice
- working with students with special needs
- understanding the Impact of trauma on the brain
- tutoring multilingual students
- managing challenging behaviours and situations in the classroom

During the sessions tutors are encouraged to share their experiences and learn from their peers. Each training session also includes a segment for warm-up, announcements, and feedback from lead tutor reports. The latter usually provides an opportunity to deal with a behaviour management issue at each session. Breakfast is provided at the beginning of the session, and at the end of
the session lunch is provided. This is intended to create an atmosphere where tutors can stay and linger with food to discuss site issues and plans amongst themselves. They often ask for time to chat and collaborate with staff. An additional half an hour is spent with lead tutors to focus on any emerging issues at the sites and to strategize effective responses to those challenges.

Some regular segments included in all of the sessions were “Read Aloud”, Doin’it Right (excerpts from Lead Tutor reports), and Stealworthy Ideas (tutors share their best literacy and numeracy strategies).

The tutors are required to attend the training sessions and most are appreciative about having the training opportunity. During the tutor focus group the tutors say that the training helps prepare them for what they will face in the classroom and that the sessions also provide an opportunity to connect with their peers and learn from each other’s experiences.

**Literacy and Numeracy Activities**

The FOS tutors prepare literacy and numeracy activities for every tutoring session that they attend. These activities are varied, multi modal, student centred and adaptable. They involve a range of approaches to support the development of all forms of language, literacy, and numeracy, and encourage movement and expression. They involve the students’ active use of the language. The approach to working with newcomer, ELL and underachieving students is consistent with current literature and with the strategies recommended by the BC Ministry of Education. Literacy and numeracy activities include group games, facilitated discussions, and board/card games. The tutors must ensure that they are well prepared for a variety of scenarios during the sessions including having appropriate activities for smaller and larger than expected groups of students. These activities are supplemented by stretching and physical activity in and outside of the classroom. The tutors also spend a significant amount of time during each session on homework assistance.

**Ongoing Tutor Support**

All FOS tutors receive ongoing support through:

- An SFU Online Canvas Site where tutors can find up to date posted information such as necessary forms, readings, schedules, and training session dates. Tutors can also communicate with each other and staff members; find replacements when they cannot work on a specific dates, and plan social events. Lead tutor reports are also submitted through this site.
- Peer support at training sessions and online through the Canvas Site
- FOS staff site visits
- Connecting in person or via email and telephone with staff
- During preparation and debriefing sessions before and after the tutoring sessions, and
- From the lead tutors at their tutoring sites.
Lead Tutor Reports

After each FOS session, lead tutors are asked to capture attendance numbers, emerging site issues and other feedback from their experiences and submit this information in a lead tutor report. Staff members often respond to these reports. For the most part, these responses are to acknowledge some of the positive strategies the tutors were implementing. When a lead tutor remarks on something particularly effective that one of the tutors in their shift did, staff members often send these comments on to that particular tutor. This promotes a sense of teamwork with the tutors.

Additionally, staff members monitor tutor attendance using the information from these reports. If staff members see a pattern emerging, they contact that tutor individually to see if something can be done to rectify the situation.

Site Visits

The Program Coordinators conduct many site visits throughout the course of the year. Site visits are helpful for monitoring tutor performance, connecting in-person with Site Coordinators, understanding challenging situations, and conducting informal assessments about student needs and tutor/student ratios. The Program Coordinators make sure that they visit each tutoring time slot at least once each term, and they visit problematic sites more frequently. They try to ensure that each tutor on the roster is observed at least once each term.

Field Trip to Simon Fraser University

In late spring a field trip to the Simon Fraser University Burnaby campus is typically planned for FOS program participants. The field trip provides an opportunity to expose the program participants to the university environment in a fun and interactive manner. The tutors participate in welcoming the students to their own academic environment. Usually approximately 150 students from the Burnaby, Surrey, Port Moody, and Coquitlam sites are hosted at the Burnaby SFU campus in late April or early May. Several site coordinators and tutors attend. During the field trip the students are able to participate in a range of campus activities such as conducting experiments in a science lab and participating in athletic and art activities.

The students are provided with lunch and SFU “swag” bags are distributed at the end of the day. The students like having the opportunity to have a day with their tutors and to connect with them in the SFU campus setting.
Changes at Friends of Simon

This year FOS has experienced some changes in site locations. Three school sites and two recreation centre sites have been closed and three new school sites have been added. The program continues to struggle with limited funding. Reduced funding was absorbed this year through reduced pay for staff, reduced hours at some sites and a reduction from 16 to 14 sites.
THE 2018/2019 FRIENDS OF SIMON PROGRAM EVALUATION

This section will provide a detailed evaluation of the Friends of Simon (FOS) Program for the 2018/2019 year. The evaluation begins with contextual information and outputs for the program this year and then focuses on outcomes for student participants, FOS sites and FOS tutors.

Context: The FOS Program This Year

Cumulative Enrollment Data

Friends of Simon had a total of 362 registered participants at tutoring sites during the 2018/19 academic year.

FOS Student Participant Enrollment Data 2018/19

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of enrolled participants in 2018/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary &amp; Middle School (including library)</td>
<td>256</td>
</tr>
<tr>
<td>Secondary School (8-12)</td>
<td>106</td>
</tr>
<tr>
<td>Combined Total</td>
<td>362</td>
</tr>
</tbody>
</table>

Site Information

The following table describes the basic program outputs at each of the 14 FOS sites this year: including enrollment, attendance, and number of tutoring sessions.

Friends of Simon 2018/19 Program Outputs

<table>
<thead>
<tr>
<th>Site</th>
<th>No. of students enrolled</th>
<th>Average no. of students /session (# last year)</th>
<th>No. of tutors/session</th>
<th>No. of tutoring sessions/ week and duration</th>
<th>No. of 2018/19 sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Burnaby School District</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Maywood Community School</td>
<td>13</td>
<td>8 (8)</td>
<td>3</td>
<td>1 X 2 hour session</td>
<td>29</td>
</tr>
<tr>
<td>2. Lochdale Elementary</td>
<td>13</td>
<td>10 (6)</td>
<td>4</td>
<td>1 X 2 hour sessions</td>
<td>27</td>
</tr>
<tr>
<td>3. Edmonds Elementary</td>
<td>13</td>
<td>12 (8)</td>
<td>4</td>
<td>1 X 2 hour session</td>
<td>29</td>
</tr>
<tr>
<td>Site</td>
<td>No. of students enrolled</td>
<td>Average no. of students/session (# last year)</td>
<td>No. of tutors/session</td>
<td>No. of tutoring sessions/week and duration</td>
<td>No. of 2018/19 sessions</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>4. Cariboo Hill Secondary</td>
<td>20</td>
<td>12 (16)</td>
<td>4</td>
<td>1 X 2.5 hour sessions</td>
<td>20</td>
</tr>
<tr>
<td>5. Burnaby North Secondary</td>
<td>20</td>
<td>13(13)</td>
<td>4</td>
<td>1 X 2.25 hour sessions</td>
<td>25</td>
</tr>
<tr>
<td>6. Burnaby South Secondary</td>
<td>12</td>
<td>8 (7)</td>
<td>4</td>
<td>1 X 2 hour sessions</td>
<td>29</td>
</tr>
<tr>
<td>7. Morley Elementary</td>
<td>12</td>
<td>13 (10)</td>
<td>4</td>
<td>1 X 2 hour sessions</td>
<td>23</td>
</tr>
</tbody>
</table>

**Coquitlam School District**

<table>
<thead>
<tr>
<th>Site</th>
<th>No. of students enrolled</th>
<th>Average no. of students/session (# last year)</th>
<th>No. of tutors/session</th>
<th>No. of tutoring sessions/week and duration</th>
<th>No. of 2018/19 sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Banting Middle School</td>
<td>18</td>
<td>10 (12)</td>
<td>4</td>
<td>2 X 2.5 hour sessions</td>
<td>48</td>
</tr>
<tr>
<td>9. Moody Middle School</td>
<td>24</td>
<td>14 (15)</td>
<td>6</td>
<td>1 X 2.5 hour sessions</td>
<td>21</td>
</tr>
</tbody>
</table>

**Surrey School District**

<table>
<thead>
<tr>
<th>Site</th>
<th>No. of students enrolled</th>
<th>Average no. of students/session (# last year)</th>
<th>No. of tutors/session</th>
<th>No. of tutoring sessions/week and duration</th>
<th>No. of 2018/19 sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Kennedy Trail Elementary</td>
<td>24</td>
<td>14(new)</td>
<td>4</td>
<td>1 X 2.5 hour session</td>
<td>22</td>
</tr>
<tr>
<td>11. Kwantlen Park Secondary</td>
<td>54</td>
<td>24(new)</td>
<td>4</td>
<td>1 X 2.5 hour session</td>
<td>26</td>
</tr>
<tr>
<td>12. Strawberry Hill Elementary</td>
<td>22</td>
<td>15(new)</td>
<td>2</td>
<td>1 X 2.5 Hour session</td>
<td>26</td>
</tr>
<tr>
<td>13. Green Timbers Elementary</td>
<td>34</td>
<td>13 (21)</td>
<td>4</td>
<td>2 X 2.5 hour sessions</td>
<td>47</td>
</tr>
</tbody>
</table>

**SFU-TD Bank/Surrey Library**

<table>
<thead>
<tr>
<th>Site</th>
<th>No. of students enrolled</th>
<th>Average no. of students/session (# last year)</th>
<th>No. of tutors/session</th>
<th>No. of tutoring sessions/week and duration</th>
<th>No. of 2018/19 sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Surrey Libraries, City Centre Library, TD Community Engagement Centre</td>
<td>83</td>
<td>19 (12)</td>
<td>4</td>
<td>2 X 2. 5 hour sessions</td>
<td>51</td>
</tr>
</tbody>
</table>

**Attendance**

Attendance data collected for the FOS sites over the course of the academic year shows there were average fluctuations in attendance for most sites. At 5 of the 14 FOS sites average
attendance has increased over the last academic year. Average attendance has decreased at 4 sites. There three new sites this year.

*Total number of FOS tutoring sessions for 2018/2019 Academic year = 423.*

*Total number of student tutoring sessions for 2018/2019 Academic year = 5,591*

*Based on average student attendance for each site, the tutor to student ratios varied from a minimum of 1 tutor to 2 students to a maximum of 1 tutor to 7 students. 11 FOS sites had ratios of 1 tutor to 4 students or less.*

Attendance rates as presented in the table above speak to the participants’ satisfaction with the FOS programming. While not all participants have consistent attendance, a majority of students do choose to voluntarily attend the afterschool program on a regular basis. They are often choosing FOS programming over a myriad of other opportunities being offered at their school or in the community.

**Student Demographics**

Due to School District policy about disclosing students’ personal information and the reticence of the students themselves to disclose personal information, detailed demographic information is no longer collected for FOS. We know from visiting the sites and speaking with the tutors and site coordinators that a majority of the students who participate in FOS are from families who have recently moved to Canada as immigrants or refugees. They usually have Permanent Resident status or are recent immigrants who have Canadian citizenship. In 2018/19 these students were primarily from Syria, Iraq, Iran, Eretria, Philippines, India, Pakistan, Bangladesh, Nepal, Sri-Lanka, Sudan, and China.

Some of the FOS students are from families which are no longer defined as recent immigrants or refugees; however the students have spent their early years somewhat isolated in their new Canadian homes with caregivers who did not speak English with them. As a result their English language skills are limited when they start school.

Some International students also attend FOS programming, especially at the Central Library program. Some sites also report Indigenous student participants.

Additionally, some of the students have socio economic challenges at home which have had an impact on their ability to learn at school. Others have a variety of learning challenges and disabilities as well as social-emotional challenges.
During regular school hours, some FOS students are participants in supportive learning classes and English Language Learner classes, while others are participants in mainstream classes.

**Tutor Demographics and Characteristics**

In the 2018/19 year 41 tutors were employed in the FOS program. The majority of tutors indicated in their application forms that education or teaching was one of their career goal choices. Similar to the students they assist; FOS tutors have diverse ethnic and cultural backgrounds and speak a variety of languages.

When asked in 2018 why they are interested in tutoring for Friends of Simon 56% of tutors said it was for “Training development and experience” (develop and enhance teaching and communications skills; professional teaching; applying methods of teaching; public-speaking). 19% said it was for “The kids and community” (helping others succeed, helping students feel good about/improve their skills in learning, helping kids overcome different challenges, making a difference, and giving back to the community).

**Key Activities**

In surveys this year site coordinators and tutors identified the top six activities for achieving positive academic, social and emotional changes for the FOS students. These activities are:

1. Developing a mentoring relationship: this is especially important when working with vulnerable students who may take some time to develop trust and open up to learning. **Tutors identified this as the most important activity for achieving positive change for FOS students.**

2. Encouraging group learning and activities for verbal, mental and physical engagement: FOS tutors recognize that the afterschool program needs to incorporate a range of activities to keep students engaged. **Tutors identified this as the second most important activity.**

3. Individual one to one tutoring time: the potential for effective individualized assistance increases when tutors have time to work regularly with students one at a time. **Tutors identified this as the third most important activity.**

4. Providing the opportunity to practice English in a safe environment (reading and
conversations): tutors make a point of creating a safe zone where the students can practice, make mistakes, ask questions and learn without fear. *Tutors also identified this activity as the third most important activity.*

5. Numeracy and literacy activities: tutors work hard to prepare a variety of activities for their sessions every week.

6. Providing support and the right environment to get homework done: For a number of students their time at FOS is the only time they have to focus on their homework.

**The Results: FOS Student Participants**

This section provides data and analysis from a range of sources regarding participant outcomes for the FOS programs. Feedback from the students themselves is highly valuable when assessing the impact of the program. This year surveys were used to gather this feedback. Generally, students seem to value FOS because of the regular assistance they receive with their homework and other academic support provided by the tutors. Often, they also speak about the social and relationship aspects of the program. They cite the friendships they have with the tutors and other students and they talk about the fun activities and opportunities for meaningful conversations.

**Student Surveys: Elementary Student Feedback**

In May 2019 103 Elementary school program participants completed the FOS end of year student survey¹. In the survey students were asked to rate (not okay, okay, or great) their learning skills in 6 areas before starting FOS this school year and again towards the end of the school year when the survey was administered. The learning skills rated were:

- Understanding what the teacher says
- Talking in classroom discussions
- Reading everything received in class
- Feelings about being in school
- Doing the math assigned in class
- Finishing homework

Highlights from the survey include:

- A cumulative improvement in all learning skill areas over the course of the year;
- The three areas of most significant change were “talking in classroom discussions”, “reading everything I receive in class”, and “doing the math assigned in class”.
- 73% of elementary students who completed the survey said that FOS tutors helped them achieve these positive changes either “a little” or “a lot”

¹ The survey tool used was a pre-post survey, which was based on a survey methodology developed by Magnusson and Hiebert (2014). It is administered once at the end of the school year to assess improvement in the student’s learning skills over the year.
The following 3 bar graphs depict some of the most significant changes that the elementary students reported in the surveys. The “Before” graphs show how the students rate their learning skill at the beginning of the year before they started FOS and the “Now” graph shows how the students rate their learning skill now at the end of the school year. For a complete set of graphs for the elementary students’ survey see Appendix 1.

**Talking in classroom discussions**

<table>
<thead>
<tr>
<th></th>
<th>Not Okay</th>
<th>Okay</th>
<th>Great</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td>22</td>
<td>42</td>
<td>39</td>
<td>103</td>
</tr>
<tr>
<td><strong>Now</strong></td>
<td>3</td>
<td>33</td>
<td>67</td>
<td>103</td>
</tr>
</tbody>
</table>

**Reading everything I receive in class**

<table>
<thead>
<tr>
<th></th>
<th>Not Okay</th>
<th>Okay</th>
<th>Great</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td>18</td>
<td>39</td>
<td>46</td>
<td>103</td>
</tr>
<tr>
<td><strong>Now</strong></td>
<td>7</td>
<td>19</td>
<td>77</td>
<td>103</td>
</tr>
</tbody>
</table>
When the students were asked, in the same survey, if FOS tutors had helped them achieve the reported changes depicted in the graphs above, 73% responded positively (“a little”, or “a lot”). The graph below shows their answers.
Student Surveys: Middle School and High School Feedback
This year 91 Middle and High School program participants completed year end student surveys\(^2\). In May 2019 the students were asked to rate their learning skills, their confidence levels and sense of belonging (not okay, okay, or great) both before starting friends of Simon this year and now towards the end of the year when the survey was administered. There are eight areas where students were asked to rate themselves:

- Classroom participation
- Reading and understanding everything received in class
- Doing the math assigned in class
- Finishing homework
- Marks for assignments and tests
- Feelings about continuing education after graduation from high school
- Feelings about the connection to the school community (friends and teachers)
- Feelings about the future

Highlights from the survey include:

- There was a cumulative improvement in all areas over the course of the year;

- The four areas of most significant change were “reading and understanding everything in class”, “my marks for assignments and tests”, and “finishing my homework” and “classroom participation”.

- 88% of middle and high school students who completed the survey said that FOS tutors helped them (“a little”, or “a lot”) to achieve these positive changes listed above.

The following bar graphs depict some of the changes that the middle and high school students reported in the surveys. The “Before” graphs show how the students rate their learning skill at the beginning of the year before they started FOS and the “Now” graph shows how the students rate their learning skill now at the end of the school year. For a complete set of graphs see Appendix 2.

\(^2\) The survey tool used was a pre-post survey, which was based on a survey methodology developed by Magnusson and Hiebert (2014). It is administered once at the end of the school year to assess improvement in the student’s learning skills over the year.
Reading and Understanding Everything in class

- Before: Not okay - 16, Okay - 45, Great - 30
- Now: Not okay - 29, Okay - 62, Great - 62

My marks for assignments and tests

- Before: Not okay - 16, Okay - 57, Great - 16
- Now: Not okay - 4, Okay - 36, Great - 49

Number of Responses

Student Responses
When the students were asked, in the same survey, if FOS tutors had helped them achieve the reported changes depicted in the graphs above, 88% responded positively (“a little”, or “a lot”). The graph below shows their answers.

**Middle & Secondary Student Responses**

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes, a lot</td>
<td>62</td>
</tr>
<tr>
<td>yes, a little</td>
<td>18</td>
</tr>
<tr>
<td>No, not really</td>
<td>3</td>
</tr>
<tr>
<td>I don’t know</td>
<td>5</td>
</tr>
</tbody>
</table>

**Parent Perspective**

One of the intended outcomes for the Friends of Simon program is that “families feel supported in helping their children achieve their maximum potential and become productive engaged citizens”. Because of this, the parent perspective is always valuable when evaluating the program. Unfortunately this year we were unable to collect parent surveys so we will refer to parent surveys completed last year.

In 2018, 29 parents at 5 FOS sites completed parent surveys. 97% of the parents who responded to the survey indicated that they think that their child likes going to the Friends of Simon program. 97% of the respondents also felt that the Friends of Simon program was helping their child to do better at school.

When asked how FOS helped their children most parents indicated that their children received help with their reading and math, their homework, and test preparation.
When parents were asked how Friends of Simon could be improved most said the program was fine or offered no suggestions. There were a few responses which suggested a preference for doing more academic work during the FOS sessions.

**Tutor and Site Coordinator Perspective**

FOS tutors provided input for this year’s evaluation through a focus group and an online Survey. Site coordinators provided input through a survey.

Tutors report that the most gratifying part of their work is seeing the positive changes that occur in the student participants over the time period that they participate in FOS programming. The changes they see in the students are both social-emotional and academic. Site coordinators say that having consistent tutors and consistent attendance on the part of the student helps improves the student impacts. Comments from site coordinators and tutors this year have been clustered below under headings which correlate to the key stated outcomes for the program.

**Constructive Use of Afterschool Time**

When students are asked what they liked about the FOS afterschool program and how it could be improved they are usually very positive about their experiences; most say they like the tutors and the activities, which include literacy and numeracy games, sports and physical activities, and assistance with homework and school lessons. They also seem to appreciate both social group activities and individual

Beside the great help that our students receive from this group of tutors academically, they get to spend their time in a safe and controlled environment afterschool with their friends.

2018/19 FOS Site Coordinator
assistance time with the tutors. The most common suggested improvements included increasing the number of tutors at some sites, increasing the length of the sessions and having more tutoring sessions in the week. All of these points suggest that the students want MORE Friends of Simon time.

Building Health Relationships with Young Adults
In the 2019 online survey of FOS tutors, 100% of those who responded indicated that they see themselves as role models for the students they tutor. The tutors point out that it is the relationships between the tutors and students that are the most valuable component of the program. For the students - knowing that there is someone who knows about their school work and cares whether they pass an exam or learn a new skill is a very powerful motivator. Students often do not want to ask their teachers about something they do not understand in front of the other students. Being able to ask a tutor privately allows them to find the answers they seek and overcome their challenges.

Building Self Esteem and Confidence
FOS tutors help build self-esteem and confidence in their students by taking time to develop positive mentoring relationships. They work with the students where they are, building off what the students bring to the program and using personalized encouragement. They get to know their students and let them know when they see them growing, excelling and improving. They try to help the students manage the pressure they may experience from family and their social circle by pointing out that there is a world beyond high school and not getting a high mark on one test or assignment is not the end of the world. They help put the daily stressors in perspective.

Site coordinators agree that the FOS program helps participating students to build their self-esteem. The safe environment, which is created by the tutors, allows students to ask questions and try out new skills. The learning relationships between the tutors and the students allows for an exploration of new activities and skills. The students come to understand that they are not alone in their challenges - they see their peers in the program who also have struggles and they learn about their tutors and the struggles they may have had as newcomers growing up in Canada or as a person with academic challenges in school.

With tutoring assistance, students may become more confident in the classroom setting and be willing to answer questions. Simply having homework completed allows students the opportunity to participate more confidently.

I have been facilitating FOS for close to 9 years. I see students who might not speak out in class who blossom because they feel no pressure worrying about their English language skills because the other students are similar to them. The tutors are always so kind and caring towards the students and the students care so much for them. Students are always excited to come to FOS each week and constantly are asking me: “Is it Friends of Simon today?” This is such a positive experience for everyone involved.

2018/19 FOS Site Coordinator
**Engagement in the Learning Process**

FOS helps students engage in their learning process first and foremost by making the tutoring sessions fun. The tutors also model how to learn and how to be excited by learning. When they can, they take the students farther in their school assignments - showing them what is possible. They connect the learning to the everyday lives of the students. The tutors also take time to understand where the learning challenges really lie; for example - it may not be in understanding the math or science concepts - it may actually be primarily an English language challenge. While each site is different and some site coordinators cannot draw a direct correlation between participation in an FOS program and better classroom engagement, some site coordinators enthusiastically agree that the tutoring program improves classroom participation for students.

**Academic Improvement**

According to the tutors the FOS program can help students improve academically through individual attention and mentoring relationships. Site coordinators are also reporting academic improvement in FOS students, especially when their program participation is regular and consistent. Tutors will go over class notes with students and reteach material when students did not understand what their teacher was saying in class. Tutors sometimes use multiple methods and styles to communicate the material and to support the learning. Tutors model the learning process so students can see what it looks like and they encourage the students to get comfortable asking questions when they do not understand something. Learning in small groups can also be helpful when the students teach each other new material and concepts.

**Transition to a New Culture**

FOS helps with a transition to a new culture for newcomers by introducing the students to everyday life and how things work. Many of the tutors relate to their newcomer students because they were once newcomers themselves. Tutors regularly ask their students about their culture and language of origin. They encourage the students not to lose their own cultural roots. When asked if the FOS program meets the needs of refugees and immigrants, site coordinators who are at schools and facilities with this population are enthusiastic about the program. They strongly agree that the FOS program supports immigrant and refugee student needs and assists them in their transition to Canadian society and culture. Playful and interactive teaching encourages students to use their new language openly and effectively.

They can ask us questions with no consequences; we are not their teachers.

2018/19 FOS Tutor
The Results: FOS Sites

In the annual survey, site coordinators have described the FOS impact on their organizations and schools as highly positive. They say that FOS extends the participating students' schooling day and provides them with stimulating afterschool programming in a safe place. The students have opportunities for one on one learning, consistent homework time and extra assistance when needed. The tutoring is free for families so the students have access to a program which they otherwise could not afford.

Some site coordinators say that FOS tutors can help the school become a positive experience for the participating students. FOS creates an inclusive environment where all students are welcome and cared for; students are accepted unconditionally. Site coordinators say that FOS programs can add to the sense of community for participating students.

FOS can attract students who like the program because it is fun and because they can develop strong connections with the tutors. The tutors are close in age to many of the students and many have shared similar life experiences. This allows them access to the trust and acceptance of the students and their positive role modeling, advice, encouragement and motivation are often highly impactful.

Site coordinators have pointed out that some newcomer parents, either because of their lack of formal education or their negative experiences with formal education in their country of origin, may initially exhibit a distrust of the school system and programs like FOS. This can change over time and parents can come to view FOS tutors as part of the team that is helping them support their children to achieve their potential.

Having the FOS in the school facilitated the attendance of students that have family restrictions (culturally sensitive), gave students the facility to access the support immediately after their classes, created an environment of trust and support in their own high school, strengthened friendships across cultures and allowed for the multicultural support and partnership with the Settlement Workers of Surrey Schools.

2018/19 FOS Site Coordinator

The Results: FOS Tutors

The FOS program provides a challenging and rewarding experiential training opportunity for undergraduate university students, many of whom will pursue teaching or working with young people in the future. It allows the university students to gain leadership skills and see firsthand how they can positively impact the lives of vulnerable children and youth. The program also provides these undergraduates with a means to gain employment income during the academic year.

Most tutor feedback indicates a positive experience with the FOS programs. The tutors use words such as rewarding, inspiring, challenging, exciting, and enriching to describe their tutoring experiences this year.
Over the years tutors have identified a number of benefits associated with FOS program employment. They enjoy being in a role that is part teacher and part friend. Tutors feel that the students are able to open up more with them than the teachers, and confide in them when they are struggling at school. This allows for real change to happen in the students’ lives which results in a rewarding tutoring experience. Many of the tutors speak about the value they place on being able to contribute and have a positive impact on the students’ lives. The tutors also feel that the FOS program provides invaluable preparation for becoming a teacher and for other professions which involve working with, or understanding, vulnerable populations. This year, in an online survey, FOS tutors were asked a series of questions about their tutoring experience.

Here are the highlights of the survey:

- 100% of respondents said they see themselves as a role model for the students they tutor.
- 81% said that they feel adequately prepared (skills and knowledge) to support vulnerable students academically and socially and emotionally.
- 86% said that their work as an FOS tutor gives them clarity about their future goals.
- 95% said that their work as an FOS tutor gave them a stronger sense of belonging at SFU.

Tutors report that they feel the program is well organized and they feel well supported by FOS staff. Tutors have regular opportunities to talk with staff and their peers about challenges they may be facing. Tutor teams have 15 minutes (paid time) before and after their tutoring sessions to brief and debrief with their colleagues at the site. They feel this helps them to address issues at the site in a coordinated fashion.

The program coordinators regularly visit all of the FOS sites to observe tutoring in process and to deal with any emerging issues.

The tutors also feel that the training is very helpful in preparing the tutors for their work with the students. The topics covered are useful and interesting. Site coordinators who responded to the question “Do you think that FOS tutors have adequate training and experience to support vulnerable students academically, socially and emotionally?” felt that the training they have received is excellent and goes a long way in preparing them for the tutoring work with vulnerable children and youth. Some recognized that the skills and abilities of the tutors varied with some being stronger on the academic side while others excel in the social and emotional area. Some of the site coordinators also recognized that

My tutoring experience with FOS gave me a unique approach when I went into law. You get a unique sense of where everybody starts from and you develop the ability to be compassionate.

Former FOS Tutor
they themselves play a significant role in preparing the tutors for working with the students at the site.

Communication with former tutors indicates that they highly value their experience with FOS and the skills they developed. They discuss their improved ability to interact with children, especially those from other cultures and deal with a range of classroom challenges. They also speak of their growing understanding of how factors such as childhood trauma and socio economic background can impact a child's ability to learn. They talk about how their experience with FOS has helped them become better and more confident teachers - especially for those who became lead tutors. They also appreciate having the opportunity to make a positive difference in somebody’s life. They mention how the experience has profoundly impacted their understanding of the world and their place in it.

**Conclusion**

The Friends of Simon program continues to offer highly effective mentor-tutor support to elementary, middle, and high school students who face a range of learning challenges. This support allows the participating students to build healthy relationships with young adults, improve their school engagement, self-esteem and academic achievement, and to make constructive use of their afterschool time.

Friends of Simon tutors are developing skills and knowledge to support vulnerable students academically, socially and emotionally both now in their current role as tutors and later in their professional work. Their tutoring experience helps these SFU students to feel a sense of belonging on campus and clarity about their future professional pathways.

Grade 12 was great for me but starting university and moving into residence was a weird experience. I decided to apply for a Friends of Simon job and I got it. Up until I started working with FOS I didn’t feel like I belonged at university. FOS was the first place I made a lot of great friends in a supportive environment. FOS made me feel like I was part of something – not just attending classes. University can be a lonely experience – FOS really helped me.

Former FOS Tutor


APPENDIX 1

Elementary students surveys

In May 2019 103 Elementary school program participants completed the FOS end of year student survey\(^3\). In the survey students were asked to rate (not okay, okay, or great) their learning skills in 6 areas before starting FOS this school year and again towards the end of the school year when the survey was administered. The learning skills rated were:

- Understanding what the teacher says
- Talking in classroom discussions
- Reading everything received in class
- Doing the math assigned in class
- Finishing homework
- Feelings about being in school

The purpose of this rating was to learn about the students’ perceived improvement or change over the year. The set of graphs below indicates that there was improvement in every learning skill area.

---

\(^3\) The survey tool used was a pre-post survey as developed by Magnusson and Hiebert (2014), which is administered once at the end of the school year to assess improvement in the student’s learning skills over the year.
Talking in classroom discussions

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<tbody>
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<td>33</td>
</tr>
<tr>
<td>Great</td>
<td>39</td>
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</table>

Number of Responses

Reading everything I receive in class

<table>
<thead>
<tr>
<th></th>
<th>Before</th>
<th>Now</th>
</tr>
</thead>
<tbody>
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<td>Okay</td>
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</tr>
<tr>
<td>Great</td>
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</table>

Number of Responses
Doing the math assigned in class

![Bar chart showing student responses before and now.]

Finishing my homework

![Bar chart showing student responses before and now.]

Number of Responses

Student Responses

Before

Now

Not Okay

Okay

Great

Not Okay

Okay

Great

12

41

47

3

23

74

14

29

53

6

12

78

0

10

20

30

40

50

60

70

80

90

0

10

20

30

40

50

60

70

80

90

Number of Responses

Not Okay

Okay

Great

Not Okay

Okay

Great

Student Responses

14

29

53

6

12

78
My feelings about being in school were/are

Number of Responses

Student Responses

Not Okay | Okay | Great | Not Okay | Okay | Great
---|---|---|---|---|---
15 | 30 | 55 | 7 | 22 | 71

Before vs. Now: Student Responses
Appendix 2

Secondary student surveys

This year 91 Middle and High School program participants completed year end student surveys. In May 2019 the students were asked to rate their learning skills, their confidence levels and sense of belonging (not okay, okay, or great) both before starting friends of Simon this year and now towards the end of the year when the survey was administered. There are eight areas where students were asked to rate themselves:

- Classroom participation
- Reading and understanding everything received in class
- Doing the math assigned in class
- Finishing homework
- Marks for assignments and tests
- Feelings about continuing education after graduation from high school
- Feelings about the connection to the school community (friends and teachers)
- Feelings about the future

The purpose of this rating was to learn about the students’ perceived improvement or change over the year. The set of graphs below indicate that there was improvement in every area.

---

4 The survey tool used was a pre-post survey as developed by Magnusson and Hiebert (2014), which is administered once at the end of the school year to assess improvement in the student’s learning skills over the year.
### Reading and Understanding Everything in class

<table>
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<th></th>
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<th>Great</th>
</tr>
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<tbody>
<tr>
<td><strong>Before</strong></td>
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<tr>
<td><strong>Now</strong></td>
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### Doing the math assigned in class

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<td>20</td>
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<td><strong>Now</strong></td>
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</table>
Finishing my homework

<table>
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<th>Now</th>
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<tr>
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<td>28</td>
<td>63</td>
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My marks for assignments and tests

<table>
<thead>
<tr>
<th>Student Responses</th>
<th>Before</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not okay</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Okay</td>
<td>57</td>
<td>36</td>
</tr>
<tr>
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<td>16</td>
<td>49</td>
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My feelings about continuing my education

<table>
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<th>Great</th>
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<tbody>
<tr>
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<td>45</td>
<td>32</td>
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<tr>
<td>Now</td>
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<td>32</td>
<td>55</td>
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My feelings about my connection to my school community

<table>
<thead>
<tr>
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<th>Okay</th>
<th>Great</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>34</td>
<td>47</td>
</tr>
<tr>
<td>Now</td>
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My feelings about my future

<table>
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<th>Now</th>
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<tr>
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</tr>
<tr>
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Number of Responses

Student Responses

My feelings about my future