



Introduction to Program Evaluation

massmentors.org

Mentor (men'tôr, 't r) *n.* A wise and trusted friend and guide.

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Mass Mentoring Partnership

Mass Mentoring Partnership (MMP), headquartered in Boston and with a regional office in Springfield, is the only statewide organization solely dedicated to strategically expanding quality youth mentoring in Massachusetts. MMP has a statewide network of 170 mentoring programs that serve almost 20,000 young people. MMP seeks to double the number of young people in quality structured mentoring relationships by 2013. MMP has a rich history of driving human, intellectual, and financial resources to the field of mentoring through a variety of avenues, including training and technical assistance to organizations, mentors, and mentees; the execution of high-visibility mentor recruitment campaigns; and the attraction of increased public and private resources to the mentoring movement in Massachusetts.

MMP was founded in 1992 as Greater Boston One-to-One, the first local extension of a national entity. The national One-to-One was started by two Wall Street Executives Ray Chambers and Geoff Boisi with a vision to bring mentoring to scale. Co-founded in Boston by the then-president of Boston College J. Donald Monan, S.J., and the CEO of New England Telephone Paul O'Brien, MMP has been deeply engaged in the start-up and sustainability of high-quality mentoring programs.

MMP works with youth mentoring programs to assess needs and organizational capacity, identify resources for start-up and on-going operations, and provide customized strategies on how to implement and sustain a quality program that benefits mentors, youth and the organization. Two key capacity-building opportunities offered to programs are Quality-Based Membership and the Highland Street AmeriCorps Ambassadors of Mentoring.

Quality-Based Membership provides a meaningful “indicator of quality” for youth mentoring programs in MMP’s network benchmarking program practices against national standards of excellence, and demonstrating commitment to excellence to potential mentors, funders, parents, and community partners. QBM also allows MMP to have more in-depth relationships with mentoring programs, and an objective means for providing more meaningful benefits and services. QBM has quickly become a leader in the nation and is currently being studied by Bridgespan and MENTOR for possible replication.

Highland Street AmeriCorps Ambassadors of Mentoring Program, launched in 2008, was one of only two new programs selected in the Commonwealth and from twenty-six selected nationally. In 2008, MMP placed fourteen AmeriCorps ambassadors at twelve mentoring programs providing services designed to strengthen each program’s ability to fulfill its mission. In 2009, in part through a generous grant from the Highland Street Foundation, twenty-four ambassadors were placed across the state. Over the three years of the grant, Corps members will provide more than 100,000 hours of service to mentoring programs.

In 2009, MMP launched the Mentors of Color Campaign in the City of Boston as a project to recruit 1000 new mentors to the field. Other successful initiatives include: Kelly Scholarship Awards, Champions of Mentoring at Fenway Park, Red Sox Mentoring Challenge, and Mass Mentoring Counts – a biennial census of youth mentoring programs across Massachusetts.

How Mentoring Program Development and Implementation is Connected to Evaluation

For many programs, evaluation is an afterthought. It is often perceived by front-line providers as something that distracts them from the real work of serving young people. They do it because someone (usually a funding source) requires it, not because they see any real value in it. Additionally, most programs lack the knowledge and skills to design and conduct evaluations. This combination of factors produces anxiety and dread about evaluation that often results in a last minute attempt to “pull something together.”

This guide shows that evaluation is essential for improving program effectiveness and provides basic definitions and tools, in the hope that even the smallest program will understand not only that it must evaluate its program, but that it can.

Research tells us:

- **When instituting new programs**, founders “should look at programs that emphasize the benefits of assessment by building in evaluations.”
- Successful mentoring programs identify the critical elements, assess the “market”, and provide ongoing supervision and monitoring.
- Despite the popularity of mentoring, many current programs may be failing youth. Studies have found wide variation in programs’ effectiveness. In the rush to replicate, quality is sometimes compromised as new programs stray from practices grounded in research. Studies show that the more closely programs adhere to proven practices, the more likely they are to benefit young people.

The *Elements of Effective Practice* includes program evaluation as one of four elements to quality programming. EEP notes the following reasons programs should conduct evaluations and have an evaluation plan in place early on in the development process of a mentoring program:

- To increase understanding of effective practices in youth mentoring relationships and programs;
- To make the programs accountable to the entities that support them;
- To promote effective resource allocation;
- To avoid unintended harmful effects of interventions;
- To increase the effectiveness of programs through a feedback/continuous quality improvement process; and
- To provide direct benefits for case managers, mentors and youth when evaluation of individual relationships is built into the evaluation plan.

For well established programs, strong evaluations gauge the soundness of current policies, procedures and organizational structure.

Adapted from Elements of Effective Practice Training Manual and Society for Research in Child Development Social Policy Report Brief Volume XX, Issue III

Overview of Program Evaluation

Program evaluation is an evaluation that examines the extent to which a program is operating as intended by assessing ongoing program operations and whether the targeted population is being served.

Why Evaluate?

- To help improve the program.
- Program accountability.

Why a Formal Program Evaluation?

Program managers and staff frequently informally assess their program's effectiveness: Are participants benefiting from the program? Are there sufficient numbers of participants? Are the strategies for recruiting participants working? Are participants satisfied with the services or training? Does staff have the necessary skills to provide the services or training? These are all questions that program managers and staff ask and answer on a routine basis.

Evaluation addresses these same questions, but uses a *systematic method for collecting, analyzing, and using information to answer basic questions about a program* - and to ensure that those answers are supported by evidence. This does not mean that conducting an evaluation requires no technical knowledge or experience - but it also does not mean that evaluation is beyond the understanding of program managers and staff.

Adapted from the US Department of Health and Human Services, Administration for Children and Families
www.acf.hhs.gov

Why Have an Evaluation Plan of Action?

The ultimate success of your program depends on how well you are able to assess its effectiveness, address any weaknesses and demonstrate that it is meeting established goals and objectives. An evaluation plan of action will:

- Guide you through the evaluation process
- Help you decide what information you need
- Keep you from wasting time gathering information you don't need
- Identify the best methods and strategies for getting information
- Give you a reasonable and realistic timeline for evaluation
- **HELP YOU IMPROVE YOUR PROGRAM**

How Do You Develop a Plan?

There are five main steps to developing an evaluation plan:

1. *Clarify and re-affirm program mission, goals and objectives*
2. *Create a logic model of your program*

3. *Develop evaluation questions (Process or Outcomes Measurements)*
4. *Develop evaluation methods*
5. *Set up a timeline for evaluation activities*

1. Clarify and Re-affirm your Program's Mission and Goals

The mission and goals are the basis for your program – your evaluation is based on that program.

Note: Some mentoring programs are a part of a larger agency. The overall mission of the agency and what it hopes to accomplish may be much broader than the mentoring program's mission.

As you begin developing an evaluation plan, you may want to revisit the mission and answer the following questions:

- Does the mission and goals represent what you do today? Are they current and relevant to your work today, or are they more appropriate to the agency's work years ago?
- How closely related is the daily work of your mentoring program to the agency's mission and goals? If the answer is "not very," ask why.
- Are the mission and goals an accurate reflection of what your program wants to do, or is your program too bogged down in day-to-day activities to keep the agency's mission and goals in view?

2. Create a Logic Model for Your Program

What is a logic model?

- A program logic model is a visual description of how the program theoretically works to achieve benefits for participants.
- It is the "If-Then" sequence of changes that the program intends to set in motion through its inputs, activities, and outputs.

Why use a logic model?

- Logic models are a useful framework for examining outcomes.
- They help you think through the steps of participants' progress and develop a realistic picture of what your program can expect to accomplish for participants.
- They also help you identify the key program components that must be tracked to assess the program's effectiveness.

Effective evaluation and program success rely on the fundamentals of clear stakeholder assumptions and expectations about how and why a program will solve a particular problem, generate new possibilities, and make the most of valuable assets. The logic model approach helps create shared understanding of and focus on program goals and methodology, relating activities to projected outcomes.

Adapted from W.K. Kellogg Foundation Logic Model Development Guide

Types of Evaluation: Process and Outcome Measurements

3. Develop Evaluation Questions

Before you begin developing your questions, you need to determine what it is you are measuring? There are two types of measurement, each with value, for mentoring programs to incorporate as part of their evaluation process. They are process evaluation and outcome evaluation.

Process Evaluation

Process evaluation focuses on whether or not a program is being implemented as intended by:

- ✓ Measuring efforts
- ✓ Providing information about inputs, intensity, and duration
- ✓ Assessing program design and implementation
- ✓ Measuring the extent to which the participants receive the intended services
- ✓ Documenting perceptions of the mentor/mentee relationship
- ✓ Allowing for continuous learning about how the program is working as it is implemented

A **process evaluation** might help answer questions such as:

- Are we making the planned number of matches?
- Are we maintaining the length of our matches for the specified minimum duration?
- How many matches have terminated?
- How many trainings and meetings have we conducted with mentor and/or mentees?
- From how many agencies and/or schools are we receiving referrals?

Outcome Evaluation

Outcome evaluation focuses on producing clear evidence concerning the degree of program impact on the program participants by:

- ✓ Measuring the benefits or changes mentors and mentees experience during or after program activities
- ✓ Relating to changes in knowledge, skills, attitudes, values, behavior
- ✓ Providing evidence about impact on the participants over time and/or compared to another group: the measurable results

- ✓ Can be conducted as a series that leads the program closer to its ultimate goals, focusing on immediate, mid-term and/or long-term impact

An **outcome evaluation** might involve data collected from surveys, interviews, and records such as:

- Mentees' reports of their grades, behavior, and psychological functioning
- Teacher reports of mentees' classroom behavior
- Mentors' reports of their well-being
- Parent-child relationships
- High school graduation rate

An **outcome evaluation** might help you answer questions such as:¹

- Has the mentees' school attendance improved?
- Has the mentees' academic performance improved?
- Has the mentees' attitudes toward their parents improved?
- Has the mentees' involvement in episodes of fighting and/or bullying decreased?
- What are the rates of mentees' reported use of illegal drugs, drinking and smoking compared to the rates expected for youth of similar demographics?
- Have the mentees reported improved relationships with peers?

Who as the information/data that you need to complete both the process and the outcome evaluation?

- Mentors
- Mentees
- Parents/Guardians
- Program Staff
- Program Executives
- Program Partners
- Community at large

4. Develop Your Evaluation Methods

Considering who has the information/data that you need, what would be the best method and strategies for collecting the information/data? You may want to consider several different methods depending on what it is that you are measuring, the time you have to conduct, analyze and finalize the results and who you are sharing the information and what you will be prepared to adjust in your program. The following chart describes different methods, the purpose of the methods, and the advantages and the challenges to each type of method.

¹ Adapted from National Mentoring Center, 2005

Using Research Based Measurement Tools

HOW TO SELECT A SURVEY TO ASSESS YOUR ADULT–YOUTH MENTORING PROGRAM²

By John Harris, Applied Research Consulting and Michael Nakkula, University of Pennsylvania

The assessment of mentoring relationship quality (MRQ) is fundamentally important to your mentoring program. In addition to helping you demonstrate the efficacy of your services, assessments of MRQ can help you identify and maintain best practices for the youth you serve and the mentors you support. Timely and appropriate assessment can inform match supervision and ongoing mentor training, assist with the detection of problems in a match or simply provide evidence of success to funders and mentors (who frequently fail to appreciate the difference they make). Effective use of assessments may facilitate the development and maintenance of more durable and high-quality matches.

Match advisors in many programs conduct regular check-ins with participants to informally assess MRQ, and this personal supervision is critical to the maintenance of successful matches. However, a survey can be a useful addition to such check-ins (e.g., to satisfy a formal evaluation requirement). It also may be integrated into programming processes in ways that augment match supervision. To be a useful addition, a survey must generate (at a minimum) meaningful, accurate data that touches on important aspects of the match, such as closeness or instrumentality (the degree to which a match fosters growth for the served youth). To yield more meaningful insight, a survey should assess a broader array of perspectives on MRQ. If you want to integrate a survey more fully into your program's processes, you should choose a survey that conforms particularly closely to your program's goals and assesses the broadest variety of perspectives on MRQ.

So, what should you look for in a survey that measures MRQ? First and foremost, it should be supported by scientific proof of its usefulness or *validity evidence*—evidence that it really measures what it says it measures. The best test of this criterion is whether an instrument has been incorporated into a study that was published in a peer-reviewed journal. Only a handful of existing instruments meet this criterion, and we have provided brief notes about them below. A survey can have strong validity evidence without being published, but if you consider an unpublished instrument, you will need to contact the author to find out about its validity evidence. The fact that a survey is used widely does not mean it was designed with sufficient scientific rigor.

If an instrument has sufficient validity evidence, you need to determine whether it assesses a useful range of MRQ indicators and whether the ones it assesses are important to your program. Existing research and our own experience have convinced us that to fully understand MRQ in a given relationship it is important to consider three categories of indicators: those that pertain only

² Note: This is a synopsis (with some verbatim passages) of sections from Nakkula, M. J., & Harris, J. T. (in press). *Assessment of Mentoring Relationships*. In DuBois, D. L., & Karcher, M. J. (Eds.), *Handbook of Youth Mentoring* (pp. 100–117). Thousand Oaks, CA: Sage Publications. Space limitations preclude a more in-depth consideration of some points, but these are covered in detail within the chapter.

to what goes on between a mentor and a child, including *relational/experiential* indicators (e.g., compatibility, closeness); *instrumental/goal-oriented* indicators (e.g., degree of focus on personal and academic growth, satisfaction with received support); and external, *environmental* indicators (e.g., programmatic influence, parental influence). Surveys can assess these indicators from a variety of perspectives: *subjective* indicators that reflect how participants feel about their match; *objective* indicators that reflect actual match activities; *positive* reflections of MRQ (e.g., youth is satisfied with the match); or *negative* reflections of MRQ (e.g., youth is dissatisfied).

Finally, the survey you choose should feel useful to you. It should ask questions that seem important to you and match your program's mentoring model (e.g., community-based, school-based), its goals (e.g., academically focused, career focused, or purely relationship focused) and its constituents (e.g., age, gender, and literacy level). Other things to consider include the survey's use of clear and age-appropriate language, the amount of time needed to administer it and the amount of insight it yields after it has been administered.

Notes on Instruments with Readily Available Validity Evidence

The following surveys are among those with the strongest available validity evidence. We provide only a few notes about each to help you begin your consideration of which survey to use. If you would like more information about any of them, you can read about them in the cited articles or contact the authors directly. Also, each is reviewed in detail in the chapter of the *Handbook of Youth Mentoring* cited above.

*The Youth Survey (Public/Private Ventures, 2002)*³

- Designed for primary and secondary school students (ages 9–16) (19 items in 3 subscales).
- Strengths: derived from the same sample of items as the YMRQ; comes closest to offering standardized norms.
- Limitations: no published information about validation efforts or reliability of subscales.
- Scope: measures positive and negative subjective aspects of relational–experiential dimensions of the match; does not assess objective, instrumental or environmental dimensions.

*Match Characteristics Questionnaire v2.0 (Harris & Nakkula, 2003a)*⁴

- Designed for mentors of primary and secondary school students (62 items, 15 subscales).
- Strengths: validity evidence of earlier version (v1.1) published in a peer-reviewed journal;⁵ is completed by mentors; broad scope; has been successfully integrated into

³ Public/Private Ventures. (2002). *Technical assistance packet #8: Measuring the quality of mentor-youth relationships: A tool for mentoring programs*. Portland, OR: Northwest Regional Educational Laboratory. Retrieved April 23, 2003, from <http://www.nwrel.org/mentoring/packets.html>.

⁴ Harris, J. T., & Nakkula, M. J. (2003a). *Match Characteristics Questionnaire v2.0*. Unpublished measure, Harvard Graduate School of Education, Cambridge, MA. Findings associated with the previous version (v1.1) may be found in Karcher, M. J., Nakkula, M. J., & Harris, J. T. (in press). Developmental mentoring match characteristics: The effects of mentors' efficacy and mentees' emotional support seeking on the perceived quality of mentoring relationships. *Journal of Primary Prevention*.

⁵ Karcher, M. J., Nakkula, M. J., & Harris, J. T. (in press). Developmental mentoring match characteristics: The effects of mentors' efficacy and mentees' emotional support seeking on the perceived quality of mentoring relationships. *Journal of Primary Prevention*.

match supervision processes at the Yavapai (Arizona) Big Brothers Big Sisters agency; correlates with academic outcomes.

- Limitations: validity evidence supporting version 2.0 not yet published.
- Scope: assesses positive, negative, subjective and objective perspectives on relational–experiential, instrumental and environmental indicators.

*Youth Mentoring Survey (Harris & Nakkula, 2003b)*⁶

- Designed for mentors of primary and secondary school students (45 items, 9 subscales).
- Strengths: broad scope; complements, correlates with *Match Characteristics Questionnaire*; has been successfully integrated into match supervision processes at the Yavapai Big Brothers Big Sisters agency; correlates with academic outcomes.
- Limitations: validity evidence not yet published.
- Scope: assesses positive and negative, subjective and objective, relational–experiential and instrumental dimensions of MRQ; does not assess environmental indicators.

Instruments other than those reviewed above could be applied to MRQ assessment, but they lack sufficient validity evidence to support their widespread use. For instance, Information Technology International (Mertinko et al., 2000)⁷ and Big Brothers Big Sisters of America (Lyons & Curtis, 1998)⁸ have developed brief youth and adult instruments that assess elements of relationship quality but are not supported by reliability and validity evidence. A handful of researchers have developed qualitative designs to augment or complement their quantitative work. DuBois et al. (2002)⁹ and Keller, Pryce and Neugebauer (2003)¹⁰ have made important contributions that could inform your decisions about qualitative data collection.

Summary

Given the free and easily accessible nature of the instruments described here, it may not be necessary to use all of the subscales of specific instruments or even to use only one instrument. While longer instruments that assess more constructs can generate more complete insight on relationship quality, this comprehensiveness may come at a cost. Both youth and adults can become bored or frustrated by scales if they are too long, particularly if they require multiple administrations or appear to contain undue overlap between items in the subscales. Because the utility of MRQ assessments may be greatest when incorporated into regular programming infrastructure, it is important to encourage participants' buy-in. In such cases, participants should be made aware at the outset that they will be asked to complete surveys regularly and should be helped to understand why this process is important.

⁶ Harris, J. T., & Nakkula, M. J. (2003b). *Youth Mentoring Survey*. Unpublished measure, Harvard Graduate School of Education, Cambridge, MA.

⁷ Mertinko, E., Novotney, L., Baker, T., & Lang, J. (2000). *Evaluating your program: A beginner's self-evaluation workbook for mentoring programs*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

⁸ Lyons, M., & Curtis, T. (1998). *Program Outcome-Based Evaluation (POE)*. Philadelphia, PA: BBBSA.

⁹ DuBois, D. L., Neville, H. A., Parra, G. R., & Pugh-Lilly, A. O. (2002). Testing a new model of mentoring. *New Directions for Youth Development*, 93(Spring), 21–57.

¹⁰ Keller, T. E., Pryce, J. M., & Neugebauer, A. (2003) *Observational methods for assessing the nature and course of mentor-child interactions*. Unpublished manual, University of Chicago.

You will want to think carefully about when you administer the surveys. Although baseline data are prized in program evaluation, it does not make sense to assess match quality before a relationship has had a chance to develop. We believe it is most advantageous to administer MRQ assessments after the match has been meeting regularly for about four months, to allow the match to progress beyond the initial awkwardness or honeymoon stage. The interval between the initial and follow-up assessments should likewise allow sufficient time for the relationship to evolve, likely about six months for the second administration and another six months for the third. Thus, a typical administration schedule might be 4, 10 and 16 months after the match is made. For matches that are still meeting after 18 months, a longer interval is likely to suffice.

* Finally, survey instruments such as those described here may be easily administered but require the summation and interpretation of scores, which will be enhanced by the involvement of trained researchers/evaluators. Such external support for analysis ensures accuracy and lends credibility to interpretations of the data. While professional evaluation support can be difficult for programs to afford, partnership with external evaluators is vital to ensure that the interpretations upon which programming decisions and funding may be based have been drawn accurately and responsibly from the data.

* See the section on Outside Evaluators in this handbook

Sample surveys for mentors, mentees, program coordinators, and school staff are in the appendix.

TIPS

Identify Reliable Methods and Tools

- Has the validity of the tool been evaluated and stood the test of time?
- Is the tool appropriate to the age, gender, and literacy level of the program participants?
- Does the tool align with the program model (group vs. individual)?
- Do the questions test information that is important to the program?

Tools only have as much value as what they tell you when you use them; leadership needs to set the tone that data collection is essential.

Universal best practices include:

- Develop simple procedures that are easy to replicate from year to year
- Create a written protocol for collection and management practices – data input, storage and analysis
- Establish consistent responsibility for tasks by considering roles that are appropriate for staff and volunteers

Overview to Methods of Information Collection

Method	Overall Purpose	Advantages	Challenges
questionnaires, surveys, checklists	when need to quickly and/or easily get lots of information from people in a non threatening way	<ul style="list-style-type: none"> -can complete anonymously -inexpensive to administer -easy to compare and analyze -administer to many people -can get lots of data -many sample questionnaires already exist 	<ul style="list-style-type: none"> -might not get careful feedback -wording can bias client's responses -are impersonal -in surveys, may need sampling expert - doesn't get full story
interviews	when want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires	<ul style="list-style-type: none"> -get full range and depth of information -develops relationship with client -can be flexible with client 	<ul style="list-style-type: none"> -can take much time -can be hard to analyze and compare -can be costly -interviewer can bias client's responses
documentation review	when want impression of how program operates without interrupting the program; is from review of applications, finances, memos, minutes, etc.	<ul style="list-style-type: none"> -get comprehensive and historical information -doesn't interrupt program or client's routine in program -information already exists -few biases about information 	<ul style="list-style-type: none"> -often takes much time -info may be incomplete -need to be quite clear about what looking for -not flexible means to get data; data restricted to what already exists
observation	to gather accurate information about how a program actually operates, particularly about processes	<ul style="list-style-type: none"> -view operations of a program as they are actually occurring -can adapt to events as they occur 	<ul style="list-style-type: none"> -can be difficult to interpret seen behaviors -can be complex to categorize observations -can influence behaviors of program participants -can be expensive
focus groups	explore a topic in depth through group discussion, e.g., about reactions to an experience or suggestion, understanding common complaints, etc.; useful in evaluation and marketing	<ul style="list-style-type: none"> -quickly and reliably get common impressions -can be efficient way to get much range and depth of information in short time - can convey key information about programs 	<ul style="list-style-type: none"> -can be hard to analyze responses -need good facilitator for safety and closure -difficult to schedule 6-8 people together
case studies	to fully understand or depict client's experiences in a program, and conduct comprehensive examination through cross comparison of cases	<ul style="list-style-type: none"> -fully depicts client's experience in program input, process and results -powerful means to portray program to outsiders 	<ul style="list-style-type: none"> -usually quite time consuming to collect, organize and describe -represents depth of information, rather than breadth

Excerpt from the Basic Guide to Program Evaluation by Carter McNamara, MBA, PhD

MENTOR PRO

An Online Software System for Youth Mentoring Programs

As the nation's leading advocate and resource for direct-service mentoring programs, MENTOR works to determine the needs of the mentoring movement and find solutions to address those needs. *In fulfilling that role, MENTOR has found that: Mentoring programs need a system to track and assess data to better manage their programs, manage mentoring relationships and evaluate outcomes.*

The bridge between aspirations and accountability—the key, missing piece—is a standardized and scientifically-based system for tracking and evaluating mentoring practices and outcomes. This system is called MentorPRO—for **P**rogram management, **R**elationship management and **O**utcome evaluation.

As with any youth-development intervention, it is imperative to understand why mentoring is effective and under which conditions the best outcomes occur. MentorPRO provides the mentoring community with key indicators and measures to evaluate the impact of mentoring relationships on youth. By developing the capacity for mentoring programs to measure the efficacy and impact of mentoring, MentorPRO enhances their ability to track the indicators that denote successful mentoring. The end result will be more targeted approaches to youth mentoring that is customized to specific youth populations and their needs. MentorPRO provides scientifically validated data on the necessary mentoring relationship and program elements needed to facilitate successful transitions of youth into adulthood.

It is also imperative to share that information with others in the mentoring field, so individual programs can put that information into practice. Youth mentoring outcomes are a factor of how much mentoring is taking place, along with how well the mentoring is being done. By developing scientifically sound, standardized measures, MentorPRO helps *mentoring programs* manage and track the implementation processes of their Programs, the quality and duration of mentoring Relationships and, ultimately, the Outcomes of the intervention.

Researchers can use MentorPRO to establish benchmarks by comparing practices and outcomes among programs and program models. Mentoring programs, in turn, are able to use those benchmarks to compare their own performance against others. And, *funders* can use MentorPRO to track which of their grantees serve a particular population of young people (children of incarcerated parents, children in foster care, high-school-aged youth, etc.) and which grantees are serving those populations best.

Specifically, mentoring programs can use MentorPRO to collect and analyze data in three areas: Program Management, Relationship Management and Outcome Evaluation.

Program Management. Mentoring programs will be able to use MentorPRO to:

- Track and analyze the demographic characteristics of mentors and mentees;

- Track the status of each mentor's application and screening process;
- Collect and quantify the number of hours of pre-service training each mentor has received; and
- Quantify the number of hours of ongoing training and support each mentor has received.

Relationship Management. MentorPRO will enable mentoring programs to:

- Track the matching process for every mentor/mentee pair;
- Organize and evaluate the program's current caseload, as well as its waiting list;
- Track how often mentor/mentee pairs meet and for how long;
- Assess the quality of mentoring relationships using state-of-the-art survey instruments; and
- Record and assess the duration of each mentor/mentee relationship.

Outcome Evaluation. Using standardized instruments and measures, MentorPRO will enable mentoring programs to:

- Track and assess specific academic, behavioral and emotional outcomes for mentees;
- Determine outcomes by analyzing data on program practices and mentoring relationships; and
- Gain critical insight into issues. (Such issues might include whether the actual outcomes for mentors and mentees are on target with the program goals; which aspects of the program processes are most beneficial and cost-effective and which may need adjustment; which types of mentoring relationships are proving most beneficial; and how to fine-tune programs to achieve desired results.)

For more information about MentorPRO contact MentorPRO@mentoring.org

Using Your Program Logic Model for Evaluation

Review the guidelines from the *Elements of Effective Practice* before you begin putting evaluation plan together.

Create, if your organization does not currently have one, a logic model. The logic model components you develop can provide the framework for your evaluation plan. Having a framework increases your evaluation's effectiveness by focusing on questions that have **real value** for your stakeholders.

Points to answer as you begin to develop your evaluation plan:

- ✓ **What do you need to evaluate?**
- ✓ **When do you need the evaluation results?**
- ✓ **Who will you interview for the evaluation?**
- ✓ **What are the questions you need to ask to get the information you need?**
- ✓ **What survey tools to you want to use?**
- ✓ **What data will you review from your records?**
- ✓ **Who will conduct the evaluation?**
- ✓ **Who will use the evaluation results?**

Remember:

Process evaluations focus on inputs and activities listed in your logic model.

Outcome evaluations are concerned with whether your program is achieving what it set out to achieve in terms of goals – the outputs and outcomes.

Both provide useful information to programs.

A logic model example is in the appendix.

THE NEED	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES
What need does the program address? Program mission, goals	What goes into the program – your resources? Financial support Personnel – staff, mentors, mentees Materials – for activities, supplies Facilities – office, meeting space	What is done with the resources? Staff training Mentor training Mentee training Match support Match monitoring Match activities Celebrations	What happens as a result of the program? Mentor, mentee, parent satisfaction with program Satisfaction in the mentor/mentee relationship Quality of trainings Improvement in attendance in all areas	What are the long term benefits of participating in the program? Increased success for youth Attainment of program goals

Contents of an Evaluation Plan

It is important to ensure your evaluation plan is documented so you can regularly and efficiently carry out your evaluation activities. Record enough information in the plan so that someone outside of the organization can understand what you're evaluating and how.

Consider the following format for your report:

1. Title Page (name of the organization/program that is being, evaluated; date)
2. Table of Contents
3. Executive Summary (one-page, concise overview of findings and recommendations)
4. Purpose of the Report (what type of evaluation(s) was conducted, what decisions are being aided by the findings of the evaluation, who is making the decision, etc.)
5. Background about organization and service/program that is being evaluated
 - a) Organization Description/History
 - b) Program Description (that is being evaluated)
 - i) Problem Statement (description of the community need that is being met by the program)
 - ii) Overall Goal(s) of Program
 - iii) Outcomes (or mentor/mentee impacts) and Performance Measures (that can be measured as indicators toward the outcomes)
 - iv) Activities of the Program (general description of how the program is developed/delivered)
 - v) Staffing (description of the number of personnel and roles in the organization that are relevant to developing and delivering the program)
- 6) Overall Evaluation Goals (e.g., what questions are being answered by the evaluation)
- 7) Methodology
 - a) Types of data/information that were collected
 - b) How data/information were collected (what instruments were used, etc.)
 - c) How data/information were analyzed
 - d) Limitations of the evaluation (e.g., cautions about findings/conclusions and how to use the findings/conclusions, etc.)
- 8) Interpretations and Conclusions (from analysis of the data/information)
- 9) Recommendations (regarding the decisions that must be made about the service or program)

Appendices: content of the appendices depends on the goals of the evaluation report, e.g.:

- a) Instruments used to collect data/information
- b) Data, e.g., in tabular format, etc.
- c) Testimonials, comments made by users of the product/service/program
- d) Case studies of users of the product/service/program
- e) Any related literature

http://www.managementhelp.org/evaluatn/fnl_eval.htm

Adapted from the Field Guide to Nonprofit Program Design, Marketing and Evaluation.

Using an Outside Evaluator

Careful selection of an outside evaluator can mean the difference between a positive and a negative experience. You will experience the maximum benefits from an evaluation if you hire an evaluator willing to work with you and your staff to help you better understand your program learn what works and discover what program components may need refining. If you build a good relationship with an evaluator you can work together to ensure that the evaluation remains on track and provides the information you and your agency want.

Four Basic Steps for Finding an Evaluator

1. Develop a job description, materials, services, and products to be provided by the evaluator.
 - a. Evaluator responsibilities can involve developing an evaluation plan, providing progress reports, developing data collection instruments and forms, collecting and analyzing data and writing reports
2. Locate sources for evaluators.
 - a. Local colleges and universities – professors with advanced degree students
 - b. Federal grants may allow technical assistance providers
 - c. Public libraries
 - d. Research institutes and consulting firms
 - e. National advocacy groups and location foundations, such as the United Way, American Public Welfare Association, Child Welfare League of America, Urban League
 - f. Professional Associations, such as the American Evaluation Association, American Sociological Association and the Society for Research on Child Development
 - g. Consult with other programs in your state
3. Advertise and solicit applications
 - a. Advertise in the local paper, post at local college or universities,
 - b. Agency newsletters, local and national meetings
 - c. Professional journals
4. Review applications and interview potential candidates
 - a. Consider candidate's writing style
 - b. Type of evaluation plan proposed
 - c. Language – jargon free
 - d. Experience with your type of program and staff
 - e. Familiarity with the subject area of your program
 - f. Experience with conducting similar evaluations
 - g. Proposed costs

Adapted from Administration for Children and Families: Office of Planning, Research and Evaluation. *The Program Manager's Guide to Evaluation* www.acf.hhs.gov

Potential Responsibilities of an Outside Evaluator

- Develop an evaluation plan, in conjunction with program staff
- Provide monthly or quarterly progress reports to staff (written or in person)
- Train project staff. Training topics might include:
 - Using evaluation instruments
 - Information collection activities
 - Participant/case selection for sampling purposes
 - Other activities deemed necessary by the agency
 - Designing information collection instruments or
 - Selecting standardized instruments or inventories
- Implement information collection procedures such as:
 - Interview project staff
 - Interview coordinating/collaborating agency staff
 - Interview program participants
 - Conduct focus groups
 - Observe service delivery activities
 - Review participant case records
 - Develop data base
 - Code, enter, clean data, and analyze data
- Establish and oversee procedures ensuring confidentiality during all phases of the evaluation
- Write interim evaluation reports and the final evaluation report
- Attend project staff meetings, advisory board or interagency coordinating committee meetings, and grantee meetings sponsored by funding agency

Potential Responsibilities of the Program Manager or Designee

- Educate the outside evaluator about the program's operations and objectives, characteristics of the participant population, and the benefits that program staff expects from the evaluation.
- Provide feedback to the evaluator on whether instruments are appropriate for the target population and provide input during the evaluation plan phase
- Keep the outside evaluator informed about changes in the program's operations
- Specify information the evaluator should include in the report
- Assist in interpreting evaluation findings
- Provide information to all staff about the evaluation process
- Monitor the evaluation contract and completion of work products, such as reports
- Ensure that program staff is fulfilling their responsibilities, such as data collection
- Supervise in-house evaluation activities, such as the completion of data collection instruments, and data entry
- Serve as a troubleshooter for the evaluation process, resolving problems or locating a higher level person in the agency who can help
- Request a debriefing from the evaluator at various times during the evaluation process and at its conclusion

Adapted from Administration for Children and Families: Office of Planning, Research and Evaluation. *The Program Manager's Guide to Evaluation* www.acf.hhs.gov

What Should You Do with What You Know

Presenting and Applying Lessons Learned

Now that you have reviewed your program and designed and conducted your evaluation, it is time to look back and remember what you planned to do with the evaluation information. Evaluation information generally fall into four categories of information

Areas of Impact

1. **Program Improvement** - review for fidelity to program mission, goals and objectives, review to plan adjustments
2. **Resource Development** – may open up new areas of funding, certain areas don't need as much funding, i.e. most of your new mentors come from word of mouth and not from the paid advertisements in the local newspapers
3. **Community Education** – demonstrate why your program is needed in the community, show challenges that have not been addressed in the community
4. **Advocacy** – demonstrate where you need more help, can inform you about the group, services, or legislation you are advocating.

Disseminating Evaluation Information

Whether you use your evaluation results only within your agency or share them with individuals outside your community, your method of disseminating information is critical for ensuring that the results are interpreted appropriately and used wisely. Your work can be wasted if the information does not reach the appropriate population or is not a presented appropriately.

With your target audience in mind, begin to plan the dissemination of your evaluation information.

TIPS

- Presentation can be everything.
- Make sure that you give the information to your population in a form that they can use.
- Written reports are the most conventional way of disseminating information to interested individuals. If you use your evaluation findings this way, use simple graphics to enhance it. Use pictures, tables, and charts to help summarize a lot of information in a small place.
- Plan an oral presentation and support from a Power Point or other overhead projection.

You don't have to disseminate all your evaluation results at one time, and you don't have to give all your evaluation information to every group you address. For example:

- If your evaluation revealed that your program's mentors experienced great satisfaction from their roles, you may want to use this information in your literature to recruit other mentors.
- If the youth in your program were more likely to consider attending postsecondary education after being enrolled in your program, consider adding this to your agency's annual report.

Findings can also be added to press releases for the media. Examples:

- Consider distributing your evaluation findings about improved academic performance to the media at the end of the school year.
- If your evaluation indicates that your youth need extra support around the holidays, think about a press release around Thanksgiving or Christmas.

Both the timing and the presentation of your dissemination can go a long way in determining how your message will be received.

Similar programs in other communities that are seeking support for start-up or expansion can also use your program's evaluation results. Demonstrating that your program has had positive results implies that similar programs could be successful in communities with similar challenges. Use your success and the lessons learned to help other organizations advocate for similar programs in their areas.

Adapted from Evaluating Your Program: A Beginner's Self-Evaluation Workbook for Mentoring Programs

APPENDIX

Online Resources

MENTOR

Elements of Effective Practice

www.mentoring.org

MENTOR

Evaluation Resources

http://www.mentoring.org/find_resources/elements_of_effective_practice/evaluation/

Basic Guide to Program Evaluation

www.managementhelp.org/evaluatn/fnl_eval.htm

Information Technology International

www.itiincorporated.com

Measuring the Quality of Mentor Your Relationships: A Tool for Measuring Programs

www.nwrel.org/mentoring/pdf/packeight.pdf

Public/Private Ventures

<http://www.ppv.org/content/mentoring.html>

Some Methods for Evaluating Comprehensive Community Initiatives

http://ctb.ku.edu/tools/en/chapter_1039.htm

The Search Institute

www.search-institute.org

U.S. Department of Education Mentoring Resource Center

http://www.edmentoring.org/online_res6.html

U.S. Department of Health and Human Services

www.acf.hhs.gov

Kellogg Foundation Logic Model Development Guide

www.wkkf.org/pubs/tools/evaluation/pub3669.pdf

United Way Outcome Resources Web Network

<http://www.liveunited.org/outcomes/resources/>

Proving What You Are Doing in a Less Complicated Way

Tips for and Traps in Conducting an Outcome Evaluation

By Dr. Jean Rhodes

1. Measuring outcomes

- Select outcomes that are most:
 - Logically related to (and influenced by) the program;
 - Meaningful to you ; and
 - Persuasive to your funders.
- Be realistic. You are better off building a record of modest successes, which keep staff and funders motivated, than to focus on "big wins," which may be unrealistic and, when not achieved, demoralizing.
- Collect outcome data after the youth and mentors have been meeting for some time, long enough to expect that some changes in the youth have occurred.

2. Determining sources of data

- Obtain information from multiple sources, including reports from mentees, mentors, parents, caseworkers, etc.
- Select multiple criteria rather than just one outcome (e.g., grades, drug use, attitudes).
- Use standardized questionnaires.
 - Questionnaires that have been scientifically validated are more convincing to funders—and provide a better basis for cross-program comparisons—than surveys you might develop on your own.
 - Such surveys are available for public use through tool kits. The Search Institute has one available (*What's Working: Tools for Evaluating Your Mentoring Program*) for purchase and The Mentor Center links to several free resources online.
 - The Juvenile Justice Evaluation Center provides links to questionnaires that are likely to be of interest to mentoring programs, including questionnaires about delinquency, drug and alcohol use, ethnic identity, peer relations, psychological measures, etc.

3. Selecting an outcome evaluation.

Outcome evaluations generally fall into two major types: single-group and quasi-experimental designs.

- Single-group designs are the simplest and most common types of evaluation. They are less intrusive and costly and require far less effort to complete than the more ambitious methods that we will describe. An example of a single-group evaluation is when a program administers a questionnaire to participants at the completion of the program

(post-test only) or administers a questionnaire before and again after the program (pre-test/post-test).

- Quasi-experimental designs help evaluators identify whether the program actually causes change in program participants, using controls to eliminate possible biases. An example of a quasi-experimental design is when a program administers a pre-test at the beginning of a program and a post-test at the completion of the program to both the target mentoring group and to a matched comparison group that does not receive mentoring.

Single-group designs

Post-test only

- Programs commonly use this design to help determine how mentees are doing at the end of a mentoring program. Post-test evaluations can help determine whether the mentees have achieved certain goals (e.g., not dropping out of school) that match the program's implicit or explicit goals. Such evaluations also help discover whether mentors are satisfied with the program.
- Such an evaluation cannot indicate whether the participant has changed during the program, only how the participant is functioning at the end of the program.

Pre-test/post-test designs

- Programs use this design when they want to determine whether or not mentees actually improved while they were in the program. With this type of evaluation, program staff survey how each participant is doing at the time they enroll in the mentoring program and then after they have completed it (e.g. 6- or 12 months after pre-test). By comparing the results of the pre- and post-test, staff can see whether or not the mentee improved.
- This evaluation cannot indicate whether the program caused the improvement. Many viable, alternative interpretations could explain the change, including:
 - **Maturation** - natural change that occurred simply as a result of the passage of time; and
 - **History** - Events that occurred between the time the participants took the pre-test and post-test could influence the outcome.
- Other problems with interpreting findings from this design include:
 - **Self-selection** - The experimental group might differ from the comparison group in some systematic way. For example, quite possibly only the mentees who benefited most remained in the program long enough to take the post-test.
 - **Regression to the mean** - A mentee who is functioning extremely poorly at the program's onset might improve naturally over time. Mentees might enlist in programs when they are most distressed and then naturally return to a higher level of functioning as time passes.

Even if one cannot identify the cause of a mentee's improvement, a pre-test design can be useful in other ways.

- The evaluator can look at differences within the group. For instance, do youth who receive more frequent or enduring mentoring benefit the most?
- The evaluator can determine whether certain mentee characteristics are related to achieving program goals. For instance, do boys benefit more than girls? Do minorities in same-race matches benefit more than those in cross-race matches?

Quasi-experimental designs

Despite their potential benefits, single-design evaluations seldom help evaluators identify whether the program is the cause of change in program participants. To determine that, one needs to conduct evaluations of slightly greater complexity. Such designs are called quasi-experimental because, if carefully planned, they can control for many biases described above. This type of evaluation comes in a variety of types, such as time-series. We will focus on one common type of program evaluation: one that uses a comparison group.

The Bottom Line

People in the mentoring field tend to believe implicitly that mentoring benefits young people and that, therefore, expensive evaluations are an unnecessary drain on precious resources. Given the choice between spending money on evaluation or extending their services, many mentoring programs will gladly choose the latter. Although understandable, such choices may be shortsighted. We should not necessarily assume that all mentoring programs are equally beneficial - and we still have a lot to learn about the many newer types of mentoring programs (e.g., site-based, group, peer, e-mail). Convincing evaluations are needed to assess the effectiveness of both traditional one-to-one mentoring programs and newer approaches. Such work will play an important role in the expansion of high-quality mentoring programs.

Literature Cited

- 1 Substantial portions of these sections were adapted from Posavac, E. J. & Carey, Program evaluation: Methods and case studies. Englewood Cliffs, NJ: Prentice-Hall, Inc. and Grossman, J. B. & Johnson, A. (1998). Assessing the effectiveness of mentoring programs. In J. B. Grossman (Ed.). Contemporary issues in mentoring. Philadelphia, PA: Public/Private Ventures.
- 2 Grossman & Johnson, 1998
- 3 DuBois, D.L., Holloway, B.E., Valentine, J.C., & Cooper, H. (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology*, 30, 157-197.
- 4 Roffman, J., Reddy, R., & Rhodes, J. (2002). Toward predicting successful youth mentoring relationships: A preliminary screening questionnaire. Submitted for publication.

SAMPLE SURVEY TOOL: GAUGING THE EFFECTIVENESS OF YOUTH MENTORING

QUESTIONNAIRE

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1. When something is bugging me, my mentor listens to me.				
2. My mentor has lots of good ideas about how to solve a problem.				
3. My mentor helps me take my mind off things.				
4. Sometimes my mentor promises that we will do something and then we don't do it.				
5. My mentor makes fun of me in ways that I don't like.				
6. I wish my mentor were different.				
7. When I am with my mentor, I feel disappointed.				
8. When I am with my mentor, I feel ignored.				
9. When I am with my mentor, I feel bored.				
10. When I am with my mentor, I feel mad.				
11. I feel that I can't trust my mentor with secrets because I am afraid that he or she would tell my parent/guardian.				
12. When my mentor gives me advice, he or she makes me feel stupid.				
13. I wish my mentor asked me more about what I think.				
14. I wish my mentor knew me better.				
15. I wish my mentor spent more time with me.				

Courtesy of Jean Rhodes, Ph.D., Professor of Psychology, University of Massachusetts, Boston, cited in "Gauging the Effectiveness of Youth Mentoring," Research Corner Mentoring.org.

MENTOR EVALUATION FORM (MENTEE IMPACT)

(Search Institute)

A. Background Information

How long have you been matched with your mentee (years or months)? _____

On average, how many hours per week do you spend with your mentee? _____

B. Perceptions of the Effects of Mentoring Relationship on the Mentee

We are interested in your perceptions of the impact your mentoring relationship had on your mentee in the following areas. Please check one response for each item. *The Search Institute has identified these items as markers of positive youth development through extensive research.*

Because of our relationship, I think my mentee . .	True	False	Did Not Need Changing (Fine to Begin With)	Don't Know
Support:				
<ul style="list-style-type: none"> • Feels that there are more adults who care about him or her 				
<ul style="list-style-type: none"> • Feels that there are more people who will help him or her 				
Empowerment:				
<ul style="list-style-type: none"> • Feels he or she has more future options 				
<ul style="list-style-type: none"> • Believes he or she is a better leader 				
Boundaries and Expectations:				
<ul style="list-style-type: none"> • Feels others see him or her as more responsible 				
<ul style="list-style-type: none"> • Has higher expectations of him- or herself 				
Constructive Use of Time:				
<ul style="list-style-type: none"> • Has more interests and hobbies 				
<ul style="list-style-type: none"> • Is involved in more youth programs or activities (such as sports, music, religious) 				
Commitment to Learning:				
<ul style="list-style-type: none"> • Has a better attitude toward school 				
<ul style="list-style-type: none"> • Has better grades and test scores 				

<ul style="list-style-type: none"> • Comes to school better prepared (such as having homework done) 				
<ul style="list-style-type: none"> • Has better classroom behavior (such as paying attention and not being disruptive) 				
Positive Values <ul style="list-style-type: none"> • Thinks it's important to help others 				
<ul style="list-style-type: none"> • Is more honest 				
Social Competencies <ul style="list-style-type: none"> • Is better able to resist using alcohol and other drugs 				
<ul style="list-style-type: none"> • Is better able to express his or her feelings 				
<ul style="list-style-type: none"> • Gets along better with his or her family 				
<ul style="list-style-type: none"> • Gets along better with others (such as friends, teachers) 				
Positive Identity <ul style="list-style-type: none"> • Has a more positive view of his or her future 				
<ul style="list-style-type: none"> • Feels more sure of him- or herself 				
<ul style="list-style-type: none"> • Thinks he or she is a better person 				

What do you think your mentee has gained or learned from your relationship?

What have you gained or learned through your relationship?

C. Perceptions of the Quality of the Mentoring Relationship

Has your relationship changed your attitudes, values and understanding of young people today and the realities facing them? If so, in what ways?

What is easy about having a mentee? What worked well?

What is hard about having a mentee? What didn't work?

Courtesy of The Connecticut Mentoring Partnership, Business Guide to Youth Mentoring. Adapted from What's Working? Tools for Evaluating your Mentoring Program, Search Institute, 2001.

TEACHER REPORT ON THE MATCH (POE)

Match ID _____

Date _____

Instructions

This form is used to report changes you have observed in your student who is being mentored.

The following definitions are offered to clarify the items on the second page of this form. Note that these items are somewhat general. You are encouraged to report specific observations within the general meaning of these definitions. Any questions should be referred to the mentoring program staff. If you feel you do not have enough information based on your observation of this student being monitored, mark "Don't Know" as necessary.

Goal Area #1: Confidence

1. Self confidence: A sense of being able to do or accomplish something.
2. Able to express feelings: Is able to reveal, talk about or discuss feelings.
3. Can make decisions: Thinks before acting and is aware of consequences of behavior.
4. Has interests or hobbies: Pursues activities such as reading, sports, music or computers.
5. Personal hygiene, appearance: Dresses appropriately and keeps self neat and clean.
6. Sense of the future: Knows about educational and career opportunities.

Goal Area #2: Competence

7. Uses community resources: Partakes in service activities, libraries, recreation, church/other faith-based activities.
8. Uses school resources: Uses the library, guidance counselors, tutorial centers.
9. Academic performance: Makes good grades or improves grades.
10. Attitude toward school: Is positive about going to school and about what can be learned.
11. School preparedness: Completes homework and other assignments.
12. Class participation: Actively takes part in learning; responds to questions.
13. Classroom behavior: Pays attention in class; isn't disruptive.
14. Able to avoid delinquency: Refrains from behaviors that are illegal for a person of his or her age.
15. Able to avoid substance abuse: Doesn't use illegal or harmful substances (e.g., drugs, alcohol, and tobacco).
16. Able to avoid early parenting: Doesn't engage in sexual behavior likely to result in early parenting.

Goal Area #3: Caring

17. Shows trust toward you: Isn't reluctant to confide in you or to accept your suggestions.
18. Respects other cultures: Doesn't stereotype or put down other ethnic, racial, language or national groups.

- 19. Relationship with family: Interacts well with family members.
- 20. Relationship with peers: Interacts well with persons of own age.
- 21. Relationship with other adults: Has good intentions toward other adults who are not family members.

For Agency Use
 Match ID _____ Date Completed _____
 Length of match when administered _____ (specify in months/years)
 Age _____ Male Female Community-based School-based Other site-based
 White Black Hispanic Asian Native American Other

	Much Better	A Little Better	No Change	A Little Worse	Much Worse	Don't Know	Not a Problem
Confidence:							
Self-confidence							
Able to express feelings							
Can make decisions							
Has interests or hobbies							
Personal hygiene, appearance							
Sense of the future							
Competence:							
Uses community resources							
Uses school resources							
Academic performance							
Attitude toward school							
School preparedness (homework)							
Class participation							
Classroom behavior							
Able to avoid delinquency							
Able to avoid substance abuse							
Able to avoid early parenting							

Caring:							
Shows trust toward you							
Respects other cultures							
Relationship with family							
Relationship with peers							
Relationship with other adults							

Has there been any improvement in the student's grades, in any school subjects, since the beginning of the school year? (please select) Yes No

If yes, in how many subjects have you observed an improvement of grades? (please select)

1 2 3 4 or more

Courtesy of Big Brothers Big Sisters of America

Match Characteristics Questionnaire, v 2.22 © 2008

John Harris, Applied Research Consulting (Go Online for Approved Version)

Michael Nakkula, Project IF "Inventing the Future" For more information please visit:

www.MentoringEvaluation.com

Direct inquiries to: JHarris@MentoringEvaluation.com

OFFICE USE ONLY: Match ID: DOM: Mentee's age: GIS:

Match Type: CB 1/ SB 2/ SB+ 3 **Other Current Match?** No 0 *If yes,* CB 1/ SB 2/ SB+ 3

Mentee's Ethnicity: White 1/ Black 2/ Hispanic 3/ Asian 4/ Native American 5/ Other 6

Name: Date: Gender: M 0/ F 1 **Age:**

Section I: How do you feel about your match?

For each statement below, please say how often it is true for you by choosing a number from the scale at the bottom of the page. If you do not think a question applies to you or if it does not make sense to you, please leave it blank.

1. My mentee is open with me (shares thoughts and feelings). 1 2 3 4 5 6
2. I feel like the match is getting stronger. 1 2 3 4 5 6
3. My mentee is very private about his/her life at home (does not talk to me about it). 1 2 3 4 5 6
4. My mentee asks for my opinion or advice. 1 2 3 4 5 6
5. My mentee makes me aware of his/her problems or concerns. 1 2 3 4 5 6
6. I feel distant from my mentee. 1 2 3 4 5 6
7. I feel like my mentee and I are good friends (buddies, pals). 1 2 3 4 5 6
8. I feel unsure that my mentee is getting enough out of our match. 1 2 3 4 5 6
9. My mentee asks me for help when he/she has difficult schoolwork or a major project to do.
1 2 3 4 5 6
10. My mentee avoids talking with me about problems or issues at home. 1 2 3 4 5 6
11. My mentee is open with me about his/her friends. 1 2 3 4 5 6
12. I feel awkward or uncomfortable when I'm with my mentee. 1 2 3 4 5 6
13. I feel frustrated or disappointed about how the match is going. 1 2 3 4 5 6
14. My mentee is willing to learn from me. 1 2 3 4 5 6
15. My mentee does things to push me away. 1 2 3 4 5 6
16. I feel like I am making a difference in my mentee's life. 1 2 3 4 5 6
17. My mentee seems to want my help with his/her academics. 1 2 3 4 5 6
18. My mentee talks to me about it when he/she has problems with friends or peers. 1 2 3 4 5 6
19. My mentee shows me how much he/she cares about me (says things, smiles, does things, hugs me, etc.). 1 2 3 4 5 6
20. I feel like my mentee and I have a strong bond (are close or deeply connected). 1 2 3 4 5 6
21. My mentee seems uncomfortable (or resistant) when I try to help with problems he/she may be having. 1 2 3 4 5 6
22. I can trust what my mentee tells me. 1 2 3 4 5 6

1	2	3	4	5	6
NOT IMPORTANT	A LITTLE IMPORTANT	PRETTY IMPORTANT	VERY IMPORTANT	EXTREMELY IMPORTANT	MOST IMPORTANT

Section II: What do you focus on in your match?

Part 1. Each mentor is unique, so each has a different approach. Please help us understand your approach by listing your three most important focuses (things you want to do as a mentor). Next, rank them from one to three to tell us which is your most important focus (“1” is most important).

Your Three Most Important Focuses as a Mentor

Rank

- A)
- B)
- C)

Part 2. If the item you ranked “1” above is your most important focus, how important do you consider the focuses listed below? Please tell us how important each focus is to you by choosing a number from the scale at the bottom of the page.

Remember, there are no “right” answers—each mentor has a different approach.

1. Sharing your life experiences with your mentee? 1 2 3 4 5 6
2. Having times when you do nothing but fun things with your mentee? 1 2 3 4 5 6
3. Getting your mentee to develop his/her character (be honest, responsible, etc.)? 1 2 3 4 5 6
4. Doing activities with your mentee that get him/her to think (like reading, puzzles, educational games, etc.)? 1 2 3 4 5 6
5. Encouraging your mentee to push beyond what is comfortable or easy (to expect more of him/herself)? 1 2 3 4 5 6
6. Focusing on feelings and emotional things with your mentee? 1 2 3 4 5 6
7. Making time to goof around, laugh, and have light-hearted fun with your mentee? 1 2 3 4 5 6
8. Teaching your mentee to manage or improve his/her behavior (control impulses, make better decisions, etc.)? 1 2 3 4 5 6
9. Doing or saying things to improve your mentee's attitude towards school (or keep it positive if it is already good)? 1 2 3 4 5 6
10. Exposing your mentee to new ideas and experiences? 1 2 3 4 5 6
11. Telling your mentee about your job? 1 2 3 4 5 6
12. Having time when you and your mentee just hang out together (no particular activity to do)?
1 2 3 4 5 6
13. Getting your mentee to care more about other people? 1 2 3 4 5 6
14. Helping your mentee with schoolwork? 1 2 3 4 5 6
15. Getting your mentee to develop stronger skills and interests? 1 2 3 4 5 6
16. Spending time just talking with your mentee? 1 2 3 4 5 6
17. Having fun (yourself) while you are with your mentee? 1 2 3 4 5 6
18. Teaching your mentee social skills (like table manners, how to meet people, etc.)? 1 2 3 4 5 6
19. Involving academics in the match? 1 2 3 4 5 6
20. Getting your mentee to think about serious issues in his/her life (school, relationships, etc.)?
1 2 3 4 5 6

1	2	3	4	5	6
NOT IMPORTANT	A LITTLE IMPORTANT	PRETTY IMPORTANT	VERY IMPORTANT	EXTREMELY IMPORTANT	MOST IMPORTANT

Section III: What is your match like?

For each statement below, please say how much you agree by choosing a number from the scale at the bottom of the page.

1. My mentee and I hit it off right away. 1 2 3 4 5 6
2. My friends and family are glad I am a mentor. 1 2 3 4 5 6
3. I am so busy that it is difficult for me to see my mentee regularly. 1 2 3 4 5 6
4. I think I might be a better mentor for a student who had fewer problems (or less severe).
1 2 3 4 5 6
5. My mentee's parents/guardians are actively involved with our match. 1 2 3 4 5 6
6. The program that made my match has provided training that helps me be a better mentor.
1 2 3 4 5 6
7. My mentee wishes I were different (younger/older, man/woman, etc.). 1 2 3 4 5 6
8. Being a part of this match has meant I can't spend as much time as I would like with friends or family. 1 2 3 4 5 6
9. My mentee is so busy that it is hard to schedule with him/her. 1 2 3 4 5 6
10. My mentee needs more from me than I can give. 1 2 3 4 5 6
11. My mentee's parents/guardians strongly influence our match. 1 2 3 4 5 6
12. I get regular guidance/supervision from staff at the program that made my match. 1 2 3 4 5 6
13. My mentee and I have similar interests. 1 2 3 4 5 6
14. My friends and family support my efforts as a mentor (encourage me, help me come up with ideas for activities, etc.). 1 2 3 4 5 6
15. The distance I have to travel to see my mentee is a problem for me. 1 2 3 4 5 6
16. I have had experiences that help me understand the important challenges and issues in my mentee's life. 1 2 3 4 5 6
17. My mentee's parents/guardians interfere with our match. 1 2 3 4 5 6
18. The support I get from the mentoring program makes me a better mentor. 1 2 3 4 5 6
19. My background makes it easy for me to relate with my mentee. 1 2 3 4 5 6
20. My being a mentor has had a negative effect on my relationships with friends or family.
1 2 3 4 5 6
21. Issues related to money affect the time I can spend with my mentee. 1 2 3 4 5 6
22. It is hard for me to deal with my mentee's behavior. 1 2 3 4 5 6
23. It is hard for me to get in touch with my mentee's parents/guardians. 1 2 3 4 5 6
24. The mentoring program provides special activities or events that I can go to with my mentee.
1 2 3 4 5 6
25. I wish I had a different type of mentee (younger/older, boy/girl, more/less physical, etc.).
1 2 3 4 5 6
26. My friends and family do volunteer activities. 1 2 3 4 5 6
27. I think my mentee and I are a good match for each other. 1 2 3 4 5 6

COMPLETELY DISAGREE	MOSTLY DISAGREE	TEND TO DISAGREE	TEND TO AGREE	MOSTLY AGREE	COMPLETELY AGREE
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Checklist for Program Evaluation Planning

Written by Carter McNamara, MBA, PhD, Authenticity Consulting, LLC. Copyright 1997-2008.

The following checklist might prove useful when planning evaluations for programs.

Name of Organization

Name of Program

Purpose of Evaluation?

What do you want to be able to decide as a result of the evaluation? For example:

- Understand, verify or increase impact of mentors on mentees (eg, outcomes evaluation)
- Improve delivery mechanisms to be more efficient and less costly (eg, process evaluation)
- Verify that we're doing what we think we're doing (eg, process evaluation)
- Clarify program goals, processes and outcomes for management planning
- Public relations
- Program comparisons, e.g., to decide which should be retained
- Fully examine and describe effective programs for duplication elsewhere
- Other reason(s)

Audience(s) for the Evaluation?

Who are the audiences for the information from the evaluation, for example:

- Mentors/Mentees/
- Funders/Investors
- Board members
- Management
- Staff/Program Coordinators
- Other(s) _____

What Kinds of Information Are Needed?

What kinds of information are needed to make the decision you need to make and/or enlighten your intended audiences, for example, information to understand:

- The process of the service delivery (its inputs, activities and outputs)
- The mentors/mentees who experience the service
- Strengths and weaknesses of the service
- Benefits to mentees (outcomes)

- How the match failed and why, etc.
- Other type(s) of information?

Type of Evaluation?

Based on the purpose of the evaluation and the kinds of information needed, what types of evaluation is being planned?

- Goal-based?
- Process-based?
- Outcomes-based?
- Other(s)? _____

Where Should Information Be Collected From?

- Staff/program coordinators
- Mentors/Mentees
- Program documentation
- Funders/Investors
- Parents/Caregivers
- Teachers
- Other(s) _____

How Can Information Be Collected in Reasonable and Realistic Fashion?

- questionnaires
- interviews
- documentation
- observing clients/customers
- observing staff/employees
- conducting focus groups among _____
- other(s)

When is the Information Needed?

What Resources Are Available to Collect the Information?

The Median, the Mean and the Mode (Statistics)

The Mean (the average)

Example:

Four tests results: 15, 18, 22, 20

The sum is: 75

Divide 75 by 4: 18.75

The 'Mean' (*Average*) is 18.75 (*Often rounded to 19*)

The Median

The Median is the 'middle value' in your list. When the totals of the list are odd, the median is the middle entry in the list after sorting the list into increasing order. When the totals of the list are even, the median is equal to the sum of the two middle (after sorting the list into increasing order) numbers divided by two. Thus, remember to line up your values, the middle number is the median! Be sure to remember the odd and even rule.

Examples:

Find the Median of: 9, 3, 44, 17, 15 (*Odd amount of numbers*)

Line up your numbers: 3, 9, 15, 17, 44 (*smallest to largest*)

The Median is: 15 (The number in the middle)

Find the Median of: 8, 3, 44, 17, 12, 6 (*Even amount of numbers*)

Line up your numbers: 3, 6, 8, 12, 17, 44

Add the 2 middle numbers and divide by 2: $8 + 12 = 20 \div 2 = 10$

The Median is 10.

The Mode

The mode in a list of numbers refers to the list of numbers that occur most frequently. A trick to remember this one is to remember that mode starts with the same first two letters that most does. **Most** frequently - **Mode**. You'll never forget that one!

Examples:

Find the mode of:

9, 3, 3, 44, 17, 17, 44, 15, 15, 15, 27, 40, 8,

Put the numbers in order for ease:

3, 3, 8, 9, 15, 15, 15, 17, 17, 27, 40, 44, 44,

The Mode is 15 (*15 occurs the most at 3 times*)

*It is important to note that there can be more than one mode and if no number occurs more than once in the set, then there is no mode for that set of numbers.

Occasionally in Statistics you'll be asked for the '**range**' in a set of numbers. The range is simply the smallest number subtracted from the largest number in your set. Thus, if your set is 9, 3, 44, 15, 6 - The range would be $44 - 3 = 41$. Your range is 41.

Definitions of Basic Terms for Program Logic Models

Logic models typically depict the inputs, activities, outputs and outcomes associated with an organization and its programs. Don't be concerned about your grasping the "correct" definition of each of the following terms. It's more important to have some sense of what they mean -- and even more important to be consistent in your use of the terms.

Inputs

These are materials that the program takes in and then processes to produce the results desired. Types of inputs are people, money, equipment, facilities, supplies, people's ideas, people's time, etc. Inputs can also be major forces that influence the organization or programs. For example, the inputs to a nonprofit program that provides training to mentors might include learners (mentors), training materials, teachers, classrooms, funding, paper and pencils, etc.

*If you have access to the **inputs**, **then** you can use them to accomplish your planned **activities***

Activities

Logic models are usually only concerned with the major recurring activities associated with producing the results desired by the organization or program. For example, the major activities used by a nonprofit program that provides training to mentors might include recruitment of mentors, pre-testing of mentors, training, post-testing and certification.

*If you accomplish your **activities**, **then** you will hopefully deliver the amount of services that you intended as **outputs***

Outputs

Outputs are usually the tangible results of the major processes in the organization. They are usually accounted for by their number, for example, the number of students who failed or passed a test, courses taught, tests taken, teachers used, etc. Outputs are frequently misunderstood to indicate success of an organization or program. However, if the outputs aren't directly associated with achieving the benefits desired for mentees/mentors, then the outputs are poor indicators of the success of the organization and its programs. You can use many teachers, but that won't mean that many mentees or mentors were successfully trained.

If you accomplished your planned activities to the amount you intended (outputs), then your participants will benefit in certain ways.....which goes back to your need, mission and goals

Outcomes

Outcomes are the impacts on those people whom the organization wanted to benefit with its programs. Outcomes are usually specified in terms of:

- a) learning, including enhancements to knowledge, understanding/perceptions/attitudes, and behaviors
- b) skills (behaviors to accomplish results, or capabilities)
- c) conditions (increased security, stability, pride, etc.)

Outcomes are often specified in terms of short-term impact, intermediate and long-term impact.

Youth Mentoring Program

LOGIC MODEL

NEED: Girls in grade 8 in the Smith School live mostly in single parent homes with limited or no access to academic support or cultural events. They need targeted academic support and opportunities to attend cultural, fun events as they prepare to enter high school.

PROGRAM'S PLANNED WORK

PROGRAM'S INTENDED RESULTS

What goes into the program?
results?

What is done with the resources?

What happens as a result of the program? What are the benefits of participating?

What are the long-term results?



Funding for two new staff to establish program

Staff training

Quality training implementation

High quality, fully funded and staff program

Long term funding permanent staff

Space for mentors and mentees to meet for academic support

Tutoring sessions at community site

20 Mentees have weekly tutoring in appropriate space for learning

Dedicated, academic space Used 5 days per week Improved academic results for mentees

Community space filled with tutoring activities and cultural events 7 days a week

20 academic mentors

Academic activities

Scheduled weekly activities

Improvement in mentees school grades

Lower drop out rate for mentees

Tickets to cultural events

Trips to cultural events

Scheduled monthly cultural events

Mentees seek out more cultural events

Ongoing involvement with events beyond program by mentees

Returning mentors

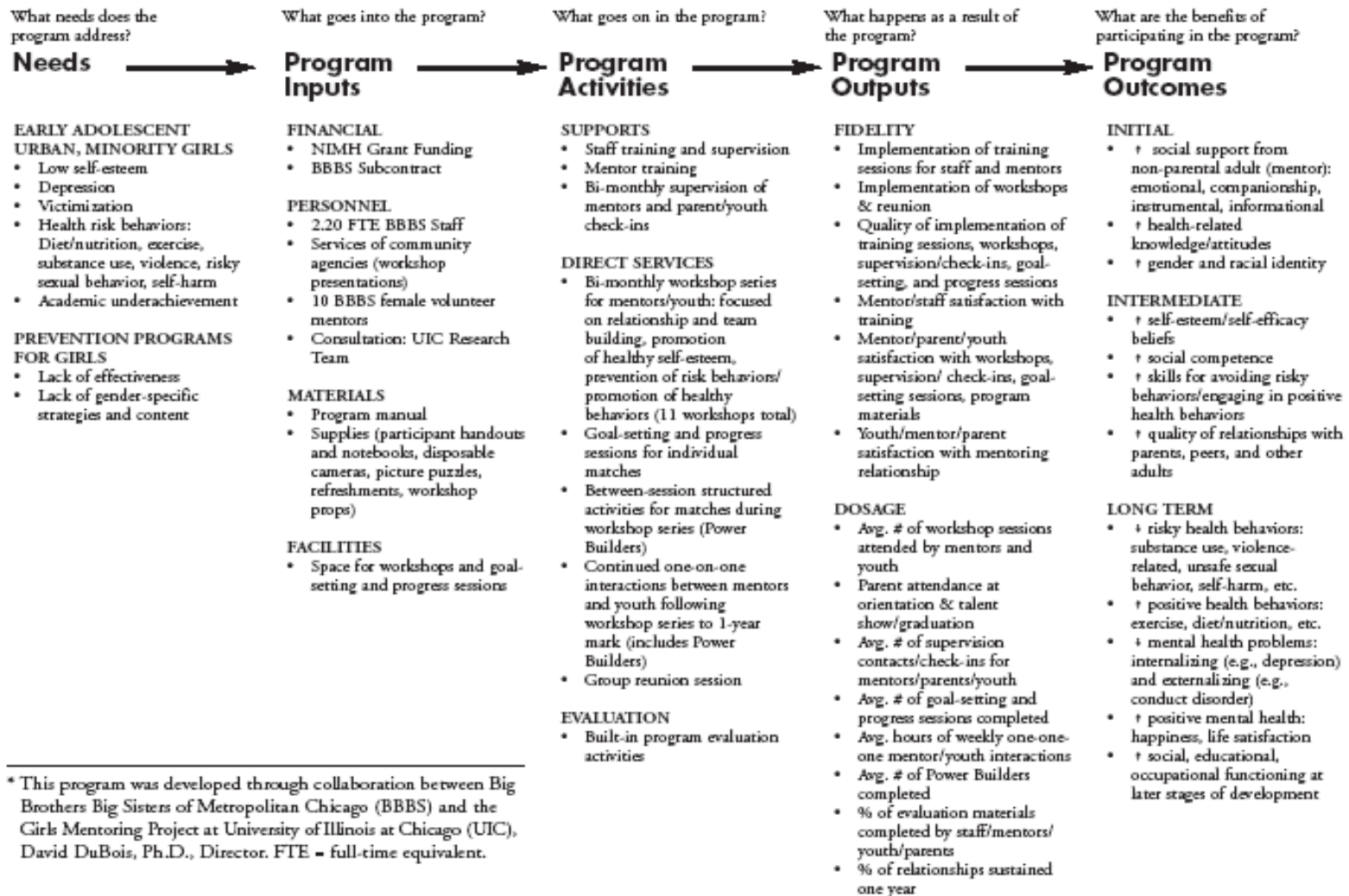
Ongoing Mentor support/recruitment Positive one-on-one Interactions

Monthly support sessions Consistent weekly mentor/ee sessions

Mentors are confident and stay with the program Mentors/ees have positive relationships

Strong mentor team sought out by many prospective mentees

Logic Model for GirlPOWER!*



Program Logic Model with Evaluation Plan Sample

Program	Logic	Model			
Program Logic Model Questions: Complete as directed	NEED What need/issue does the program address?	INPUTS What goes into the program? – the resources	ACTIVITIES What is done with the resources?	OUTPUTS What concrete things happen as a result of the activities?	OUTCOMES/ IMPACT What are the long term benefits of participating in the program?
Answer each question listed under Need, Inputs, Activities, Outputs, Outcomes	<i>Academic underachievement and poor social development of the 9th grade girls attending our program.</i>	<i>Youth worker staff, program educational material, space, financial support</i>	<i>Weekly mentor/mentee sessions, staff training, academic training for mentors, mentee workshops Social development activities for mentees and mentors</i>	<i>90% Satisfaction with mentoring relationship, quarterly training for staff, prepared mentors, improved grades and social development for mentees</i>	<i>Academic success for mentees, quality relationships with adults, social competence</i>
Evaluation	Plan	Logic	Model		
What tools/methods will you use to gather/confirm the answers to the above questions so that you can evaluate the results?	<i>School/teacher recommendations - written or verbal Parent survey or interview Community site recommendations- written or verbal</i>	<i>Organizational chart Material review Visual review of space Interview and/or review financial support data Documentation review</i>	<i>Review staff reports on mentor/mentee sessions Interview, surveys, observations Review professional dev. calendar Review mentor/mentee workshop calendar</i>	<i>Surveys Interviews Observations</i>	<i>Surveys Interviews Documentation review</i>
Who do you need to interview or survey to gather the results?	<i>Parents, teachers, community site staff</i>	<i>Human resource staff Program coordinator Financial support staff</i>	<i>Program Coordinator Program Staff Mentors, Mentees</i>	<i>Program staff Mentors, Mentees, Parents, Teachers</i>	<i>Program staff Mentors, Mentees Parents, Teachers</i>
What is your timeline to begin/end each part that you will evaluate?	<i>January 2010 – March 2010</i>	<i>January 2010 – March 2010</i>	<i>Assume program starts in August 2010. Jan 2011 and July 2011</i>	<i>Year end July 2011 – August 2011</i>	<i>January 2012 – February 2012 Jan 2013 – Feb 2013</i>