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Mentoring Initiative for System-involved Youth (MISY)
Final Report

Acknowledgements

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Executive Summary

Background

This report presents results from the cross-site evaluation of the implementation of four programs in the Mentoring Initiative for System-Involved Youth (MISY) project funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) from September 2006 to August 2010. The following four program grantees were evaluated:

- The Aftercare Academy (Oakland, California)

- The Economic Mentoring Program (Chicago, Illinois)

- Mentor Match (Hampton, Richmond and Winchester, Virginia)

- Mentor Portland (Portland, Oregon)

The cross-site evaluation was funded by OJJDP and was carried out by researchers at the Pacific Institute for Research and Evaluation (PIRE). PIRE's objective was to conduct a process and outcome evaluation of the MISY project to help OJJDP understand the changes youth may have experienced during, and as a result of, participation in mentoring programs run by the four MISY grantees and to understand why those changes occurred.

The four programs located across the United States served two primary types of youth: those involved in the foster care system and those involved in or at-high risk of being involved in the juvenile justice system. Two of the programs serving the system involved youth and were for males only, aged 12 to 18 years; the other two programs served both male and female youth. The four programs had many similarities, but primarily they had a common goal of providing mentoring relationships for the youths that would enhance their ability to have outcomes that are more positive in their lives. There were also several important programmatic differences across the four programs. Two of the programs—Economic Mentoring Program (EMP), Illinois, and Mentor Match, Virginia—had not previously provided mentoring as a part of their services; their mentoring initiatives were developed and implemented after the award of this grant. Mentor Match was the entity that the Lutheran Family Services of Virginia developed to implement its mentoring program. The Department of Children, Youth and Families in Chicago, Illinois, created the EMP by enlisting three community agencies to implement the programs. The Boys and Girls Aid Society had prior mentoring experience in mentoring children with incarcerated parents, but developed the Mentor Portland program with this award. The fourth recipient—The Mentoring Center in Oakland, California—revised their Aftercare Academy program to incorporate the mentoring component.

Programs recruited and matched youths and mentors for differing periods ranging from one to three years. The programs varied in the case management and program activities that they provided to the matches. These differences provided both challenges for the evaluation team and an opportunity to explore the effect of different mentoring models on at-risk youth.

Evaluation Design

A two-group quasi-experimental evaluation design with repeated measures was determined to be ideal for evaluating the programs. The principles of Empowerment Evaluation also informed this

project. Empowerment Evaluation asserts that evaluation is of more value to program improvement if the stakeholders and staff take an active role in determining their own definitions of successful outcomes, measures and are actively engaged in data collection (Fetterman and Wandersman, 2005). We requested uniformly administered cross-site measures, but due to varied program logistics and design, evaluation instruments and protocols were administered at somewhat different intervals. In keeping with the philosophy of empowered evaluation and due to practical, cost, and geographic constraints, program staff had the task of administering the mentee and mentor surveys. Because of programmatic differences and program-level staffing challenges, it was difficult to implement the chosen overarching evaluation design with fidelity. The proposed design included the formation of a comparison group from waiting lists. However, despite consistent efforts of the evaluators, additional financial resources from PIRE, and outreach of program staff and ongoing recruitment, a usable comparison group was not formed because of an insufficient number of youth who could be assigned to a non-treatment group. This control group deficit is not an unusual challenge for evaluators working with small nonprofit service programs in action research. Programmatic commitments of the community based programs and their mission to serve the most youth superseded evaluation design considerations.

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Data Collection

The research design included two youth surveys. The first, the *MISY Youth Behavior Survey and Youth Background* questionnaire, was to be collected at baseline, at 9 months, and at 15 months post-intake. The second, a *Quality of Match Survey,* was collected at 3 months and updated at 9 to 15 months within the evaluation period. Additionally, mentors completed a *Mentor Background Survey* at baseline and a *Mentor Match Survey* at 3 months into the program and periodically throughout the evaluation period. Process data were collected and entered on an Excel spreadsheet that was hosted on a SharePoint Web site to facilitate completion by program personnel. This form functioned as a tracking sheet for information on mentors, mentees, and match activities, which were designed to be updated monthly by each grantee.

Although program staff provided adequate information on their mentors and mentees, they were considerably less successful in collecting and reporting accurate mentor (or staff) contact hours and dates before the program was concluded, both important elements for the evaluation. The evaluation was also designed to collect school achievement and behavioral data from the local school systems. However, neither local grantees nor the evaluation team could obtain the approval of local school boards to release these data, a school district requirement for release of information. The methods used by local school systems to measure achievement or progress were also inconsistent. Therefore, school record data could not be used in the evaluation.

Throughout the project period, PIRE evaluation staff collected additional process data. During regularly scheduled phone contacts with program staff, PIRE evaluators collected feedback on the challenges and successes of the project, implementation of group activities, and the specific mentoring model and strategies used at the sites. Observations made during annual site visits by PIRE evaluators, along with feedback from programs staff regarding their experiences, also provided rich data for the evaluation. The four programs' staff also completed an *Agency Readiness Survey* at two separate intervals during the programs' funding periods. These data provided another source documenting the journey of the programs and the issues they faced.

There were several additional challenges related to data collection. One of the challenges arose because each grantee had a unique method for tracking process information and gathering outcome information. These methods were delineated in each site's application, and were approved by Completed surveys were sent to the PIRE office for analysis.

OJJDP before funding the program and implementing the cross-site evaluation. Imposing a common data-collection structure on the projects once the evaluation was funded, which would have increased the data-collection burden on the already busy sites, was not an option for the PIRE team because of project-level pushback. It was also PIRE's expectation that by allowing each project to use its own tracking system, grantees would be more diligent in collecting the needed data. PIRE provided a SharePoint framework to facilitate the transmission of data from grantees to PIRE for use in the evaluation. Despite ongoing and intensive follow up by the evaluators, they were able to collect only incomplete process data on programs; consequently, the process numbers, such as contact hours of mentors and mentees, are likely underestimates of true program activities. There was also difficulty in collecting follow-up survey data from programs, especially from youths, that sometimes resulted in insufficient responses for statistical analyses. Completed surveys were sent to the PIRE office for analysis. These instances are noted. Additionally, because sites implemented varied mentoring models (e.g., group versus individual matches), some of the summary statistics presented in this report may be difficult to interpret. Explanations of extenuating factors and presentation of some statistics for individual sites are included to help address these issues.

Data Analysis

Descriptive and inferential analytic approaches (detailed in the report) were used to analyze the data. Simple pre- and post-survey analyses were conducted. Where sample sizes permitted, inferential statistics and tests of statistical significance were calculated. For the youth behavior data, hierarchical linear modeling (HLM) was used because participating youth data was nested within projects and communities.

Findings

Characteristics of Youth

The following characteristics of the youth who reported evaluation information include data from only three of the four sites because the Illinois site did not record youth demographics. The number of youths recruited and matched by the four sites ranged from 35 reported by EMP to 83 reported by Mentor Match. At two of the programs, only boys were recruited, and at the two sites that enrolled both genders, more boys than girls were enrolled. The mean age of a youth at intake ranged from 11 years (Oregon) to 16.4 years (California). The majority of the youths were African American (46 percent at Oregon; 79 percent at California). Caucasian youths were the next largest group served with 11 percent in Virginia and 28 percent in Oregon. Sites also reported a few Hispanic, Asian, and "other" racial/ethnic groups.

Characteristics of Mentors

The reported number of mentors recruited ranged from 2 (California) to 138 (Virginia). The total number of female mentors reported was 128 and the number of males was 63. Of the 200 mentors for whom ethnicity information was collected, 107 were Caucasian, 71 were African

American, and the rest were small percentages of Hispanic, Asian-American, and other racial/ethnic groups.

Youth and Mentor Outcomes

The baseline youth surveys (n=186) revealed that youths enrolled in the programs had certain characteristics that were associated with their at-risk status, including low levels of self-esteem and poor academic performance. These risk factors did not improve significantly at the 9-month survey, though there were slight positive trends. Only one program planned for matches to continue longer than 15 months, and no analysis beyond the descriptive statistics presented herein was completed on the 15-month surveys because of low numbers. With the exception of a modest decline in juvenile justice system involvement, it does not appear that the MISY project as a whole or MISY grantees had significant effects on the behavioral outcomes targeted for change. This conclusion should be interpreted with caution, however, because the analyses were constrained by small sample sizes and substantial attrition between the baseline and 9-month survey administration periods.

In the *Quality of Match Survey* after 3 months of being matched, youth respondents reported high degrees of satisfaction with their mentoring relationship. Sixty percent of the youths felt they had a "close relationship" and perceived that the mentoring relationship focused both on relationship development and on having fun.

Youth "[we]talk about real things good conversation"

Youth goal "to get released and turn my passage the right way."

The mentoring relationship is partially defined by OJJDP as exposing youth to a "structured and trusting relationship." The majority of youths who responded to the *Quality of Match Survey* suggests that, for these MISY programs, this goal was successfully met for those who remained in the program. After being in a match for 3 to 9 months, youths also perceived intimacy with their mentors as having increased over time.

In answer to the statement "My mentor cares about me," 73 percent of youth chose "very true" after 3 months in the relationship. The highest percent of those youths responding in this way were from the Virginia (100%) and Oregon (81%) projects. The youths of a younger age was one of the likely factors contributing to this greater closeness. Mentor Portland youths reported that they really bonded with their mentors during their weekend camping experience. Responses to an individual question in these programs show that 71 percent of youth think it is "pretty true" or "very true" their mentor makes them feel special.

Perceptions of Relationships

The youths who stayed in the program longer were more engaged with their mentors. There was a statistically significant increase in the youths' feelings of intimacy with their mentors from between 3 to 9 months after being mentored. The mentors felt very close to their mentees and perceived little distance 3 months after they were matched. For the mentors, these feelings of closeness were not found to increase in the 9-month survey. This perception by youth brought about when adults pay attention to their strengths is at the foundation of Positive Youth Development outcomes (Butts, 2005).

One mentor stated:

> *"Kay and I are a great match. We really look forward to seeing each other. I have had so much fun being with my mentee. It's been especially rewarding. She is growing more confident, too."*

Reports by program staff and mentors demonstrate the depth of the difference that mentoring has made for some youth.

A mentor wrote:

> *"I have a wonderful match. It is very easy to relate to her. After 9 months, I feel she is starting to open up to me more freely."*

The youths express the benefits of exposure to a new group of people in the program, to other youths, and to their mentors and this alone was an enriching experience. One youth described it as a chance to have new experiences with other youths and the program staff, even if his/her mentor was not available.

Anecdotal comments recorded on youth surveys supported the positive responses toward matches:

> *"My mentor is awesome, like for real! And I always count on her!"*

and

> *"[We] talk about real things, good conversation"*

Results of the match surveys completed by mentors after being matched for 3 months indicated that approximately 41 percent of mentors felt that they "very often or always" had a strong bond with their mentees. About the same proportion (41%) of the mentors felt that they "very often" or "always" were making a difference in their mentees' lives. Mentors who stayed in the study (i.e., those who completed both the 3- and the 9-month surveys) were more likely to score higher on the *Closeness* and *Academic Achievement Scales* at baseline than those who did not complete a 9-month survey.

Program Quality

The importance of the quality of the mentoring program has been reported in the mentoring literature over time. In a 2010 Child Trends study, the program quality measure was examined using data from the parent and youth perspectives. The authors found that—

> *"In every case, programs rated by parents and their adolescents (averaged together) as highly safe were associated with significantly more positive outcomes compared with participation in medium- or low-safety programs, or not being in a program at all."*

Information on the quality of the MISY programs included reports of the amount of support received by mentors, the type and quality of the project and matched-pair activities as well as the agency readiness to implement the program. Projects report that another factor which impacted the outcomes was the youths age and stage of readiness.

Support to Mentors

In one measure, the *Mentor Match Survey*, mentors judged the amount of support they received for their matches and included comments in the space provided. More than 81 percent of the mentors chose "mostly or completely agreed" to indicate that they had received training from their agency that helped them to be a better mentor. Although 87 percent of mentors were very or extremely confident in their knowledge of the mentoring programs policies and procedures, most mentors reported satisfaction in the mid range for the support they received from their agency during the first 3 months. Mentors rated the level of support from the programs as "good" to "very good" with 20 percent variance depending on the program. The highest percentage of mentors who reported they were "very satisfied" (64 percent) with the support they received was from Mentor Portland. This program provided twice the number of hours (16 hours) of initial training than the other programs. This greater degree of training seemed to have had strong and significant relationship with both mentor satisfaction and mentee-mentor duration. This training was then supplemented with monthly or bimonthly mentor-only support sessions with case managers to share their experiences and developing relationships with each other, an important factor in mentor retention (Karcher, 2007).

Comment by Mentor Portland program manager:

> "A lot of what we do is geared to support the mentees and we try to keep out case loads to about 10 per case manager. This makes it more expensive to operate. The OJJDP funding is about 30 percent of the total dollars needed to pay for the project.

> "There was this aspect of continuous education that we had to do to help people understand what was different about this program and why it cost more.

> "In executing the program and having a lot of things going on and the staff ability to do the recruitment, the camp, the activities. ...they focused on the relationships and keeping up with data was not done well."

Project and Matched Pair Activity (Dosage)

The four MISY programs varied in their reported activities. The average duration of individual mentoring activities ranged from 109 minutes (EMP of Illinois) to 179 minutes (Mentor Portland in Oregon). The Portland site also conducted a 2-day overnight "Ropes" camp for the matched pairs, which is not included in these numbers. The extended amount of time coupled with confidence-building group activities experienced in overnight camps were judged by staff to provide an enhanced opportunity for closer bonding among those who attended than other match activities, even when the activities were repeated over time (e.g. bowling outings).

The EMP of Illinois program "intentionally" focused on activities that provided specific financial literacy skills enhancement around which to build common interests. These interactions around activities like the summer jobs program, the field trips, and career workshops "played to the strengths of the mentors" and acted as a catalyst and "focus" for the interactions of the matches. Youths demonstrated an ease of interaction with mentors and camaraderie among youths not seen among those with newer mentees who had not been a part of those activities.

Comments reported by a mentor:

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> *"I feel like I really need to tell you just how awesome this experience was for Candy. I can tell you from my own experience that Candy really grew as a person at camp this past weekend….*
>
> *"This mentoring relationship has been a journey, and it hasn't all been easy. But it has evolved over time. I came to realize a lot myself this weekend about how deeply I care about her. I've loved watching her grow as a person. I can only hope that the confidence and little bit of independence she gained this weekend will encourage her the next time she is afraid of something.*

The structure of the activities engaged in by the matched pairs provided another measure of the quality of the program. Mentor Portland reported that 51 percent of its activities were recreational, with most of them (70 percent) being face-to-face activities that involved just the mentor with the mentee. Only 21 percent were reported to be face-to-face group activities. All of the After Care Academy, California, program activities were reported to be face-to-face group activities. These did not include the activities of case managers and mentors when they attended court hearings with the youth or when they visited youth one-on-one before and after the "Transformative Mentoring" group activity. According to program staff, other activities that were also not documented in the tracking forms on SharePoint included taking youth to negotiate school admission, getting school records needed once youth were released from the facility, securing an ID card, or attending other non-curriculum-designated activities, like job interviews, all of which required considerable time commitments. These mentors spent little time in their offices in front of computers and reported that it was difficult to find the time to record that information on the SharePoint site.

Anecdotal comment regarding dosage made by youth:

> *"My mentor is cool. We have done a lot of things that are interesting to me."*
>
> *"My mentor travel[s] so much I['m] suppose[d] to see him every 1 or 2 weeks, but I see him every 4 or 5 weeks."*

It has been shown that the "dose" of mentoring that a youth receives can affect the outcomes for those youths. The amount of time that the youth spent in a "one-on-one" or "group" mentored situation varied greatly within and across the programs. The tracking forms included on the SharePoint Web site were designed for monthly reports on all youths, mentors, and program activities and their duration. Unfortunately, because of inconsistent and incomplete reporting, the data do not tell the complete story. For example, SharePoint contact information was not recorded for an individual youth who attended group activities once the staff member assigned to this task was reassigned. Many mentors were very sporadic in reporting the time they spent with the youth outside of youth activities to the case managers. Programs tried mailing surveys and tracking forms to mentors with very little success. The programs that had the most success had mentors who responded best to electronic media, testing and e-mailing, and often it took more than one reminder for this to occur. Staff reported that community program personnel acted as surrogate mentors to the youth.

Agency Readiness for Program Delivery

Two of the MISY programs in Oregon and California already had some form of a mentoring program, while the others, in Illinois and Virginia, developed new mentoring initiatives after the award from OJJDP. It is no surprise that mentoring programs have demonstrated great variability

in implementing the characteristics described in the research literature as necessary for a quality program (National Mentoring Center (NMC), 2003). These include strong agency capacity, proven program design, effective community partnerships, sustainable resource development, and useful program evaluation.

The results from the *Agency Readiness Survey* completed by program staff twice during the grant indicated that agencies were in different stages of readiness throughout the grant period. However, the results from the programs completing this survey showed that, from pre-test to post-test, the grantee staff felt that capacity and readiness increased modestly in most of the domains measured (with "effective community partnerships' being an exception). Some examples of specific variations between the programs after more than a year into the grant are as follows: the Aftercare, California, and Mentor Portland, Oregon, programs strongly agreed that they had developed a small in-house collection of relevant mentoring guides and resources, whereas the other two programs were neutral on that topic. Perhaps because of their decentralized structure the EMP and Mentor Match projects were neutral on the topic of encouraging staff to network with other mentoring professionals and receive ongoing staff development, whereas the remaining program gave this activity a high priority.

The EMP planned to take a year before recruiting youths and mentors, although the process took about 6 months longer. The Aftercare Academy had an existing relationship with a youth facility, but administrative personnel changes at both the facility and the MISY program agency caused a long delay in implementation of the MISY grant. Staff at Mentor Match spent time reworking its original proposed plan of action to fit its increased understanding of the MISY program, which also resulted in a delay in recruitment. In contrast, the Mentor Portland program had a strong history of implementing mentoring programs and already had a mission statement that guided policies and practices and that resulted in immediate recruitment.

However for the EMP, the delay in startup allowed for more detailed planning that resulted in better tracking system and delivery of a more developed curriculum to youth. The delivery of a well-developed curriculum needs to be balanced carefully with delivery of activities. This lack of careful planning was evidenced by some youths expressing frustration about there being too much "preaching" when they wanted to engage in activities that are more fun.

Youth Ages and Stages

In addition to program delivery and activities, another issue identified by participants and staff that contribute to the enhanced outcomes for youth was the youths' age and stage when participating in the program. The average age of youth was lowered for the Mentor Portland program when they received feedback from mentors that younger youths (i.e., ages 10 and younger) were more receptive to participating in the program and more easily engaged with their mentors. The average length of the matches reported by this program was 9 months, three times longer than similar programs in their State.

The results of the *Youth Behavior Survey* do not reflect a reduction in negative behaviors commensurate with the length of time in the match. By explanation, mentors/case managers report that they question the validity of a self-report survey completed by youths who have not yet built a relationship with the program staff or mentors and have a general distrust in the system. They report that most youths will not answer truthfully at first, and often, it is only when

they have established a trust that youths will admit to dysfunctional behaviors to their mentors and likely in surveys. This may explain why some programs show youth who self-report few negative behaviors at baseline, but they report their risk behaviors more truthfully in the post-test 9 months later and do not appear to have positive change. These youths, however, may be showing themselves more amenable to intervention and change and perhaps having more self-knowledge.

Program-Level Findings

Site visit observations and reports of the programs' planned activities showed that the programs' staff were generally engaged in a good effort to provide group activities for the needs of their enrolled youths. However, staff reported varying success with influencing individual matches and their consistent participation. The comments heard from the participants present during the visits point to the real efforts of mentors to engage youth, but their success rate varied by site. Some programs, like Mentor Portland, have 30 mentor-mentee pairs at activity night events, whereas others have only six. By their structure, the Aftercare program had sporadic and limited participation in its after care group activities, like its "Positive Manhood" group, after the youth left the camp. The few youths who remained engaged remained active long term (2 years later three youth still attend activities) according the program staff.

In many ways, this cross-site evaluation of the four distinct mentoring programs could not realistically identify one recognizable formula for success that may be generalized for mentoring system-involved youth populations. Each program's uniqueness and each program's different populations made their outcomes individualized and difficult to measure a collective effect using a traditional quasi-experimental evaluation model.

The Mentoring Center's After Care program had several youths whose low functioning put them in danger of dropping out of high school but who, with mentoring, would go on to graduate, get their GED, and enroll in college. Some youths returned to their environments after camp and only kept in touch occasionally despite many outreach efforts like telephone calls. However, even 2 years after going through the program, some of these youths called their case managers/mentors to ask advice on a job situation, share the news of the birth of their child, or a similar milestone. A staff member also reported that a youth called the mentor when he was arrested by the police in a neighborhood sweep. The case manager vouched for the youth enabling his release. Another youth, after 18 months of incarceration, made contacting his mentor his first priority once released.

In the Mentor Portland program, the 60 percent of the matches still active at the end of the program who expressed a desire to continue their relationship were given referrals to other agencies that could support the matches. All programs reported that a few of the matches formed in the first 2 years of the program still remained in contact with each other at the end of the program. In Chicago's EMP, the stability of one of the funded sites, UCAN, provided an ongoing positive experience for the youths even when mentors were no longer involved. They continue to form new matches even after the formal program dissipated. The youth who participated regularly at this site had substantially more contact with the staff than the mentors did. Youths shared their challenges with program staff and received referrals to case management among other services. According to the staff, the summer job-training program was

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a big draw for the youth and provided an excellent opportunity for youths to interact with mentors and staff.

In Virginia, Mentor Match, formed many partnerships in all the communities they tried to institute the mentoring program. These partnerships were important in enabling them to enhance their efforts to successfully recruit and train mentors in their programs. Mentor Match had case managers already familiar with the foster care systems and who could successfully assess the needs of the youths when matching with the many mentors that they screened. They made many community partnerships e.g. base ball and soccer teams, and local businesses providing many opportunities for their over 60 youth and mentor match pairs that lasted on average 5 but likely slightly more months (from SharePoint and staff reports).

For the more troubled youth, a program that had a stable presence in the community or case managers/mentors who had strong community ties and could relate to their experiences provided long-term social connection. These connections would not have been available without the mentoring experience. A study in the literature by BlechMan et al, 2005 recommends conducting well-designed observational studies evaluating officially recorded offense rate outcomes attributable to the intervention. This would provide more concrete outcome data.

Program and Evaluation Challenges

The evaluation suggests some tough realities for the mentoring relationships formed by the programs for the juvenile justice system-involved youth who were served. The smaller numbers of completed surveys suggest the difficulty experienced by some of the mentoring programs in the record keeping and survey administration needed for thorough evaluation data collection. Mentors and youth who initially enroll in the program and complete intake surveys may drop out early or fail to participate in follow-up surveys despite calls and e-mail outreach. This can be seen from the low numbers of completed surveys for the 9-month period and those programs that included 15-month data-collection periods. Electronic communication like texting, faxing, and at specially planned events yielded the best results.

A mentor commented:

> *"Our program staff members have not reached out on a one-on-one basis at all. To be fair, we have not either. I hope [name of youth] has gotten something out of our match. It's hard because he's pretty spoiled and not grateful."*

Mentors are not always available to their mentees and the tougher youth will test their limits. This needs a lot of staff support. One program's youth commented that many times when his mentor was supposed to meet with him, the mentor had to cancel the outing. This situation has been heard many times from case managers. These program staff were often involved with continuous recruiting and training new groups of mentors and mentees. This allowed less time to follow up with existing match relationship issues, and the mentor's perception of program support declined.

Recommendations

Program Components

1. Programs need to provide extensive mentor training specifically involving "methods" for engaging and interacting with adolescents and specifically with those who have been involved with foster care, juvenile justice, or any other special population. Mentors need to be trained to expect certain "testing" behaviors in which youths may engage with mentors as a natural part of youth-adult relationship development and to which they should respond by giving clear expectations and boundaries but not withdrawing from the relationship. These match pairs need ongoing case management support and opportunities to share experiences with each other are important to maintain the engagement of the mentors.

2. Because both recruiting and supporting mentor-mentee matches are labor intensive, in programs where staff resources are limited, there should be distinct phases (of up to 3 months) during which recruiting ceases and case managers focus on supporting the new and existing matches. An optimal caseload is between 10 and 20 matched pairs, depending on the scope of needs in the given populations served.

3. Programs serving older youth who are system involved require a trained interventionist, such as a Masters in Social Work, for staff consultations as challenging relationships between participants should be anticipated. The staff of the Aftercare Academy Program involvement in mediating with the justice system for their youths contribute to improved short term outcomes? The study (WSIPP, 2004) also pointed out that mentoring by a trained "paraprofessional" was somewhat effective in reducing recidivism. Lipsey (1992) found a 20 percent decrease in recidivism with more structured interventions.

4. The feedback from youth and program staff document the benefit for youth-mentor and youth to youth interaction more intensively (more than an hour or two at a time) during the early part of the relationship. Examples would be overnight campouts, extended field trips, or situations similar to a summer job-training module that would specifically benefit the youth. This allows for early opportunities for youth to develop an allegiance to the program and enhances retention.

Evaluation Components

1. Because cross-site evaluations are only as effective as the accuracy and completeness of the data collected on each site, it is recommended that a set of core evaluation measures administered at specified data-collection intervals be delineated and required as part of the application/award requirements.

2. Allocation of funding for program evaluation needs to be part of each programmatic application/award requirement.

3. When funding is limited for program evaluators assigned to data collection, the data collection should be streamlined and should focus on a few specific outcomes that the program aims to effect. The youth's comparatively low literacy and shorter tolerance for non-school questionnaires, especially self-administered surveys, tend to produce unreliable or incomplete data. For example, staff and mentor ratings of youth social skills development, report cards or administering a short standard academic measure and grade

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advancement, and avoidance of justice system involvement may be more viable, quantitative measures of progress in these smaller programs. Evaluators closely involved with the program also suggest that the qualitative data from interviews with youth and adults close to them may produce short- and long-term information on behavior and attitude changes that is more accurate.

4. With system-involved youths who are likely to have had negative experiences with the authorities in their lives, the baseline evaluation surveys should be administered after a relationship has been established between the youths and the program staff who are administering the measures. This lag (estimated by staff to be about 2 months) will likely produce an increase in truthfulness of their answers.

5. Community-based programs with limited staff availability that are conducting evaluations requiring comparison group formation should plan for this at the time they are identifying their sample and referral streams. They should establish the parameters with those contacts at their inception or very early in the process. In some settings, it may be possible to collect system wide parameters (e.g., detention facility records or community center attendees not mentored) that would not require extensive individual data collection to differentiate between outcomes for program and non-program youth in the system.

In the process of conducting evaluations of both fledging and more established programs, we learn about defining and measuring success, as well as examining and changing processes that are not working. As we continue learning about the best ways to provide feasible structured scientific evaluation, our concern is also to build capacity in community-based organizations to evaluate their own unique programs in traditional and new ways. We also learn to identity potential methodical evaluation challenges that inform our future work and help to inform the evaluation work of the field. We look forward to continued research into the youth programming that inoculates youths from risk behaviors and helps to build their resiliencies and self-efficacy to deal with the challenges of growing up in the 21st century.

Introduction

In 2006, the Office of Juvenile Justice Delinquency Prevention (OJJDP) funded four mentoring projects instituted by agencies located in California, Illinois, Oregon, and Virginia. The agencies funded were Boys and Girls Aid Society of Oregon-Mentor Portland program, the Chicago Department of Children and Youth Services- Economic Mentoring Program (EMP) , Lutheran Family Services of Virginia (LFSVA)-Mentor Match program, and The Mentoring Center (TMC) of Oakland, California- Aftercare Academy. All of these OJJDP-funded mentoring projects were developed by these agencies and have completed the required 4 years of development and operation. Two of the agencies have sustained their mentoring program components —EMP in Chicago, Illinois, and Mentor Match in Richmond, Virginia—and are currently continuing to provide support to the mentored matches. The other two have discontinued most aspects of the mentoring initiative for the population.

The Pacific Institute for Research and Evaluation (PIRE) developed the evaluation design for the mentoring initiative. Each agency was responsible for the program's administration of the evaluation tools, in accordance with the protocols approved by the PIRE's Intuitional Review Board (IRB). We analyzed the surveys returned to PIRE and the feedback from the four sites; that analysis forms the basis for this report.

MISY Project and Grantee Overview

OJJDP's Mentoring Initiative for System-Involved Youth (MISY) initiative supported the development and enhancement of mentoring programs for youth who were involved in the juvenile justice system, including youth in re-entry programs and those in the foster care system. The project was designed to enhance collaboration among community organizations and agencies providing or supporting mentoring services for these youth and, in doing so, to improve youth development outcomes.

The MISY project funded and supported four community-based mentoring programs. Those programs and the mentoring approaches used by each are described briefly below:

1. **The Aftercare Academy** (Oakland, California): This was a program of The Mentoring Center (TMC) and was implemented in the Oakland Bay area of Alameda County, California. The key needs of youth in this area relate to disproportionate minority confinement, with African-American youth representing less than 20 percent of the population, but more than 60 percent of the youth involved in the juvenile justice system. The Aftercare Academy used a Transformative Mentoring model, which sought to provide system-involved youth with a structured, curriculum-based mentoring program that focused on character development, spiritual development, anger management, life skills training, and if possible, job training to facilitate employment. This program also leveraged related services and provided referrals for substance abuse treatment and mental health therapy where possible.

   Participating youth were 15- to 18-year-old males who, at the time of intake, were wards of the court and had been sentenced to spend 6 to 12 months in a California Youth Camp (Camp Sweeney) for nonviolent offenses, such as theft, selling drugs, or burglary. Participation in the Aftercare Academy began while the youth was still in pre-release status. Of note, the Aftercare Academy used a paid mentor system in which the two mentors were

full-time staff of the Mentoring Center.

2. **The Economic Mentoring Program** (Chicago, Illinois): This was a new program instituted by the City of Chicago's Department of Children and Youth Services. The program was implemented in Chicago neighborhoods, in which 40 percent or more of the families were below the Federal poverty line. The goal of EMP was to prevent further involvement in the juvenile justice system by helping participating youth achieve educational and economic success. EMP's mentoring model was rooted in the philosophy of balanced and restorative justice, and the project focused on entrepreneurship and business education. Project partners included Loyola University and the University of Illinois at Chicago.

Participating youth were males in grades 8 through 10, some of whom had been arrested and were considered either first-time or nonserious offenders but were sentenced to court release or probation and were under the guardianship of their parents or guardians. The youth were required meet specific conditions, such as attending school or participating in social services or prevention/diversion programs. Other youth were considered high risk because of their disadvantaged environments or foster care status. EMP used a volunteer model in which the mentors were volunteers.

3. **Mentor Match** (Hampton, Richmond, and Winchester, Virginia): This was a program of the Lutheran Family Services of Virginia. The program was implemented in four Virginia communities and was designed to improve the social, vocational, and entrepreneurial lives of mentees by enhancing self-esteem, promoting positive choices and decisions, increasing academic performance, and supporting and developing healthy relationships with parents and other family members. Participating youth were between aged 9 and 18 years and were referred to the program through either the Virginia Department of Social Services or the Virginia Juvenile Court Offices. The referral process required mentees to attend an orientation and training session and to meet with their mentors weekly for at least 2 hours. Mentor Match used a volunteer model to recruit and provide mentors.

4. **Mentor Portland** (Portland, Oregon): This program was a part of the Boys and Girls Aid Society of Portland, and it was implemented in the metropolitan area of Portland. Mentor Portland was a strength-based program that sought to increase the self-esteem of participating youth, to provide them with healthy and stable adult relationships and life skills, and to build resiliency. Participating youth were males and females, aged 8 to 14, who were in foster care and could be considered at risk. The socioeconomic status varied for participants. Program activities included structured one-on-one meetings, monthly community activities, and participation in semiannual weekends at an outdoor "ROPES" camp.

Evaluation of the MISY Project—Overview

The cross-site evaluation was funded by OJJDP and implemented by researchers at PIRE. The objective of the evaluation was to conduct a process and outcome evaluation of the MISY project (a) to understand what changes youth experienced during and resulting from participation in mentoring programs, and (b) to understand why these changes occurred. It was interesting to learn about the challenges encountered during the programs while providing different mentoring

program models to this population in their respective settings, and the steps taken to mediate them.

The PIRE evaluation was informed of which grantee programs were to be evaluated after both the evaluation and the grantees had been awarded funding. This, coupled with the community-based nature of the MISY project, meant that a participatory/empowerment evaluation approach was required. This approach, long championed by Wandersman and others (c.f., Fetterman and Wandersman, 2005) actively engages projects as partners in the evaluation process and seeks to build capacity, not only to implement the evaluation as designed, but also to help projects integrate evaluation and programming in the future. In practice, the PIRE evaluators developed the evaluation in close consultation with each grantee, trained local MISY grantees in how to implement the evaluation instruments and protocols, provided consent forms and surveys to grantees, provided intensive technical assistance to grantees as barriers were encountered, and worked collaboratively with grantee staff to ensure that the evaluation was implemented with as much fidelity as possible. This approach minimized evaluation costs and helped ensure that the evaluation team and programs worked closely throughout the project.

However, the project approach of relying on project staff to implement evaluation surveys and data-collection protocols resulted in a few important practical barriers and challenges. One key challenge (discussed in detail in this report) encountered during the evaluation was that, although program staff from each grantee thought the evaluation was important, they did not have the staff time or financial resources to implement both their programs and the evaluation protocols. This resulted in grantees focusing primarily on providing mentoring services, and they only implemented evaluation activities as time and resources were available. This personnel challenge reduced the amount of data available for the evaluation.

Survey data results reported by mentors showed a mentoring relationship that focused on academic achievement, character development, and sharing emotionally. Additionally, mentors strongly felt that the mentoring program provided support for them. These patterns generally held, but the trend over the 9- and 15-month periods were for slightly more perceived distance. Mentees surveyed 3 months into the match indicated positive mentee feelings toward the quality of their relationships with their mentors and feelings of closeness between the mentor and mentee. In addition, mentees tended to rate their relationships as focusing on fun, growth, and relationship development. These values increased slightly across waves of data collection.

The MISY Evaluation

The primary task of the evaluation was to determine the effect of mentoring on the participating youth. Research literature suggests that consistent long-term mentoring may positively affect the youth's school attendance and social behavior. The PIRE cross-site evaluation of these four community-based mentoring agencies was designed to examine these mentoring effects and outcomes in the areas likely to be affected, including those identified by OJJDP using both process and outcome data. The PIRE design focused on the measurable constructs that the mentoring programs expected to effect. These outcome measures were comprised of a mix of available standardized instruments and surveys adapted in part because of feedback from the mentoring sites (see logic model). These outcome measures were academic self-esteem (Dubois 1996); an adapted Substance Abuse and Mental Health Services Administration (SAMHSA) core alcohol, tobacco, and other drug use measure; and an attitude towards delinquency (Pittsburg Youth Study). These were combined into a youth behavior survey package. Additionally,

measures of the quality of the match were included for mentors and youths (Nakula & Harris 2003), with one P/PV scale and for a mentor self-efficacy scale (DuBois 2003).

Cross-Site Evaluation Design

Program personnel at each of the four agency sites recruited, or had referred to them, youth to be mentored. If the youth were eligible for the program (and their parents/guardians agreed to their participation in the mentoring program), personnel from the mentoring organization requested written consent from the parents for their minor-age children to participate in the evaluation. Youth were also asked to give their written consent. The evaluation team also collected information about the functioning and activities of the mentoring agency.

Instruments and Measures

In keeping with previous research on the effect of community-based youth mentoring projects, the evaluation of the Youth and Mentor Surveys was designed to collect data from both youth and mentors. For the youth-level evaluation, a multiple time-series design was used to collect data from both participating youth and a similar comparison group at three points in time. Three instruments were proposed for the youth:

- A MISY Background Survey—to collect demographic data from youth and also information on school attendance and related constructs;

- A Youth Behavior Survey—to collect data on key outcomes expected to be effected by the MISY programs; and

- A Youth "Strength of Match" Survey—to collect data on youth perceptions of the match. Previous literature has identified this factor as closely correlated with program outcomes.

The Youth Behavior and Background Surveys were administered at baseline/intake (Wave 1), 9 months after the match began (Wave 2), and 15 months after the match began (Wave 3). The Youth Match Survey was administered 3 months after the match began, 9 months after the match began (Wave 2), and again at 15 months after the match began (Wave 3). Table 1 presents the youth instruments and administration intervals, including the origins of the surveys.

Table 1. Youth Instruments and Administration Intervals

Survey	Baseline	3 months	9 months	15 months
Youth Background Survey	X		X	X
Youth Behavior Survey	X		X	X
Youth Match Survey		X	X	X

For mentors, this multiple time-series design was proposed for data collection from participating mentors at three points in time. Two surveys were designed for the mentor-level evaluation:

- A Mentor Background Survey—to collect background data on the characteristics of mentors; and

- A Mentor Match Survey—to collect data on mentor perceptions of each match.

The Mentor Background Survey was designed to be administered at baseline. The Mentor Match Survey was designed to be implemented at three time points: 3 months after the match began, 9 months after the match began, and finally, 15 months after the match began. Table 2 presents the

mentor instruments and administration intervals.

Table 2. Mentor Instruments and Administration Intervals

Survey	Baseline	3 mos.	9 mos.	15 mos.
Mentor Background Survey	X			
Mentor Match Survey		X	X	X

The evaluation design specified that each mentor would complete a mentor match survey for each of his/her mentees. In practice, our reliance on grantees to administer surveys and the grantee's reliance on project case managers/mentors or on volunteer mentors meant that this design was burdensome to mentors and grantees; consequently, it was not implemented with good fidelity. Although only a 12-month commitment was required of mentor and youth pairs for three of the programs, it was hoped that they would continue the relationship once established. OJJDP was also interested in capturing long-term outcomes if possible, so programs were given a 15-month measure to administer to youth. Because the factors associated with matches ending before the 9- and 15-month data collection are closely related to factors involved with locating a youth for followup data collection or with engaging him/her in completing a survey, we found that in practice both the 9-and the 15-month surveys were difficult to administer. Those matches that continued were fairly independent and did not consistently participate in program activities.

Each of these surveys included a number of constructs and measures that had been used successfully in previous youth-mentoring evaluations. Table 3 presents an evaluation logic model that links project activities to process and outcome measures and lists the constructs with their sources measured on our surveys. Copies of each of the surveys are located in Appendix 2.

Table 3: Evaluation Logic Model for MISY Project

Activities	Process Measures	Quality of Match Surveys[1]	MISY Youth Survey[2]	Youth Background Questionnaire[2]
Individual Mentoring: • Themes/topics addressed **Group Mentoring:** • Themes/topics addressed **Organized Events/ Community Activities:** • Bowling, hiking, sporting events, etc. **Community Service Projects:** • Formal curriculum	**Match Information:** • # of youth with a mentor. • # of group match activities • # of individual match activities • # of contacts between mentor and youth each month • Duration of match activities each month • # of hours/month youth has face-to-face contact with their mentors. • # of volunteer versus paid mentoring activities **Match Activity Information:** • Types of mentoring activities (recreation, academic, advocacy, etc.) • Location of mentoring activities • Structured activities (face-to-face, e-mail, phone, etc.)	**Youth Report:** • Relational satisfaction with match • Intimacy/closeness with mentor • Dissatisfaction with match • The match is youth centered* • The match has a growth-focus • The match has a relationship-focus **Mentors Report:** • Closeness with youth • Distance from youth • Satisfaction with match • Compatibility with youth • Increased academic development by youth • Character development • Youth sharing emotionally • External support from parents • External support from program	**Youth Report:** • Increased academic self-esteem. *(Dubois, 1996)* • Reduced ATOD Use *(SAMSHA Core Measures Initiative)* • Reduced delinquency *(Pittsburgh Youth Study/Rochester Youth Development Study)* • Reduction in Antisocial Behaviors *(Ngwe, Liu, Flay, Segawa, Aya, 2004) OJJDP required and used in other OJJDP projects* **Mentors Report:** • Increased mentor self-efficacy *(Dubois)*	**Academic:** • Improved school attendance • Increased grade point average • Improved reading and math grades • Reduced detentions, suspensions, and/or expulsions **Juvenile Justice Involvement:** • Reduced or elimination of involvement with the juvenile justice system **Foster Care Involvement:** • Increased stability of foster care placement **Match (From Process Data):** • # of matches lasting one year

All scales - Harris & Nakula (2003), except * is Public/Private *Ventures*
[1] Data collected at 3, 9, and 15 months
[2] Data collected at Intake, 9, and 15 months

As mentioned, the evaluation plan included a comparison group comparable to the intervention group. A methodology was proposed in which the comparison group youth would be recruited from project's waiting lists and then enrolled in the mentoring program later after participating in the comparison group. This approach is designed to preserve equity and help ensure that youth in need of mentoring services were not denied those services due to evaluation needs. Additionally, throughout the evaluation process, the PIRE evaluation team also worked closely with project staff to identify and recruit comparison group youth from their referral sources to ensure they would be similar to the youth getting the intervention. PIRE provided recruitment protocols, tailored consent forms, copies of surveys, technical assistance, and incentives to assist grantees in recruiting and engaging a comparison group. Although a complete quasi-experimental design would have allowed for a matched comparison group, in reality, the small programs under study had their challenges in recruiting enough youth for treatment under this grant. The assignment of interested mentees to a non-treatment comparison group was impractical. Other referrals, specifically for the comparison group, yielded only five fully completed surveys from comparison youth across the four projects. Because the efforts to form a comparison group for the program were unsuccessful, the analysis and reporting focuses on the intervention group only.

Because of the four programs were located over a large geographic area and due to budget constraints and unique design elements, the PIRE evaluation team had to rely on the program personnel to collect and report most of the data. We are grateful to them for these efforts. We learned that that they had not expected to collect evaluation data past simple reporting of numbers to OJJDP. We recognize that the task of collecting data was an additional burden on programs struggling to implement a mentoring strategy with a difficult population and limited financial and, in some cases, community resources. The PIRE team attempted to assist programs to locate additional personnel (independent of program staff) to assist with the data collection—a task that was outside of the scope of work funded for the evaluation, but which the evaluation team felt was important. We were only able to hire short-term personnel in a few instances, at each site, to assist with this process. Logistical barriers, such as obtaining appropriate clearances, involved in accessing this population made hiring part-time help difficult for the programs. For example, on three occasions, we identified candidates to help the After Care Academy team locate youth in Oakland who had left the camp to administer followup surveys, and recruit comparison youth from within the Camp Sweeny or similar facility. However, in none of the cases were we able to get the necessary Camp clearances for the candidates to begin this work.

The numbers of youth and mentors reported by the programs varied somewhat depending on the time the data was collected and reported by each program. The total number of surveys from youth and mentors submitted to the evaluators was smaller than the numbers reported as enrolled by the programs. The reasons for this varied from youth being too young to understand and complete the surveys, to parents/guardians and youth declining to participate in the evaluation or not being available to give informed consent. The table below represents the approximate numbers of mentors and youth that were enrolled by the programs of the end of the project funding in August 2010.

Table 4. Numbers of Youth and Mentors reported in MISY, by program

Programs	CA	IL	OR	VA	Total
Number of Youth	88	45	76	66	275
Number of Mentors	2	40	76	112	230

Description of Mentoring Initiative of MISY Programs

The structure of the mentoring programs, staff, and resources, and consequently, the services that they provided in this mentoring initiative varied widely among the four programs.

The Oregon and Virginia programs had essentially the same target youth population. Both these programs have traditional mentoring models. They had strong agency support, were engaged with community partners, and provided ongoing activities for the mentor youth matches.

Mentor Portland

The Boys and Girls Aid Society of Oregon instituted its Mentor Portland program initially to serve foster care youth between 11 and 17 years of age. Within the first year, mentors recruited from the Portland area found mentoring youth of younger ages more desirable. These youth were easier to engage and more available for mentoring activities. The program began recruiting youth of both genders who were as young as 8 and the evaluation was introduced for youth 9 years and older, resulting in an average age (reported below) of 11 years. The final sample was 46 percent African American, 38 percent Caucasian, 2 percent Hispanic, and 10 percent other races.

Elements of the program:

1. This Mentor Portland program used the established resources of the Boys and Girls Aid Society of Oregon to develop Web-based outreach and recruiting format, which they used primarily to keep mentors engaged and informed.

2. Mentors participated in 16-20 hours of training before being officially matched with a youth.

3. The program received foster care involved youth referrals from the Oregon Dept. of Human Resources for Mentoring.

4. Case Managers familiarized themselves with the youth during home visits. They also consulted with the Mentor trainer and collaborated on which youth and mentor would be best suited.

5. They provided a twice yearly, weekend camping experiences for mentors and youth recruited into the program. Bimonthly, they had either a mentor get-together or activity for the youth and mentors.

6. The staff provided case management as needed to the matched pairs.

> *"K and I really look forward to seeing each other."*
>
> *"It's been especially rewarding. She is growing more confident too."*
>
> **Mentor comments**

The youth involved in the foster care system had reporting requirements from the Agencies/Departments in which they were involved (such as the Oregon Department of Human Services or their Probation Department) that sometimes impeded contacts between mentors and mentees. Some mentors reported that they had difficulty finding time to be

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with their youth because of their various required contacts with probation officers, therapists etc.

At a weekend ROPES camp, which was planned semiannually and attended by new matches and some returning matches, as part of their early experience the youth and mentors engaged in confidence building activities. This provided an excellent opportunity for the youth and mentor matches, as pairs and as groups, to form alliances and develop friendships (Quote study). This camaraderie was evident in the ease of the youth's relationship with each other, their mentors, and program staff during activities observed during on-site visits. Mentor Portland mentors formed friendships with each other and would go on small group events or take mentees for another mentor who was not available. There were instances of siblings who asked to participate in the program after observing the good experiences provided by the Mentor Portland program.

The mentors of Mentor Portland reported their greatest success as the "continuing relationship" that the youth had with them, most lasting through nine months. Some youth even went on to leadership roles as peer mentors in another shelter program. They estimated that 60 percent of the active matches formed close bonds that produced short-term positive changes in the youth's lives. Of those youth who attended the weekend ROPES camp, up to 80 percent of them became actively engaged with their mentors

Mentor Match

The population serviced by the Lutheran Family Services of Virginia (LFSVA) is very similar to Mentor Portland, except that the foster care youth in VA were primarily African American (72%) in ethnicity and older, with a median age of 15. There was no extended organized experience as a part of the Mentor Match program, unlike the Mentor Portland program. The Mentor Match program also had approximately 5-6 hours initial training, less than half the hours of training for their Mentors than the Mentor Portland program. Mentor Match had a very strong model for building community partnerships. For example, partnerships with sports teams provided activities for their matched pairs. The program model includes conducting monthly or bimonthly mentoring activities or social events such as miniature golf and crafting experiences, which were met with mixed participation.

Elements of the program:

1. The Mentor Match program tried to institute itself in four cities across Virginia, but the effort to establish these other sites meant that staff spent a considerable amount of time traveling between sites and conducting recruitment opportunities, such as at local colleges. These efforts took away some of the staff's focus from their most successful site, Richmond. They solicited referrals from a number of sources, mainly the Department of Human Resources.

2. They recruited mentors from the community, colleges, and referral sources.

3. They provided 5-6 hours of training for their new mentors before matching them with a youth. There was no follow up training for these mentors.

4. The program provided some activities for the matched pairs, bimonthly with mixed attendance. Outreach to the participants was by email and telephone calls.

5. They recruited community partnerships to provide activities and mentors for their youth. They engaged with other mentoring organizations to assist in the mentor recruitment and

> *"My mentor and I really got along and he was just like a big brother. Pretty much everything we did was fun to both of us and if at all possible I would like to have him as my mentor again."*
> **Youth Comment**

training effort.

Mentor Match VA succeeded in enrolling more than 80 youths into the program, but had a challenge with providing outreach to them and enough followup support to engage the majority of the matches' long term. New staff were added to the Mentor Match project in the second and third year of the project, were initially due to the program's expansion into different cities. This required the team at PIRE to provide on-going re-training of program staff for recruitment and evaluation protocols. Despite this effort, by the middle of the third year, two of the mentoring initiatives at the newly opened sites were closed and the program staff reduced because they had difficulties recruiting and making matches at these sites. It was not economical to keep them open. The efforts it takes to establish a program presence in each new city was underestimated and the expansion should probably have been more strategic. The Mentor Match staff established many partnerships, including William and Mary College, the Richmond Kickers (a professional soccer team), local eating establishments, and crafting shops.

Mentor Match VA staff were consistent in some data collection activities when they were fully staffed, especially in entering process data on the Web-based SharePoint site. Their primary programmatic issue was the lack of appropriate male mentors, especially African-Americans, for the boys in the foster care community. Some of the youth referrals proved to be inappropriate since the youth were in need of psychological intervention and so could not be enrolled. Initially, they tried to match youth with same sex mentors, but there were many more women mentors and they tried to match more on interests and perceived compatibility. However, once the program had matched the youth, most pairs were reported to continue with reasonable consistency for an average of 5 months.

This program developed good outreach efforts centered on recruitment and case management support for the matches. They developed a brochure and then a Web site for promoting program activities. In year three, the Mentor Match program had developed a newsletter containing community events and resources for the Richmond and Hampton areas. Since the LFSVA intended to continue the mentoring component even after OJJDP funding ended, in year four of Mentor Match they had their first annual "Honor BBQ" was held at a local church. Mentors, mentees, friends, and families were invited to come continuing their outreach to include families. Mentor Match regularly distributed one page fliers containing information that could be of interest to mentors, or youth, with events in many interest areas e.g. take a fun-online personality test together and talk about your results. Other suggested activities were local workshops, seminars, or activities/events like a 5K walk-a-thon for Haiti, dance, or health information.

Suggestion/Recommendation: The idea of using informative fliers that provided the matches opportunities to be involved with activities is a timesaver. The Agency, itself, did not need to do the work to plan the activities themselves. This was an innovative way to conserve the staff time and resources. Feedback from mentors on the newsletter indicated that it was appreciated.

Economic Mentoring Program (EMP), IL

Unlike the other three programs, the Chicago Department of Children and Youth Services used the first year and a half to develop a solicitation for proposals and a proposal assessment process to choose community agencies to carry out their Economic Mentoring Program (EMP). With the help of an evaluation team that they engaged from Loyola and University of Illinois in Chicago universities they chose the three community organizations funded would recruit approximately 36 male youth and 36 adults to mentor them over the remainder of the project. These community organizations: Agape, Southwest Youth Collaborative, and the Uhlich Children Disadvantage Network (UCAN) recruited youth from high-risk environments and included those with prior contact with the juvenile justice system. The youth were primarily African American in ethnicity, with a few Latino males (due to data sharing restrictions imposed by the City of Chicago, the EMP provided no official demographics on their youth). The programs succeeded in recruiting youth and mentors during years two and three of the MISY funding, but due to issues reported by staff as "supplemental funding deficits" or high turnover of program management staff at two of the agencies, only UCAN remained at the end of the third year of the project. Only a few youth, who could participate in the activities, primarily occurring at the UCAN facility remained active from these two sites. EMP staff developed a relationship with another agency, "Positive Living," which had a strong relationship with a local middle school. This is where they recruited new youth and mentors in the final project year. Due to these participants late entry, it was unlikely that their data, and especially followup data, would be available to us. PIRE's team was unable to include them in this evaluation.

Elements of the program:

1. The youth (termed protégés), were to be matched with a male mentor for approximately two and a half years. Matched pairs would participate in monthly activities with their mentors.

2. They would be exposed to a curriculum primarily around money management, employment, and cultural issues. These included college campus tours, units on balancing checkbooks, and investment strategies and career exposure. Mentors were trained for 2 hours initially and had quarterly short information sessions.

3. Mentors and their protégés would be involved in some community service activity each year.

4. The youth would have the opportunity to participate in the Chicago Dept. of Children Youth and Family's Summer Jobs program.

5. Matched pairs would participate in fundraising activities aimed at giving them an opportunity to travel during the last summer of the program. This trip was dropped after it was not deemed feasible.

The Aftercare Academy

The After Care Academy was the program implemented by The Mentoring Center (TMC), in Oakland, at Camp Wilmot Sweeney, an all-male detention facility of Alameda County. These youth had been sentenced to an average of six months at the facility for non-violent offences. About every four months the program staff recruited approximately 20 youth, within the camp to participate in a weekly transformative mentoring program while there." They agreed to participate in a 12-16 week Transformative Mentoring curriculum and Aftercare program, which

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was conducted by two case managers/mentors who were paid staffers from The Mentoring Center. In addition to participation in their camp lives, these staffers were to continue to provide mentoring to the youth after they were released from the facility, and as long as they remained on probation.

These youth (who were assigned by the courts to this open door camp) were required to attend school during the week and meet with counselors or probation officers, depending on their specific situation. Some of these young males were dually diagnosed with substance abuse and/or mental health issues. They were usually allowed to return home on the weekend, but in a significant percentage of cases, did not return to camp in violation of their probation. Other youth went Away Without Leave (AWOL) or were detained in a more secured facility, so were no longer participated in the program. Even those youth who kept in touch with the case managers/mentors after they had completed their sentences, mentoring program, and returned home were very difficult to get to complete surveys. Consequently, youth followup data with this group is sparse.

Elements of the program:

1. For 3-4 months, the youth would participate in a weekly 1-2 hour long group, which they were exposed to a structured curriculum taught by paid case managers/mentors (and, initially, by a trained intervention specialist) at the Camp Sweeny correctional facility. The curriculum was based on cognitive behavior change model they call "Transformative Mentoring." These mentors/case managers sometimes had first-hand experiences similar to the youth and may have been troubled youth themselves; involved in the justice system.

2. Outside of the group, the case managers/mentors would meet with the youth individually to continue relationship building. They discussed issues that pertained to their being assigned to Camp Sweeney, e.g. relationships in the neighborhood or probation issues. Often these mentors attended hearings with probation officers, or before the judge, with these youths.

3. The case manager/mentors did a Needs Assessment Survey with each recruited youth. The managers also consulted with camp counselors about their youth's progress on a regular basis. They always went with the youth to their mid-way and exit hearings.

4. After the youth completed their court ordered stay in the residential facility, they generally were released, but remained on probation for 6-18 months. During probation, the case managers/mentors continued their contact.

5. The parent agency TMC was a service provider for other city-funded programs for Oakland youth. As a part of the Aftercare Academy, case managers/mentors encouraged youth, who left the camp, to join the weekly meetings of some of their other initiatives, such as the "Transformative Men's Group" or "Positive minds" group.

Youth had various goals for participating in the program. Youth said:

"Being a better person and never think about violence".
"To get a summer job so I won't have to go back [to] robbing people".
And as a result "I wouldn't feel like a criminal no mo[re]".
Another declared that they needed help, "when my court date is coming up and finding a job".

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The Mentoring Center (TMC) had no formal existing mentoring project before they developed the Aftercare Academy. Although TMC proposed an ideal case of about 10 per case manager, in this OJJDP mentoring initiative, each had a caseload between about 19 youth per quarter. With these troubled youth, their needs for services and, therefore, the demands on the case manager's time varied widely. Case managers often met the youth's parents for the first time either on family visiting night or during this midway hearing. This was another challenge for the staff to obtain consent to have the youth participating in the evaluation.

The Aftercare component of the mentoring continued intensely for the first 30 days after release from Camp Sweeny. Youth were asked to call their mentor twice per day for a month and then the calls would taper off as they agreed. Youth were encouraged to attend a weekly support group in the community facilitated by TMC staff. Every 90 days the youth needed to report to court and they often asked the case manager/mentors to accompany them to the Probation Officer or to court.

Lessons Learned

The lessons learned from the implementation and evaluation of these four MISY sites are the result of feedback from site personnel and observations by evaluators.

Programs with traditional Volunteer Mentoring Models for foster care youth found that:

1. The factor that appeared crucial to programs that had the longest active or somewhat active matched pairs, many lasting greater than 6 months involved engaging youth while they were younger (12 and under) and likely still in the low risk status.

2. The programs made use of non-program Agency personnel to provide various services. They had materials and Websites developed by professions within their agencies. They also used their already strong inter-agency relationships to reach out to their referral and traditional partnership sources to recruit and train mentors. The Virginia program also used the resources offered by PIRE to reach out to over

3. The programs that focused one geographic location were the more successful in providing group activities for both the youth and the mentors together.

Note: The Mentor Match program was also challenged by the slow pace of background checks in their State. However, by their excellent community outreach, they enrolled the most mentors. They also had difficulties in finding and matching youths with appropriate mentors, especially African American males.

For programs for High-Risk and Juvenile Justice System-Involved Youth;

Although there were more substantial differences with these two programs in Illinois and California, the essential lessons were very similar. Staff report that a third to a half of these youth formed close bonds that could be seen to bring about positive changes in the youth. They felt that the rest did not really make strong connections for reasons that ranged from scheduling time together being difficult to personality, style, or readiness issues. The elements deemed most important with these youth were that:

1. The Agencies providing services to this at-risk population will be most successful if they have some staff with prior experience, personal or otherwise that helps them relate to the youth and their issues. Staff relationships were among the strongest bonds formed in both

programs. Also because of the complex issues that often arise for these youth and programs, it is advantageous for the Agencies to have a well-established network of contacts both in the community and with the systems that affect the lives of the youth (e.g., school, juvenile justice, and enforcement).

2. The programs have professional staff available with expertise in counseling or related areas who can to help the youth and mentor pairs with issues that may arise. This is needed especially when there are volunteer mentors in the program.

3. Some structured programming to impart critical life skills was a key element for this population. They were experiencing the dysfunction of their communities and most had some interest in exploring the life skills training offered. Staffers caution that the "information sessions" must be balanced with fun activities so as not to turn off the youth. Ideas about program improvement that the staff offer to enhance youth engagement should be considered carefully for implementation as they are often closest to the youth.

4. Youth, wanting to be seen positively in the early stages of the program are less likely to be completely honest baseline surveys than they will after they have established a level of trust with the program staff. Self-report surveys done at relatively short intervals are unlikely to capture the full impact of the mentoring relationship. Staff suggested that simple surveys supplemented by interviews should be done, after a trusting relationship has been established. Long-term changes may also not be apparent until later after they have had more life experiences. The staff and mentors relate that as many as two years after the program youth have re-contacted their mentors to affirm the importance of the information they got in the program and its relevance in their lives. Youth are likely to be more honest about their lives after feeling safe in the program that skews the outcome results for self-report repeated measures.

All Programs

Some lessons learned through feedback from the four MISY sites about implementing these mentoring programs were:

- Staffing and staff characteristics: All programs mentioned that having a strong commitment from the agency and program management supporting the mentioning efforts and having the appropriate compliment of staff were very crucial components. The staff needed to be comfortable and familiar with the population they served. Providing mentoring to system-involved youth required high level of commitment, focus and the ability not to take the rejection that are a part of the process personally.

- Community Service: Three of the four programs mentioned that a community service component that they had incorporated into their model brought very positive feedback for the youth and mentors some time after they had the experiences.

- Implementing the vision: All programs mentioned that the most challenging aspect was realizing the full vision of their program. In some cases, they attributed the lack of engagement with the entire curriculum to their challenges with those high need youth who had more serious social, financial, and home situations. Some of their more ambitious activities (e.g., travel Resources: The programs reported that they required more economic

and staffing resources to providing the youth with the more ambitious learning experiences like field trips, travel etc.).

- Activities/Jobs: All programs reported that activities that involved physical movement (basketball, bowling, trips etc.) had the most impact exposing the youth physically and on broadening their perspective of opportunities, were the most popular. Providing summer job opportunities was also a big incentive to engagement.

Evaluation Plan

SharePoint Process Data. A key component of the evaluation of the MISY project was the collection of process data. These data were to be reported monthly by each MISY grantee to allow the PIRE evaluation team to understand the program activities completed by each site. To facilitate ease of reporting, the process data template was set up as an Excel file that was hosted on the PIRE's SharePoint server. SharePoint allowed all project staff to access and update the Excel sheet to record process data and prevented staff from having to access and synthesize paper records, thus minimizing the burden on projects. The process data also was designed to assist grantees in managing their projects—the evaluation team hoped that it would function both as an evaluation and a management tool.

The excel file that each project completed had three primary sections: a Youth Tracking section, a Mentor Tracking section, and a Match Data-Activity section. The elements included in each section were drawn from previous evaluations of mentoring projects and are listed in Table 5.

Table 5: Data Elements in MISY Process Evaluation

Youth Tracking Section (reported for each youth)	Mentor Tracking Section (reported for each mentor)	Match Data-Activity (reported for each mentoring activity)
Youth name	Mentor name	Group or individual
Date of intake	Date of interview	Date of activity
Date of mentee training	Date of match	Name of youth
Date of match	Date consent received	Type of activity
Date of PIRE pretest questionnaires completed	Date background questionnaire received	Duration of activity (minutes)
Date match ended	Date 3 month match survey completed	Location of activity
Reason match ended	Date 9 month match survey completed	Structure of activity
Date re-matched		Volunteer or paid mentor
Date 3 month match survey completed		
Date 9 month match survey completed		
Date 15 month match survey completed		

It should be noted that although it was hoped that this approach to process data collection would also serve as a management tool for programs, these MISY grantees struggled with reporting process data and did not generally report the process data in a timely manner. In an effort to motivate reporting, the PIRE team provided ongoing technical assistance to staff, assisted them with uploading these data, and conducted contests with cash prizes to the grantee that submitted the most complete process data files

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A copy of PIRE's Process Evaluation Plan (2007) is included in Appendix 3. In response to feedback from the program staff we adjusted the administration to a pre and post administration.

School Record Data. In addition to the instruments and surveys listed above, the evaluation had hoped to obtain record data for participating youth, including report cards and school attendance data. However, both PIRE and local grantees found that the schools that the youth attended were unwilling to release these record data to outside parties without approval of local school boards. The programs had multiple schools, 45 reported in OR, that the youth attended making individual appeal impractical. Also the grading systems, subject areas and reporting periods differed between schools. In a long-term design, the academic progress data could be tracked for the youth in the study using independent measures to facilitate comparison. As a result, the evaluation data reported below focuses solely on the surveys listed in Tables 1 and 2 and the process data recorded in the SharePoint site.

Development of Instruments and Data-Collection Protocols

An iterative, multistep process was used to design each of the surveys and data collection protocols used in the MISY evaluation.

Step 1: Upon notification of funding, the PIRE team began developing the evaluation approach for the MISY project by meeting with the Project Officer, Dr. Michael Shader, in November 2006. The purpose of this meeting was to assist the evaluation team in achieving two key goals: implementing the evaluation of the four sites as proposed and ensuring that the proposed evaluation met the programmatic and data-related needs of OJJDP. During this initial meeting, Dr. Shader requested that PIRE design and implement a cross-site evaluation that would capture common data from all four MISY grantees. It was felt that this approach would maximize the impact of the evaluation and provide the best likelihood of showing the impact of the MISY program on participating youth.

Step 2: Following the meeting with Dr. Shader, a series of meetings were held with MISY grantees to review the objectives of the evaluation and to assist the evaluation team in understanding each grantee's approach, their target populations, planned program activities, and its intended programmatic outcomes. Because the MISY grantees had not yet begun implementation, a series of these meetings were held as grantee programs developed. The evaluation team gathered feedback from the grantees and, to the extent possible, incorporated this feedback into the evaluation approach for the MISY project. These meetings were held between January and April 2007.

Step 3: Once the evaluation team had completed its grantee meetings, the next step was to conduct a review of previous literature to identify evaluation approaches, methodologies, measures, and survey items that had been used successfully in the past. A key focus of this review was on measurement issues related to evaluating mentoring programs. This review was conducted during the first half of 2007.

Step 4: The results of the review completed as part of Step 3 were then used to map validated constructs and survey items onto programmatic and MISY grant-level outcomes for both the process and outcome evaluation. The evaluation team then developed draft survey and other data collection instruments and began work on supporting documents, such as consent forms, training instructions, and administration protocols. The lagged methodology for the comparison group

also was developed during this step. Draft instruments and protocols were completed in March and April 2007.

Step 5: As draft instruments and protocols were completed, they were submitted to PIRE's Institutional Review Board for review and approval This review was required under the terms of PIRE's Federal wide Assurance and was designed to ensure that the rights and safety of youth and mentors were maintained during the evaluation and that evaluation activities did not put youth or mentors at any risk beyond risks encountered in their daily lives. The first submission to PIRE's IRB occurred in May 2007. PIRE's IRB had feedback on the draft instruments and protocols and the evaluation team incorporated that feedback in May and June 2007 and received initial approval for project activities to begin. Because the PIRE team continued to refine and improve the evaluation instruments and protocols for the MISY project (in part due to feedback received in Step 6, below), additional interim modification reviews were completed by PIRE's IRB in July, September, and December 2007.

Step 6: Because grantee buy-in to the evaluation would be an essential component of success for the evaluation, the PIRE team next conducted a series of meetings with MISY grantees. These meetings were designed to review each evaluation instrument in detail and were conducted using Go To Meeting technology, which allowed all participants to view the instruments and to review the instruments collaboratively with the evaluation team. A series of these calls were held between July and December 2007. The PIRE team received a substantial amount of feedback from grantees on the evaluation instruments and protocols. The most common type of feedback received was that the evaluation instruments and protocols did not match grantee programmatic needs or map onto their programs well. To the extent possible within the framework of a cross-site evaluation, we incorporated grantee feedback into our instruments and protocols. For example, grantees felt that questions measuring gun violence and gun-related offenses could actually contribute to antisocial behavior by youth. As a result, we dropped those measures.

Step 7: After receiving feedback from grantees and incorporating as much of it as possible, we finalized our instruments and protocols. In order to simplify the implementation process for grantees, we provided each grantee with "evaluation packets" that included all instruments and protocols, along with training instructions that clearly specified the evaluation tasks and timeframes in which these needed to be completed. We conducted a series of conference calls with each grantee to provide training on the evaluation packets and to ensure that the staff of each grantee understood all evaluation tasks and timeframes. A copy of the evaluation packet is located in Appendix 2.

Step 8: Finally, to help emphasize the need for data collection, the evaluation instruments and protocols were reviewed by the PIRE team in cross-site meetings in 2008 and 2009. As part of this review, grantees voiced additional concerns about evaluation instruments and protocols provided additional feedback about the evaluation. Where possible, the evaluation team incorporated this feedback and/or resolved concerns; however, our ability to tailor the evaluation without negatively affecting the fidelity was limited. One good example of PIRE's responsiveness to these concerns was working with Mentor Portland in Oregon to tailor the formatting of the evaluation surveys to make them easier to complete by the very young youth (generally younger than ten years of age) who participated in the program.

IRB Review

As noted above, under the terms of PIRE's Federal Wide Assurance, PIRE's Institutional Review Board was required to review and approve all evaluation instruments, data collection protocols, and consent forms prior to data collection. Our first IRB review was completed in May 2007. As the evaluation developed and instruments, forms, and protocols were refined and updated, the PIRE team completed interim modification submissions and received approval for these modifications. Interim modification submissions were submitted and approved by PIRE's IRB in: July, September, and December 2007 and June, July, and September 2009. In addition, regular continuation reviews of all project instruments, protocols, and forms were completed in November 2008, November 2009, and September 2010.

For the EMP grantee in Chicago, IL, PIRE also needed to work with project staff to ensure that the IRBs of Loyola University and the University of Illinois-Chicago reviewed and approved all data collection activities. These additional reviews were necessary because grantee partners were employed by those universities. PIRE submitted all requested documentation and paperwork needed to support the submission to those IRBs.

Finally, in April 2008 the Portland grantee notified us that participation in the evaluation would require that the State of Oregon's Department of Human Services (DHS) review and approve all evaluation activities. This was necessary because mentees for this grantee were considered wards of the State and were in foster care. PIRE submitted all instruments, protocols, and forms to the State's DHS review committee on April 4, 2008 and received approval for the participation of the youth on May 30, 2008.

Data-Collection Protocols

In order to maximize the quality of the evaluation data collected as part of the MISY project, detailed instructions and administration protocols were developed. These instructions and protocols were included in project "evaluation packets" (as noted above). The protocols covered:

- Human subjects training for all survey administrators
- The parental consent process for youth and the informed consent process for mentors
- A detailed description of each evaluation survey and protocol and where it could be found in the evaluation packet.
- An overview of the survey administration process for each youth and mentor survey, including when surveys needed to be administered.
- Scripts to read prior to collecting data from youth or mentors
- Instructions for administering each youth and mentor survey
- Step-by-step instructions for collecting and reporting process data
- Data security and storage
- Procedures for returning completed surveys
- What to do if questions or problems came up.
- When and how to return surveys to the PIRE team

- Strategies on how to recruit and engage a comparison group of similar youth

The evaluation packets (in Appendix 2) contain details on all evaluation instruments, protocols, and forms. All but EMP project in Chicago, IL used paper-and-pencil surveys for the youth and mentor-level evaluation because the mentors and youth could not ensure that computers would be available when the surveys needed to be completed. EMP used a set of Survey Monkey Web surveys embedded within the City's City-Span site and exported the evaluation data electronically to PIRE. For the projects that used paper-and-pencil surveys, PIRE provided copies of the surveys and postage-paid return mailers.

Because the evaluation relied on project staff to implement the evaluation with fidelity, in addition to providing comprehensive evaluation packets, the evaluation team also provided training and technical assistance on implementing evaluation tasks. Training and technical assistance were provided using multiple modalities, including conference calls, Go To Meeting calls, presentations at cross-site meetings, and in-person training provided as part of regular site visits. Our focus was to provide training proactively and to respond to questions and requests for technical assistance within 48 hours.

As noted above, each mentor and youth participant were assigned a unique seven-digit identification number. Unique ID numbers were used to ensure that youth and mentor data could be matched over time. In most projects, PIRE would assign the ID numbers directly; however, the nature of the mentoring programs run by the MISY grantees meant that we had to rely on grantee staff to assign the ID numbers. This resulted in numerous errors in ID numbers, with the most common error being missing ID numbers. PIRE employed rigorous quality assurance and data retrieval processes to correct these errors; however, we relied on project records to resolve errors and inconsistencies and it was not possible in all cases to resolve every issue. These challenges resulted in some duplicate ID numbers and may have resulted in a reduced number of youth and mentor surveys that could be merged across waves of data collection.

The protocols that PIRE developed included specific details on when surveys should be administered to both youth and mentors. The administration periods were a key focus of training and technical assistance by PIRE as well. Despite these efforts, fidelity to the administration intervals was not as strong as hoped. Some MISY grantees did very well collecting baseline data (youth and mentor background surveys and baseline youth behavior surveys) but did not universally administer the youth and mentor follows at the specified times. PIRE learned from grantees that a number of factors influenced fidelity in this area, including:

- Grantees did not feel that they had enough staff time to get followup match and behavior surveys completed and felt that their efforts should be focused on providing mentoring services.

- In some cases, project records were not updated or sometimes undatedand staff did not know that the followup administration date had come due or could not reach mentors and youth to administer the surveys. Surveys or data was often stockpiled before sending to PIRE.

- In some cases, matches ended after the specified administration period but before staff could administer surveys. For the youth in particular this meant that some could not be located.

A small number of followup surveys were administered either a few weeks before the specified window or a few weeks after it, making it difficult to determine which administration period the survey fit in. Due to the small sample size in the analyses below, PIRE reviewed each of these

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cases individually and where possible developed and utilized systematic, empirical coding rules to assign these late or early surveys to the correct administration window.

Finally, one other issue with the MISY protocols should be noted. Because the EMP, IL grantee worked within City of Chicago systems and with two University IRBs (as noted above), it was not possible for the project to report basic demographic characteristics about their mentees to the PIRE team. This resulted in missing data on background variables for the Chicago project.

Data Processing

When completed surveys were returned by MISY projects, the following data processing steps were followed by the PIRE teams. First, completed surveys were recorded on an Excel tracking file. This tracking file was used to ensure that all surveys received by the PIRE team were accounted for. A second step was then to ensure that signed parental consent and youth assent forms (for youth over 12 years of age) had been received. If a signed consent form was not on file with either the project or with PIRE or the PIRE team and then followed up with project staff and asked that they obtain a signed consent form (and youth assent form, as appropriate). No further processing would be completed for surveys in which a consent form had not been received until the consent process was complete.

If PIRE and/or the MISY grantee had a consent form on file for the youth and/or mentor, then initial QA processing would be the next step undertaken by the PIRE team. Our initial QA review focused on ensuring that the ID that was assigned to each survey was unique and assigned in accordance with PIRE's protocols. We also reviewed each survey to ensure that it had been completed and that there were no other obvious data quality issues. If any issues were discovered, PIRE followed-up with MISY grantees to resolve the issues so the survey data could be used in the data set. If a problem could not be resolved, the survey was not used.

Our next step in data processing was to complete data entry of each received survey. To facilitate accuracy and maximize quality, the PIRE team completed data entry in SPSS. Master templates were created for each administration of each survey to ensure that all completed surveys were entered into the correct master file. Data entry staff were trained and closely supervised by the project manager, Ms. Hilary Kirk, and the quality assurance protocols were followed during the data entry process. If quality assurance issues were noted, the project manager had surveys double entered to ensure accuracy. The EMP in Chicago initially submitted some hard copy data but most of their data was entered at each program directly into a Web-based survey template by youth or survey staff and then sent to PIRE electronically. This meant that checking that data entry for quality was not possible. All electronic survey data received at PIRE was kept in password-protected database.

Following the data entry process, hard copy surveys were filed in secure storage by survey type and project to ensure that they would be available if any questions or other data issues arose

Agency Readiness Survey

MISY programs were asked to complete a process evaluation instrument designed to monitor the implementation of the projects, provide an opportunity for self-reflection, inform technical providers regarding areas of need, and to provide quantitative process data to aid in project and program analysis. The instrument was developed from the best practices in the field and administered using a pre-post design, with the pretest being completed by each project at the

beginning of the MISY project and the post-test being completed approximately a year later. Each of the MISY projects completed one pre-test and one post-test survey.

Methods

The instrument was created using the publication *Foundations of Successful Youth Mentoring: A Guidebook for Program Development* (National Mentoring Center (NMC), 2003) as a basis, along with guidance from project partners, mentoring agency best practices, and partner input. This process led to five overall constructs to be measured by the instrument:

1. Strong Agency Capacity

2. Proven Program Design

3. Effective Community Partnerships

4. Sustainable Resource Development

5. Useful Program Evaluation

Each of these constructs is made up of several factors, which are made up of a group of questions from the instrument. The foundations can also be averaged to get an overall score for each participant. Since the instrument was administered both before and after projects began, these data allow us to examine changes in self-reported project capacity from before and after program participation. Table 6 displays the relationship between survey constructs (the mean of several factors), factors (the mean of several questions), and individual instrument questions.

Table 6. Survey Constructs

Constructs	Survey Questions
Construct 1: Strong Agency Capacity	
1: Written mission statement and program development plan.	Q1-Q8
2. Strong Knowledge of Mentoring and Youth Development Research.	Q9-Q13
3. Written policy and procedure manual.	Q14-Q20
4. Access to training and technical assistance services.	Q21-Q25
Factors 5. Diversity of youth and community being served is reflected in the program.	Q26-Q30
6. Qualified and trained staff.	Q31-Q35
7. Evidence of agency support (from board of parent agency).	Q36-Q41
8. Community awareness of the program.	Q42-Q47
Construct 2: Proven Program Design	
9. A written recruitment plan with multiple strategies.	Q48-Q57
10. Initial orientation for prospective mentors and mentees.	Q58-Q62
11. Established mentor/mentee intake procedures.	Q63-Q68
12. Appropriate mentor screening procedure.	Q69-Q76
13. Pre-match training for all new mentors and mentees.	Q77-Q80
Factors 14. Established watching procedure.	Q81-Q87
15. Established procedures for monitoring matches.	Q88-Q94
16. Support, ongoing training, and recognition for volunteers.	Q95-Q100
17. Established match closure procedures.	Q101-Q105
18. Stable and appropriate number of matches with a high retention rate.	Q106-Q109
Construct 3: Effective Community Partnerships	
Factors 19. Effective collaboration with partner organizations.	Q110-Q115
20. Collaboration and networking with other local youth service orgs.	Q116-Q120
Construct 4: Sustainable Resource Development	
21. Established resource development committee.	Q121-Q124
Factors 22. Assessment of internal resources.	Q125-Q127
23. Assessment of external resources.	Q128-Q130
24. Written resource development plan.	Q131-Q137
Construct 5: Useful Program Evaluation	
Factors 25. Design and implementation of a local program evaluation.	Q138-Q144
26. Use of evaluation data for program enhancement.	Q145-Q149

Each item was formatted on a Likert scale from 1-5, with 1 being "Strongly Disagree" and 5 being "Strongly Agree." There was also a "cannot respond" response option for questions that may not have been applicable to specific projects. For the sake of calculating mean scores, "cannot respond" was treated as a missing data point.

Results

Data for this instrument are presented by project, with pre, post, and change scores for each component.

Table 7. California Construct Scores and Total Scores (5 = Strongly agree)

Foundation	Pre Score*	Post Score**	Change Score
1. Strong Agency Capacity	4.20	4.43	+.23
2. Proven Program Design	4.40	--	--
3. Effective Community Partnerships	5.00	4.75	-.25
4. Sustainable Resource Development	--	3.17	--
5. Useful Program Evaluation	--	3.17	--
Overall Score	**4.53**	**3.89**	**-.64**

*At Pretest: Marked "6" for Q 95-97, (All of Component 17), Q114, Q20, and did not answer Q122 onward.
**At Posttest: Marked "6" for Q14-19 (All of Component 3), Q25, Q37-41, Q50-109, Q113-114, Q120, Q122-124, Q125-128, Q136-137, Q141, Q145-149.

The California project took the pretest on August 22, 2008, and the post test on March 14, 2010. At pretest there were many questions (nearly 50 percent of the survey) marked "cannot answer" or left completely blank. This was also true at posttest, with most of the survey's latter portions being marked "cannot answer." These missing items translated into missing component scores, which provided insufficient data for Foundations 4 and 5 at pretest and foundation 2 at posttest. Due to the large amount of missing data, interpretations should be made with caution.

EMP Project Results

The EMP project took the pretest on September 11, 2008, and the posttest on December 18, 2009.

Table 8. Illinois Construct Scores and Total Scores (5 = Strongly agree)

Foundation	Pre Score*	Post Score**	Change Score
1. Strong Agency Capacity	3.87	4.40	+0.53
2. Proven Program Design	4.17	4.53	+0.36
3. Effective Community Partnerships	3.25	4.20	+0.95
4. Sustainable Resource Development	4.25	3.36	-0.89
5. Useful Program Evaluation	4.00	4.20	+0.20
Overall Score	**3.91**	**4.14**	**+0.23**

*At Pretest: Marked "6" for Q33-34, Q120, Q124, Q131-135, Q137, Q143
**At Posttest: Marked "6" for Q35, Q104-105, Q107

At pretest, nine questions were marked "cannot answer", dropping to four questions at posttest. Illinois saw the greatest change score vales, with all but Foundation 4 showing gain from pre to post test. Effective Community Partnerships showed the largest at nearly a full point on the scale.

Oregon Project Results

The Oregon project took the pretest on October 10, 2007 and the posttest on May 26, 2009.

Table 9. Oregon Construct Scores and Total Scores (5 = strongly agree)

Foundation	Pre Score*	Post Score**	Change Score
1. Strong Agency Capacity	4.69	4.80	+0.11
2. Proven Program Design	4.80	4.89	+0.09
3. Effective Community Partnerships	4.60	4.60	--
4. Sustainable Resource Development	4.58	4.38	-0.20
5. Useful Program Evaluation	4.86	4.76	-0.10
Overall Score	**4.71**	**4.70**	**-0.01**

*At Pretest: Marked "6" for Q126, Q133
**At Posttest: Marked "6" for Q28

Oregon only had three total questions marked "cannot answer," two at the pretest and one at the post. This project saw positive change scores for the first two Foundations, no change in Foundation 3, and negative change scores for Foundations 4, 5, and the overall score. This lack of change score could be a result of the extremely high pretest means, with the lowest being 4.58 (Foundation 4) and the overall pre score being 4.71.

Virginia Project Results

Virginia took the pretest on May 25, 2009 and the posttest on January 14, 2010. These results are presented in Table 10.

Table 10. Virginia Construct Scores and Total Scores (5 = strongly agree)

Foundation	Pre Score*	Post Score**	Change Score
1. Strong Agency Capacity	4.02	3.79	-0.23
2. Proven Program Design	4.17	3.74	-0.43
3. Effective Community Partnerships	4.00	3.50	-0.50
4. Sustainable Resource Development	2.17	3.31	+1.14
5. Useful Program Evaluation	3.70	3.76	+0.06
Overall Score	**3.61**	**3.62**	**+0.01**

*At Pretest: Marked "6" for Q16, Q32, Q108, Q114, Q118, Q120, Q143
**At Posttest: Marked "6" for Q16, Q113, Q120,

At pretest, seven questions were marked "cannot answer," decreasing to three at posttest. Three Foundations had positive change scores, and the overall score saw a slight gain from pre to post.

Survey Results

The Agency Readiness Survey suggests that from pre-test to post-test that grantee staff felt that capacity and readiness increased modestly in most of the domains measured (with "effective community partnerships' being an exception).

These results should be interpreted with caution because these were grantee self-reports and across administrations of the survey the time between pre-test and post-test varied (depending on when the evaluation team was able to get each project to complete the survey).

Change Score Project Comparison

Table 11 provides a quick comparison between each project for mean scores across Constructs 1-5 and for the overall score.

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Table 11: Project Change Score Comparison

Foundation	Change Scores			
	California	Illinois	Oregon	Virginia
1. Strong Agency Capacity	+.23	+0.53	+0.11	-0.23
2. Proven Program Design	--	+0.36	+0.09	-0.43
3. Effective Community Partnerships	-.25	+0.95	0.00	-0.50
4. Sustainable Resource Development	--	-0.89	-0.20	+1.14
5. Useful Program Evaluation	--	+0.20	-0.10	+0.06
Overall Change Score	**-.64**	**+0.23**	**-0.01**	**+0.01**

Participant Data Analysis

The results presented below in the next section rely on both descriptive and inferential analytic approaches. Descriptive statistics are presented first—both for demographic characteristics and for outcome variables. Where sample sizes permit, inferential statistics and tests of statistical significance are presented. For the youth behavior data, hierarchical linear modeling (HLM) was used because participating youth were nested within projects and communities.

Where appropriate, prior to analysis, scales were computed. Any scale values reported below come from scales computed by the PIRE team that were developed via a review of the mentoring literature. Prior to creating these scales, factor and reliability analyses were conducted to ensure that the data permitted scaling. In many cases below, we had hoped to include additional scales in the tables below but the factor analyses and/or reliability analyses did not permit us to do so.

Finally, the data reported below are just for intervention group youth, that is, youth who had received mentoring services. As of August 2010 (when we had to close data collection in order to begin our analysis process), we had received five comparison group youth behavior surveys; however, those numbers are too small to use.

Participant Descriptions Results

The presentation of results below begins with reporting process data on MISY program activities and then creates a profile of youth and mentors who participated in each grantee's program. Although they did not report demographic data, all the EMP, IL youth were males. In the following tables and graphs, programs are identified by the State in which they are located. The youth served by the programs fit the at risk profiles designated to be served by this grant.

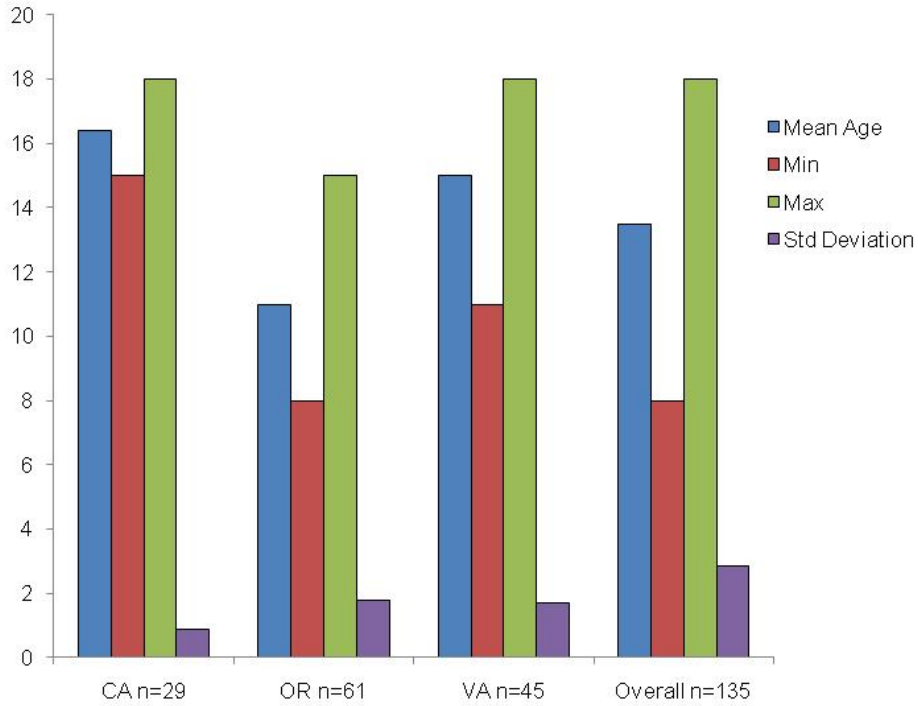### *Youth Background Characteristics*

The graphs below present summary demographic information about youth background characteristics. These demographic data were collected on the baseline youth background questionnaire.

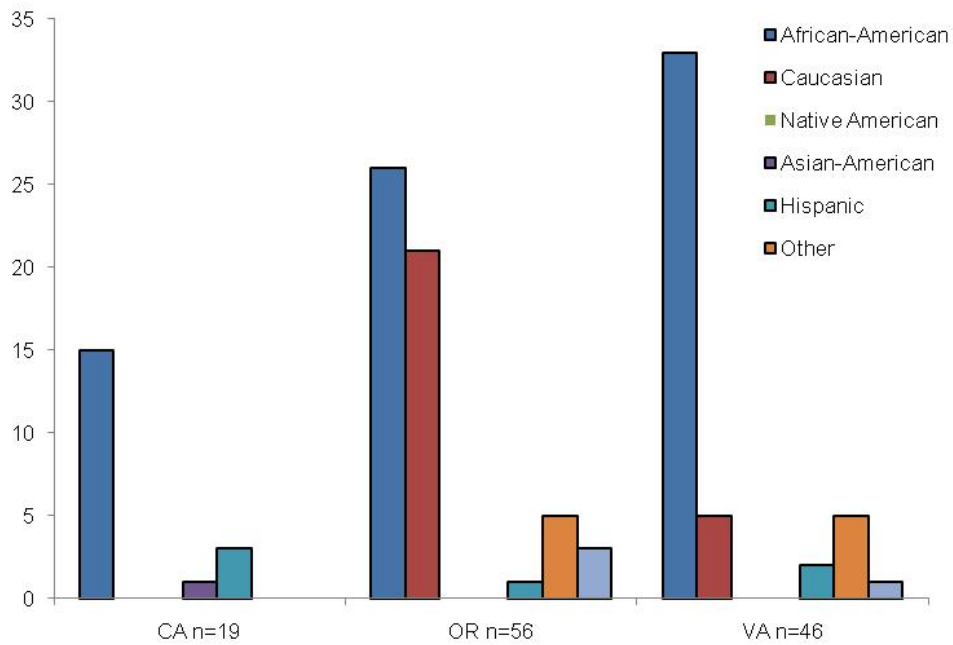**Graph 1. Gender of Youth, by frequency**
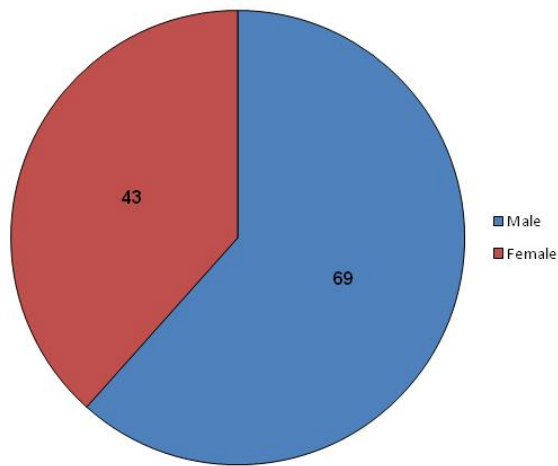
IL did not report youth gender.
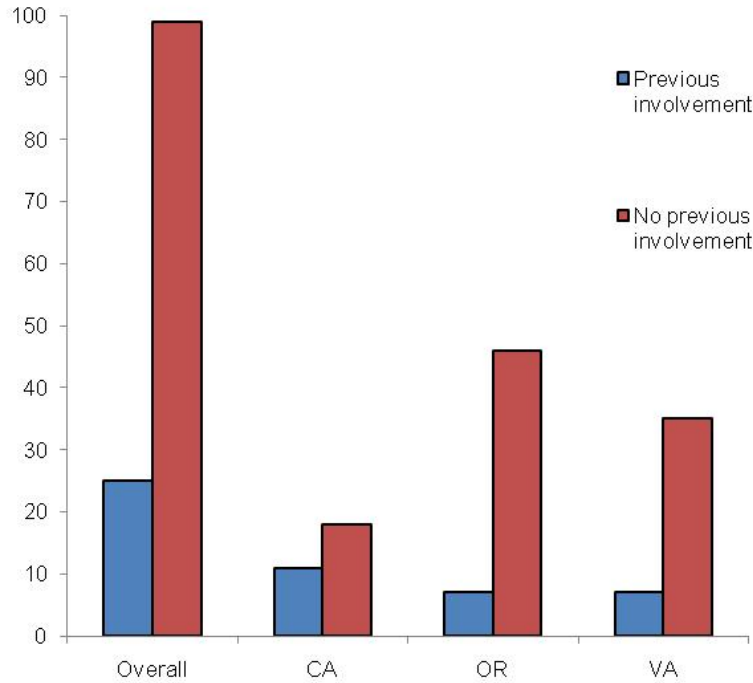
Graph 2. Mean Age of Youth

IL did not report youth demographics.

Graph 3. Youth Ethnicity, by Frequency

IL did not report youth ethnicity.

Graph 5. Previous Involvement with a Mentoring Program, by frequency

IL did not report youth demographics.

Graph 6. Youth Living Arrangements (Primary Living Arrangement), by frequency

IL did not report youth demographics.

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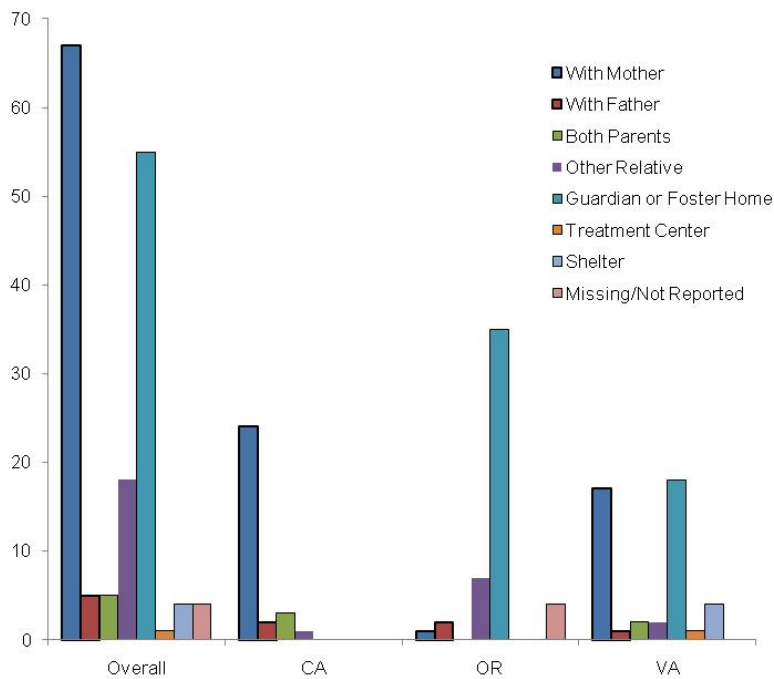
Graph 7. Self-reported Current Gang Membership, by frequency
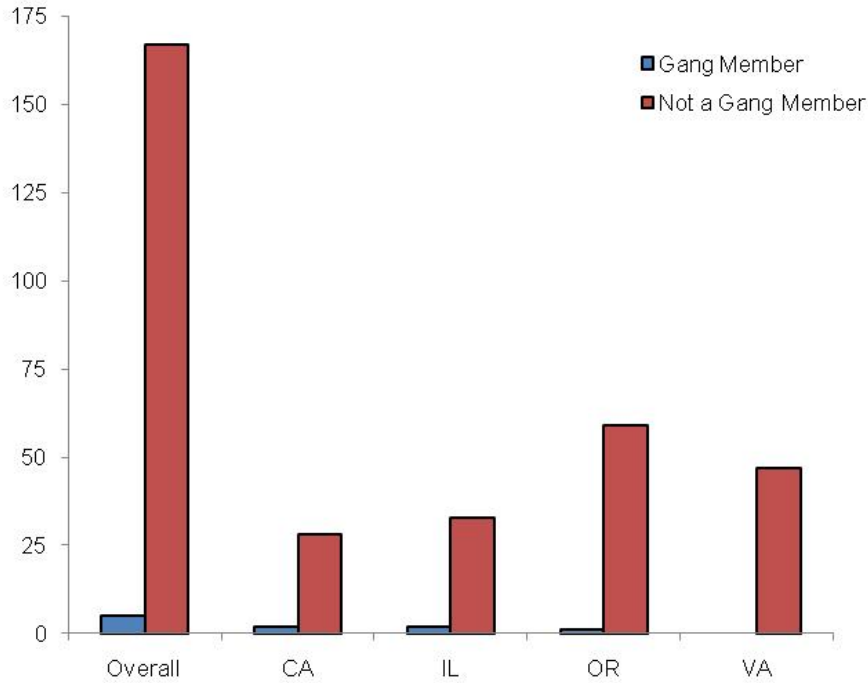
Graph 8. Eligibility for Free and Reduced Price Lunches, by frequency
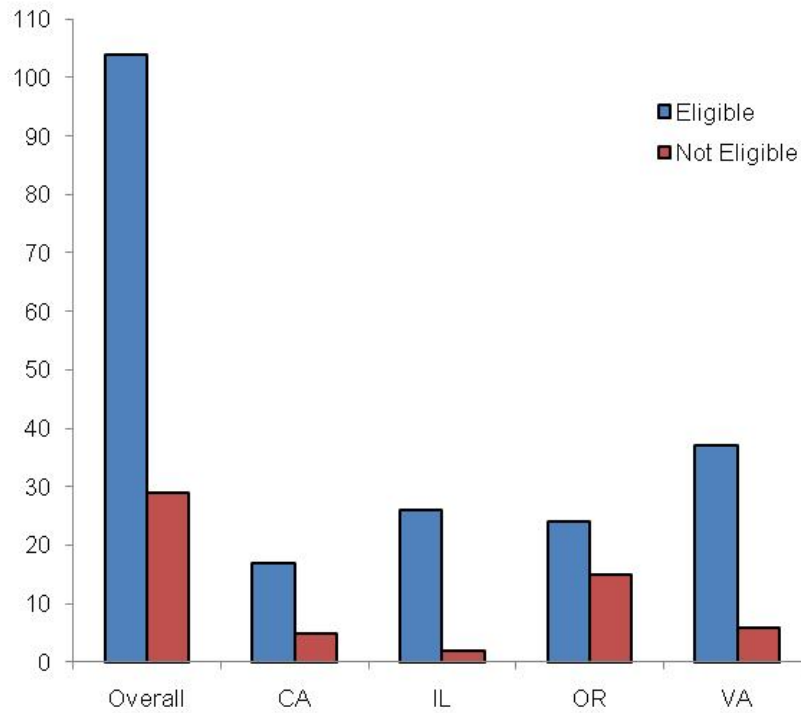
Despite some differences in the characteristics of youth served by each project, the overall profile is that of an at-risk and/or indicated population of youth.

Mentor Background Characteristics

The graphs below present summary demographic information about Mentor Background Characteristics. These data were collected on the baseline Mentor Background Questionnaire.

Graph 9. Number of Mentors Engaged in Each Program
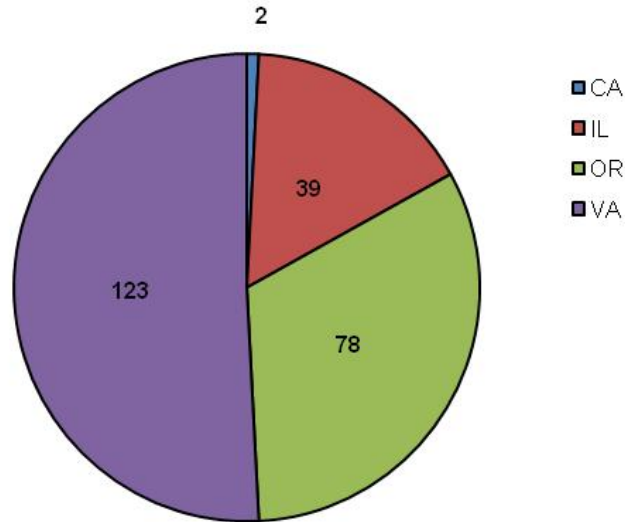
Graph 9 highlights the one of the key differences in the mentoring models used by the four MISY grantees. Of the 242 mentors participating in the four programs, the After Care Academy, project used two full time paid mentors, while the other three projects employed a more traditional model in which a larger pool of volunteer mentors were used.

Graph 10. Gender of Mentors, by frequency
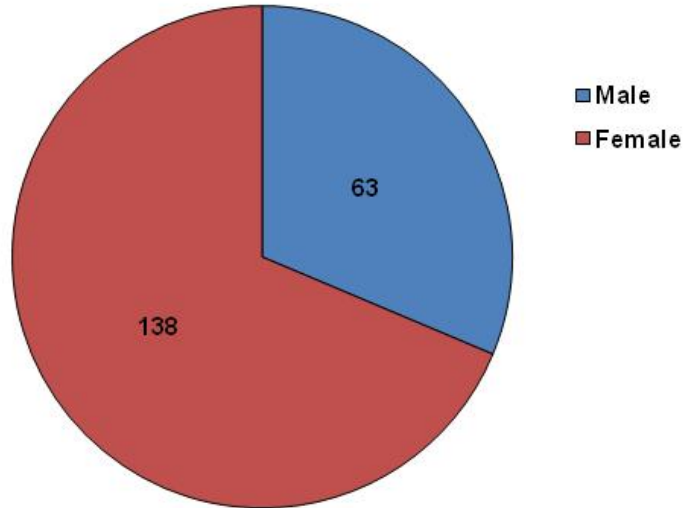
Graph 10 shows that the gender breakdown of mentors used for the four MISY projects varied across projects. As noted above, the CA grantee used two full-time, paid male mentors. Oregon and Virginia used mentors who were predominately female. The IL project did not report data for the gender of its mentors but all were described by the program staff as male.

Graph 11. Mentor Ethnicity, by frequency
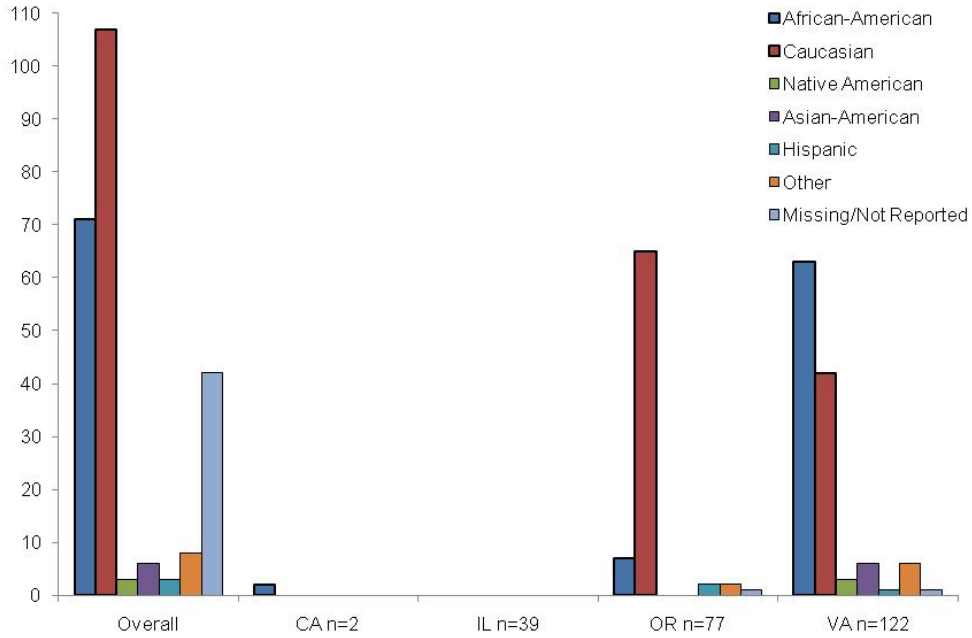
With the exception of the IL project, which did not report the ethnicity of its mentors, most of the mentors on the other three MISY projects were either African-American or Caucasian.

Graph 12. Mentor Education Levels, by percentages
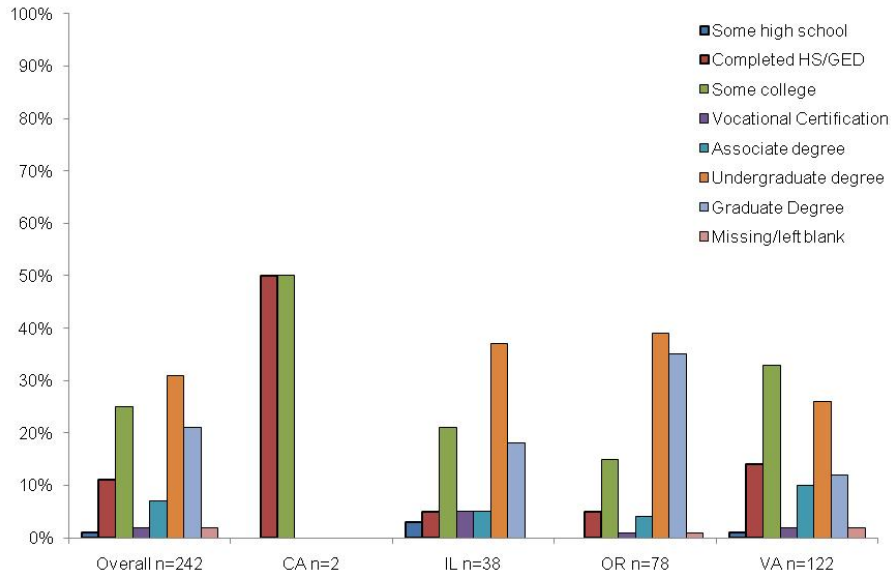
Across the four MISY projects, mentors had a wide range of completed education. However, most frequently, mentors had some sort of degree—an associate's degree, an undergraduate/ bachelor's degree, or a graduate degree.

Graph 13. Mentor Work Status, by percentages
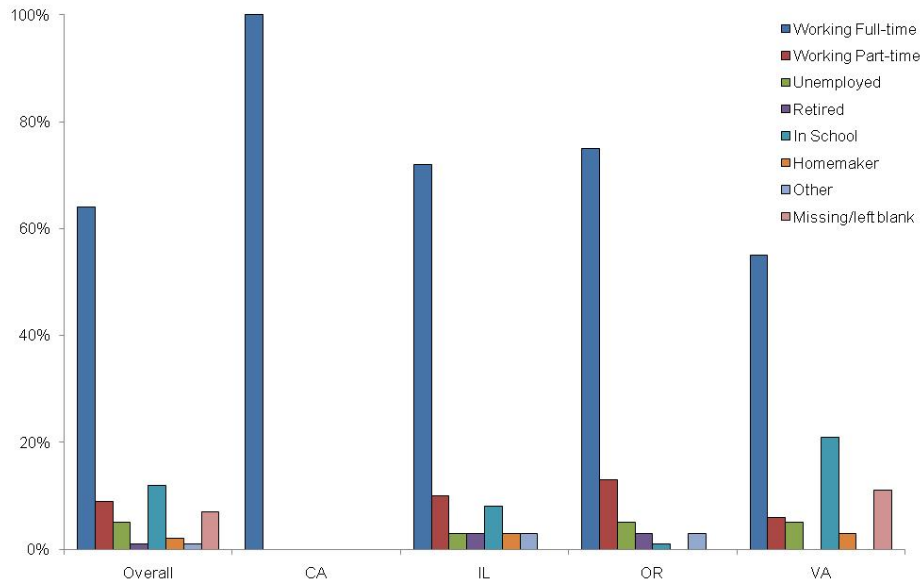
The data in Graph 13 suggests that with the exception of California, which employed its mentors directly as full-time staff, virtually all of the mentors in the other MISY programs were volunteers who had either full-time or part-time employment in addition to the mentoring they provided.

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Graph 14. Previous Experience in a Mentoring Program, by frequency
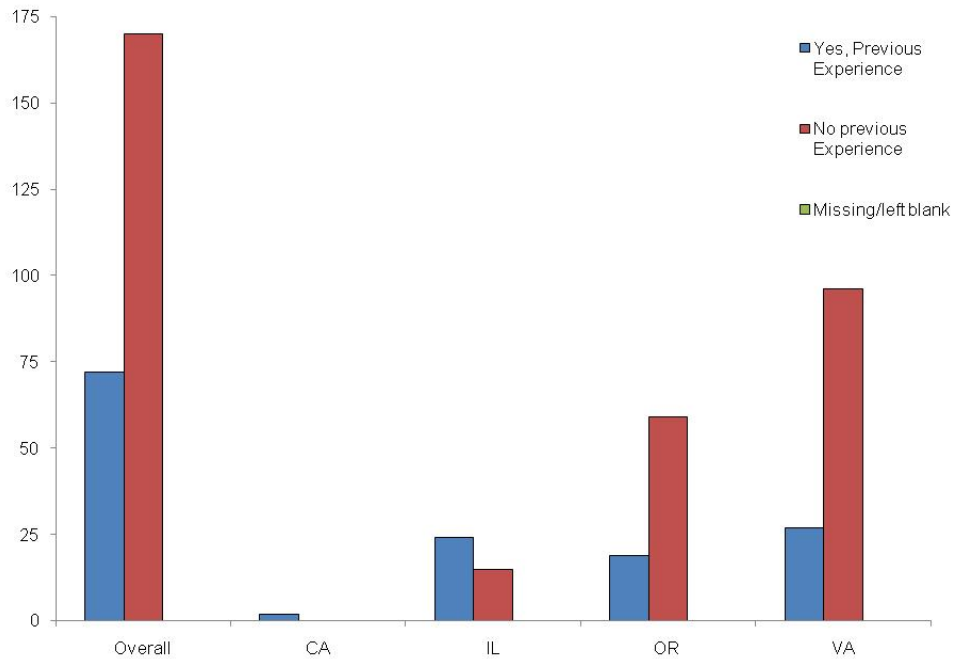
As with the other mentor background characteristics, Graph 14 shows differences across the four MISY projects in the experience of mentors. Both CA mentors had previous experience working as mentors, as did about 60 percent of the mentors used in the IL project. However, only a small percentage of the mentors used in the OR and VA projects had previous experience in a mentoring project.

Finally, the mentor background survey at baseline included a number of items measuring mentors' confidence to engage in a number of tasks related to the match. These items were scaled into two separate scales, one of which included eight items that measured mentors' confidence that they could perform core functions of mentoring, such as assisting with homework and developing positive relationships. The second measured mentors' confidence in knowledge about how the mentoring program operated. Both scales ranged from 1-4, with 1 representing no or low confidence and 4 representing "very confident." Graph 15 presents these results.

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**Graph 15. Mentor Confidence Results
Baseline Mentor Background Survey 4 = very confident**
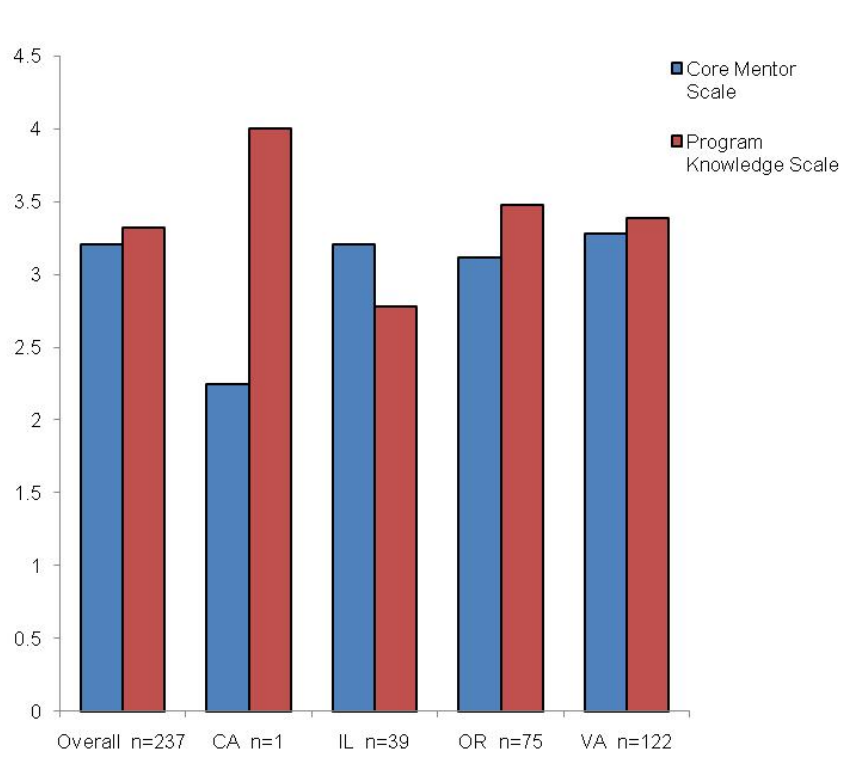
The data in the above Graph 15 show that mentors generally reported high levels of confidence in their knowledge of how to provide "core" mentoring services and in their knowledge of how the mentoring program operated. These data should be interpreted with caution, as the results for California are the result of one response (of a possible universe of two mentors) and these questions were self-reports administered at the beginning of the match. All these surveys were administered after mentors had received a minimum of 4 hours mentor training.

**Table 12. Total Number and Type of Usable Evaluation Surveys Received from MISY Projects
as of August 30, 2010**

		CA	IL	OR	VA	Total
Baseline	Youth Background	30	37	61	45	173
	Youth Behavior	64	13	58	51	186
	Mentor Background and Intake	2	44	73	114	233
3 months	Youth Match Survey	31	24	48	10	116
	Mentor Match survey	33		44	5	
9 months	Youth Match Survey	7	29	27	10	73
	Youth Background	4	20	5		
	Youth Behavior	7	27	31		
	Mentor Match Survey	7	18	23	13	
15 months	Youth Match Survey	4	7	11	2	19
	Youth Background			1		
	Youth Behavior		8	8		
	Mentor Match Survey		3	11	3	

The presentation of results below begins with reporting process data on MISY program activities and then creates a profile of youth and mentors who participated in each grantee's program.

Process Evaluation Data

A key component of the evaluation of the MISY project was collecting process evaluation data to document what mentoring services were provided and how they were provided. As noted above, the data elements for the process evaluation were drawn from previous mentoring evaluations. In order to make reporting of these data easier for programs, the PIRE team developed a SharePoint site and a standardized spreadsheet for reporting process data. Elements collected through the process evaluation included:

- The number of matches made by each project

- The range of intake dates for each project

- The percentages of youth and mentors who were matched

- The percentages of matches that lasted 3, 9 and 15 months

- Information about mentoring activities, including:

  o Number of activities per youth

  o Percentages of individual and group activities

  o Structure of the activities

  o Type of activities.

  o Duration of activities

The PIRE team provided extensive training on the SharePoint system and on collecting and reporting the process evaluation data. As can be seen below, reporting of these data was not complete. Grantees struggled both to collect and track this information and then to completely understand how to report it. These challenges were not fully resolved despite ongoing focus from the evaluation team and ongoing 1-1 technical assistance. The primary reason given was a lack of time on the part of the program staff.

Table 13. Mentored Youth Statistics- Match Data

Project	*N*	Intake Range	% matched	% 3 Month Duration	% 9 Month Duration	% 15 Month Duration
Illinois	41	4/29/08 – 5/19/09	78 %	-	58 %	-
California	22	4/9/08 – 4/16/09	100 %	-	-	-
Oregon	51	3/11/08 – 4/20/09	100 %	-	-	-
Virginia	83	6/21/07 – 10/6/09	46 %	12 %	4 %	4 %

Table 14. Mentor Statistics

Project	N	Intake Range	% matched
Illinois	34	3/16/07 – 2/20/09	89%
California	2	4/9/08 – 4/16/09	100%
Oregon	52	9/4/07 – 11/10/08	100%
Virginia	117	5/4/07 – 9/17/09	33%

Graph 16. Activity Statistics, Individual or Group, Structure and Duration
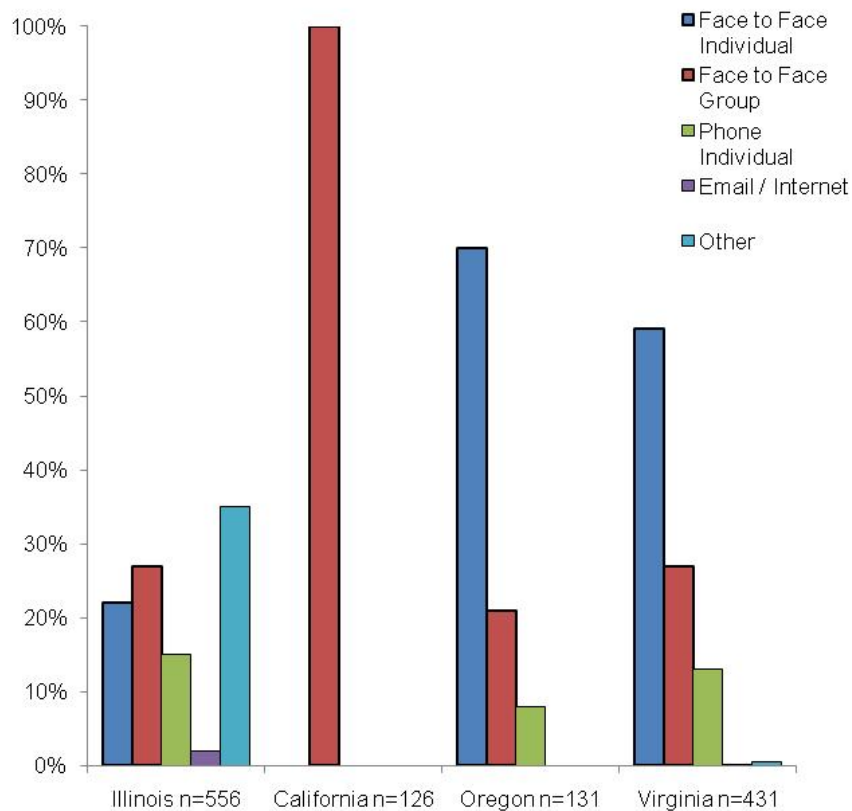
The activities in which these youth were involved in varied from financial literacy workshops to attending soccer or other sporting events or miniature golf, bowling, and pizza parties. The EMP provided opportunities for some youth to participate in summer employment programs sponsored by the City of Chicago.

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Graph 17. Activity Statistics and Type
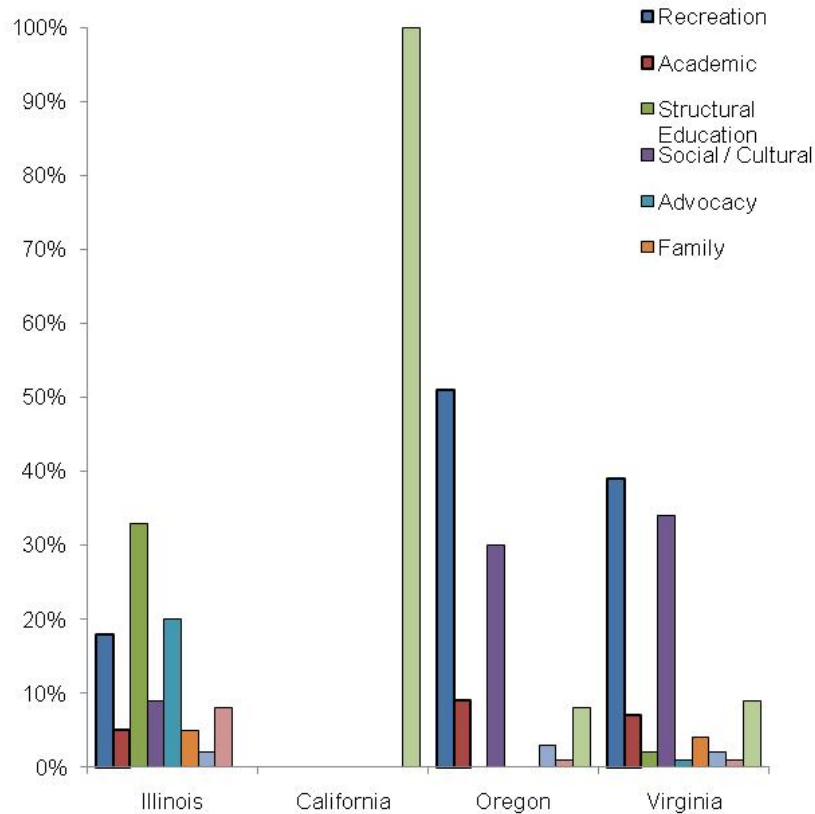
Although the interpretation of these data must be done with caution, given that reporting was not complete, the data show that MISY projects provided a large number of mentoring activities for each matched youth and that the structure and type of these activities varied over the reporting period. The EMP of Chicago had the highest percentage of structural educational activities compared with 25 in the Mentor Match of Virginia. Fifty-one percent of Mentor Portland activities were recreational with none reported from the After Care program. The average time for each activity varied by project but ranged from 90 minutes to almost three hours.

Youth Behavior Data

A key focus of the evaluation was on program-level impacts on youth behavior. As noted above in the evaluation logic model, key outcomes of the evaluation included:

- Self-esteem
- Self-reported anti-social behavior
- School absences
- School detentions
- Involvement in the juvenile justice system
- Being charged with an offense

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- Use of alcohol, tobacco, and other drugs

That is, if each MISY program was successful, presumably we would see increased self-esteem and reductions in antisocial behavior, school absences, school detentions, and in use of alcohol, tobacco, and other drugs. We also would expect to see reductions in the rates of further involvement with the juvenile justice system and with being charged with an offense.

The self-esteem scale was computed as the mean of three items on the youth behavior survey and was coded so that 0 corresponded to the lowest self-esteem value and 3 corresponded to the highest self-esteem value. Of note, there were eight items in the sequence, but factor and reliability analyses showed that the other questions did not load reliably onto a single factor. Factor analyses of the nine questions that made up the antisocial behavior scale revealed that with the additional cases the items loaded onto two factors. This meant that the scale construction had to be changed for this variable. We realized that these items represented two different scales—one that captured minor/lower levels of antisocial behavior (such as lying to parents) and one that captured more serious types of antisocial behavior (such as stealing a car or motor cycle). As shown above, two antisocial behavior scales were computed, with each as the mean of the four items included on the youth behavior survey that scaled together. Both scales were coded to run from 0-3, where 0 corresponded to little or no engagement in antisocial behavior and 3 corresponded to a high level of engagement in antisocial behavior. Finally, a school performance scale was computed as the mean of four questions on the youth behavior survey that measured whether youth felt they were performing academically as well as they would like to. The scale ran from 0-3, where 0 corresponds to a high level of youth dissatisfaction with his/her academic performance, and 3 corresponds to a high level of youth satisfaction with his/her academic performance.

Youth Behavior Outcome Analysis

For the outcome analysis of the youth behavior data, descriptive statistics are first presented on the outcomes of interest for all three waves of the youth match survey. Following the descriptive tables, cross-project analyses were conducted using Hierarchical Linear Modeling to assess change over time.

Tables 15, 16, 17, and 18 present descriptive findings for each of the MISY grantees. It should be noted that these tables were created from data contained within the master merged youth behavior data file. As noted previously, a small number of cases could not be matched across waves (due to issues either with ID numbers or with attrition between waves of data collection).

Table 15. Overall descriptive results for Youth Behavior Survey: Scales and Background Outcomes.

	Baseline n=239	9 month follow-up n=68	15 month follow-up n=2
Average # Absences (days)	4.02	6.56	*
Self Esteem Scale	0.97	0.91	0.57
Anti-Social Beh. (Minor)	2.61	2.71	**
Anti-Social Beh. (Major)	2.79	2.90	**
School Performance Scale	1.77	**	**

*Indicates all youth left this blank.
**Indicates could not be computed due to issues with reliability or factor analysis.

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Table 16. Overall Descriptive Results for Youth Behavior Survey:
Lifetime and Past 30 day drug use.

	Baseline n=239	9 mos. follow-up n=68	15 mos. follow-up n=20
Lifetime Use—cigarettes	43.1 percent	23.3 percent	26.3 percent
Lifetime Use—alcohol	43.2 percent	35.0 percent	15.8 percent
Lifetime Use—Marijuana	41.4 percent	25.0 percent	11.1 percent
Lifetime Use—Prescription drugs	16.1 percent	0.5 percent	0.0 percent
Past 30 Day Use—cigarettes	76.9 percent	20.0 percent	0.0 percent
Past 30 Day Use—alcohol	73.5 percent	29.3 percent	0.0 percent
Past 30 Day Use—Marijuana	66.8 percent	20.0 percent	0.0 percent
Past 30 Day Use—Prescription drugs	64.5 percent	9.5 percent	0.0 percent

It should be noted that some of the seemingly large changes above likely are the result of attrition of youth between waves of data collection. As a result, the patterns above should be interpreted cautiously and not as causal changes. Tables 17 and 18 present these descriptive results by project.

Table 17. Behavioral Data Outcomes for MISY Grantees

	California		Illinois		Oregon		Virginia	
	Base	9 mos.	Base	9 mos.	Base	9 mos.	Base	9 mos.
Percent Juv. Justice Involvement	84.6 percent	*	12.5 percent	13.3 percent	0.0 percent	*	53.9 percent	*
Percent Charged w/ Offense	88.0 percent	*	60.0 percent	60.0 percent	3.0 percent	*	50.0 percent	*
Avg. # Absences (days)	0.00	0.00	11.3	8.75	2.04	*	4.72	*
Self Esteem Scale	0.86	0.42	0.91	0.76	1.08	1.08	1.00	1.75
Anti-Social Beh. (Minor)	2.38	2.83	2.77	2.77	2.74	2.65	2.58	2.70
Anti-Social Beh. (Major)	2.39	2.87	2.96	2.92	2.93	2.89	2.91	2.87
School Performance Scale	1.71	**	1.87	**	1.92	**	1.52	**

*Indicates all youth left this item blank or too few surveys received to permit reporting.
**Indicates factor or reliability analyses did not support computing the scale.
***Indicates 15 mo. data was only available for the Self-Esteem Scale for IL (0.25) and OR (0.81).

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Table 20. ATOD Use Outcomes for MISY Grantees, by percentage

	California		Illinois			Oregon			Virginia	
	Base	9 mos.	Base	9 mos.	15 mos.	Base	9 mos.	15 mos.	Base	9 mos
Lifetime Tobacco Use	71.9	80.0	42.9	20.0	25.0	10.3	10.7	27.3	51.2	*
Lifetime Alcohol Use	69.8	80.0	72.7	40.0	25.0	11.6	17.9	9.1	40.4	*
Lifetime Marijuana Use	71.8	80.0	55.6	28.0	25.0	7.2	7.1	0.0	44.2	*
Lifetime Prescription Use	36.1	0.0	27.2	4.2	0.0	1.5	3.6	0.0	6.8	*
30 Day Tobacco Use	52.4	80.0	0.00	6.7	0.0	12.5	5.6	0.0	30.4	*
30 Day Alcohol Use	45.2	60.0	13.2	40.0	0.0	7.7	5.3	0.0	25.5	*
30 Day Marijuana Use	24.2	60.0	2.7	21.4	0.0	8.2	5.3	0.0	27.7	*
30 Day Prescription Use	17.7	40.0	7.9	6.7	0.0	10.2	5.0	0.0	21.3	*

*Indicates all youth left this item blank or too few surveys received to permit reporting.
VA and CA programs did not report 15 month survey data.

Cross-Project Significance Testing

A series of random intercept mixed model regressions (e.g., hierarchical linear models) were performed to examine whether there were changes over time in repeated measurement outcomes presumed to change in mentees percent because of the MISY project as a whole. Because of the limited sample sizes (and resulting power), these analyses were run using data that was aggregated across projects for the baseline youth behavior data (wave 1) and nine month youth behavior data (wave 2). Analyses were performed using mixed model regressions, as there was much missing data at wave two, and mixed model regressions (a) allow the use of all data, regardless of whether cases have a full complement of repeated measures, and (b) they conservatively adjust change estimates, as they are most consistent with an intent-to-treat approach by estimating baseline standing based on all cases. All mixed model regressions were performed using the SuperMix program (Hedeker & Gibbons, 2010). Effect sizes (r) were computed for change effects for all continuous outcomes using the formula presented in Cohen for transforming a *z* value to *r*: $r = z / N^{.5}$ (Rosenthal, 1991) and the odds ratio was calculated for dichotomous outcomes by taking the antilog slope coefficients for change, where 0=wave one and 1=wave two.

A series of preliminary analyses were performed to determine the magnitude of the effect of survey non-response at wave two on the analysis of change over time between waves one and two (between baseline and 9 months). Although such analyses typically rely on examining background characteristics (i.e., demographic characteristics presumed to predict outcomes) as predictors of those who remain in the study (1) versus those who drop out of the study (0), there was missing background data from a large number of cases, because the youth background survey was fielded as a separate survey from the youth behavior survey (this was done to minimize burdens on both youth and program staff). As such, we examined whether there were differences at wave one on the outcomes presumed to be affected by the program, as a function of attrition status using simple correlational analysis. As can be seen in Table 21, youth for whom 9-month behavior surveys were not received were more likely to have had a detention, been involved with the juvenile justice system, used tobacco more frequently in the past 30 days, and used marijuana more frequently in the past 30 days. However, those who remained in the study were more likely to have engaged in major and minor antisocial behaviors. Although these results suggest a small to moderate amount of non-response error from attrition, it should be noted that there was no evidence of non-response error for the outcomes on which we found

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significant changes over time to be discussed below. The one exception is we did find evidence of non-response error for juvenile justice system involvement, which did change over time.

Table 21. Baseline Differences as Function of Attrition
(1=in 9 month data, 0=in baseline only)

	n	*r*
School Detention	101	-.20*
Juv. Justice Involvement	107	-.43*
Charged w/ Offense	101	-.19
Absences	56	-.03
Self Esteem	234	.04
Anti-Social Beh. (Minor)	236	.14*
Anti-Social Beh. (Major)	236	.18*
School Perf. (GPA)	49	.08
30 Day Tobacco Use	194	-.23*
30 Day Alcohol Use	199	-.09
30 Day Marijuana Use	195	-.25*
30 Day Prescription Use	196	-.12

* $p<.05$, two-tailed.

As can be seen in Table 22, there was not much evidence to suggest there were changes over time in the behavioral outcomes targeted by the MISY project. The effects for which there were significant effects suggested that there were modest decreases in criminal justice system involvement, modest decreases in school performance, and modest increases in 30-day alcohol use. Not much weight should be placed in the two former findings, as these were based on seven and three cases with repeated observations, respectively. The later may suggest a small negative or iatrogenic effect with 30-day alcohol use increasing; however, this may also reflect that alcohol use often increases as a function of maturation for youth (Johnston, O'Malley, Bachman, & Schulenberg, 2010). It is impossible to determine the meaning of this effect in the absence of a control group.

Table 22. **Change Effects for Mentoring Program**

Dichotomous Outcomes	n$_{level 1}$	n$_{level 2}$	**ICC**	**z**	**OR**
Detention	115	107	.00	.69	1.74
Juv. Justice Involvement	129	122	‡	-2.22*	.18
Charged w/ Offense	117	109	.02	.66	1.51
Continuous Outcomes	nlevel 1	nlevel 2	ICC	z	R
Absences	64	60	.95*	1.07	.14
Self Esteem	298	235	.23*	-.59	-.04
Anti-Social Beh. (Min.)	300	237	.50*	.63	.04
Anti-Social Beh. (Maj.)	301	237	.41*	.87	.06
School Perf. (GPA)	57	54	.98*	-4.14*	-.56
30 Day Tobacco Use	234	202	.31*	-.04	.00
30 Day Alcohol Use	240	207	.59*	2.11*	.15
30 Day Marijuana Use	235	203	‡	.27	.02
30 Day Prescription Use	238	204	.45*	-.85	-.06

‡ These models were unable to be run as mixed models. There was very little variability over time in juvenile justice system involvement; therefore, the model had to be run as a simple generalized linear logistic model without a random effect. The intraclass correlation coefficient was not noticeably different from zero for 30 day marijuana use, so the model was run as a simple generalized linear logistic model. Although the former model had a significant change effect, it likely is meaningless, as this was based on a very small number of cases ($n=7$) for which there was repeated measurement data.
* $p<.05$, two-tailed.

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Thus, with the exception of a modest decline in juvenile justice system involvement, it does not appear that the MISY project or MISY grantees had significant effects on the behavioral outcomes targeted for change. This conclusion should be interpreted with caution, however, because the analyses above were constrained by small sample sizes and by substantial attrition between the baseline and 9 month survey administration periods.

Youth Match Survey

As noted above, the youth match survey was administered at 3, 9, and 15 months and was designed to capture strength of match data from mentees. This survey was used because previous research has identified the strength of match as a key mediator of positive mentoring outcomes (Wheeler, Keller, and Dubois, 2010; Harris, 2009).

Questions included on the youth match survey were drawn from instruments used successfully in previous mentoring evaluations—especially from Harris and Nakula. The youth match survey included the following scales.

1. **Relational Satisfaction**—five items measuring general satisfaction with the mentor.

2. **Intimacy**—Four items perceptions of closeness, knowledge about the mentor's life and willingness to share mentee's life.

3. **Dissatisfaction**—three items measuring dissatisfaction with the relationship, such as "focusing too much on school."

4. **Fun-Focused**—two items measuring perceptions that mentor-mentee relationship was focused on fun activities.

5. **Growth-Focused**—five items measuring perceptions that mentor focuses on helping mentee grow.

6. **Relationship Focused**—seven items measuring perceptions that mentor focuses on helping mentee with personal relationships.

The relational satisfaction scale was computed as the mean of 5 items and had a range from 0-5. The intimacy scale was computed as the mean of 4 items and had a range from 0-4. The fun-focused scale was computed as the mean of two items and had a range from 0-4. The growth-focused scale was computed as the mean of 5 items and had a range of 0-4. The relationship-focused scale was comprised of 5 items and had a range of 0-4.

Analysis of Youth Match Data

The analysis of the youth match data involved a multi-step process. In step 1, the individual data files for each wave were cleaned and scales were computed within each wave. It is important to note that not all scales could be computed for all waves of data; in some cases (such as with the dissatisfaction scale) factor analyses showed that the items loaded onto multiple factors or had alpha values below .6 and those scales were not computed. In other cases (such as with the fun-focused scale), the scale could be computed if one or more items was dropped from the scale.

Because of the significant attrition between 3 and 9 months, the first step was to check for significant differences stemming from this attrition. To do this, a dichotomous variable was computed that measured whether the case was present at both the 3- and 9-month survey administration window. A series of correlations was then run between this variable and the

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outcome variables of interest and between basic demographic characteristics such as gender, ethnicity, and previous experience in a mentoring program. No significant differences emerged from this analysis.

This very simple method of looking at possible differences due to attrition was used because of the very small sample size for the evaluation (116 cases at 3 months and 73 at 9 months). The very small number of 15-month cases meant that the attrition analysis focused only on the three and nine month data.

Outcome Analysis

For the outcome analysis of the youth match data, descriptive statistics are first presented on the outcomes of interest for all three waves of the youth match survey. Following the descriptive tables, repeated measures t-tests will be presented to assess change over time.

Table 23. Mean Scale Values for 3, 9, and 15 Month Youth Match Surveys
Overall Results. Relational satisfaction scale 0 (least) to 5 (most) satisfied; all other scales are 0 (least) to 4 (most)

	3 Month Match Survey n=116	9 Month Match Survey n=47	15 Month Match Survey n=14
Relational Satisfaction	3.33	3.33	3.66
Intimacy	2.85	3.03	3.29
Dissatisfaction	*	*	*
Fun-Focused	3.16	3.27	3.59
Growth-Focused	2.47	*	3.04
Relationship Focused	2.46	2.43	2.79

* Indicates that this scale did not reach an alpha value of .60 or greater.
** Indicates that factor analyses did not permit the creation of this scale.

For the 3-month match surveys, scale values for all four scales generally were above the midpoint for each of the scales. This indicates generally positive mentee feelings toward the quality of their relationships with their mentors, feelings of closeness between the mentor and mentee. In addition, mentees tended to rate their relationships as focusing on relationship development fun, growth, and. These values increased slightly across waves of data collection.

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Table 24 presents the descriptive results above by project.

Table 24. Mean Scale Values for Youth Match Survey –By MISY Project. Relational satisfaction scale 0 (least) to5 (most) satisfied; all other scales are 0 (least) to 4 (most)

	CA			IL			OR			VA		
	3 mo.	9 mo.	15 mo.	3 mo.	9 mo.	15 mo.	3 mo.	9 mo.	15 mo.	3 mo.	9 mo.	15 mo.
Relational Satisfaction	3.14	3.45	***	3.00	3.02	3.40	3.61	3.61	3.90	3.40	3.40	***
Intimacy	2.78	3.25	***	2.61	2.65	3.18	2.99	3.31	3.54	3.00	3.31	***
Fun-focused scale	2.85	3.25	***	2.81	2.80	3.36	3.50	3.61	4.00	3.45	4.00	***
Growth-focused scale	2.76	**	***	2.57	**	3.11	2.18	**	2.85	2.66	**	***
Relationship-focused scale	2.77	3.43	***	2.29	2.37	2.94	2.33	2.26	2.82	2.53	2.50	***
N	33	4	1	24	20	7	49	18	4	10	4	2

* Indicates that this scale did not reach an alpha value of .60 or greater.
** Indicates that factor analyses did not permit the creation of this scale.
+ Indicates that no mentor match surveys have been received from the program.
*** Indicates that too few youth match surveys could be included in the analysis file to permit scaling.

The four programs had similar results in the data that they reported from the youth match surveys. At the 3-month match survey point all programs were over the midpoint in mentee closeness to their mentor. The Mentor Match (VA) program youth reported the greatest closeness and the second smallest perceived distance of all four programs. The After Care program with paid mentors/case managers reported highest scores in emotional sharing and character development, this topic being specifically addressed in their program curriculum. The similar experiences of the case managers/mentors that they shared in the seminars may also be a factor in this perception (It should be noted that the total scores on these constructs are not necessarily in the same distributions as the youth responses to individual questions).

Our next step was to assess change between the 3- and 9-month youth match survey points using paired samples t-tests. The analysis of change over time focuses on just the first two waves of youth match data, collected at three and nine months.

For the youth match surveys, a series of random intercept mixed model regressions (e.g., hierarchical linear models) were performed to examine whether there were changes between waves one and two on the mentoring match outcomes. As mentioned previously, this analysis approach confers the benefits of (a) allowing the use of all data, even when there are missing repeated observations, and (b) they conservatively adjust change estimates. As with the youth behavior results above, these models were performed using the SuperMix program (Hedeker & Gibbons, 2010). Effect sizes (r) were computed for change effects using the formula presented in Cohen for transforming a z value to r ($r = z / N^{.5}$; Rosenthal, 1991).

Because there was a significant amount of attrition between the three and nine month waves of data collection for the youth match survey, the first step was to conduct an attrition analysis to test for survey non-response bias. Survey non-response bias was examined by calculating the correlations between attrition status at wave two (1=in both 3 and 9 month data and 0=in 3 month data only) with baseline standing on the youth match outcomes. More than a half of the cases were missing all background characteristic data (58 percent); therefore, inclusion of these characteristics in our models as an adjustment for non-response bias was not feasible. As noted

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above for the youth behavior analysis, the background survey (which measured youth demographics) was fielded as a separate survey to minimize the burden for youth, and this resulted in the evaluation team not having demographic data for all youth who participated in a MISY mentoring program. The next best strategy was to see if non-response bias was present by examining the relationship between our outcomes of interest and attrition status at time two i.e. if there was a systematic difference on baseline measures between youth completing both waves of data collection and those who just did the baseline. As can be seen in Table 25, there was no strong evidence to suggest that our outcomes at baseline were related to attrition status.

Table 25. Baseline differences as function of attrition (1=stayers, 0=droppers).

	n	*r*
Relational Satisfaction	116	-.05
Intimacy	116	-.16
Fun Focus	116	-.04
Relationship Focus	114	-.18

* p<.05, two-tailed

Table 26 presents the analysis for the youth match outcomes. As the Table shows, there was one effect suggesting that youth-perceived intimacy as having increased between times one (2.85) and two (3.11); however, there was no evidence to suggest statistically-significant change in the other outcomes examined.

Table 26. Change Effects for Mentoring Program—youth match survey.

	$n^{level\ 1}$	$n^{level\ 2}$	ICC	z	r	MT1	MT2
Relational Satisfaction	163	116	.67*	.29	.03	3.33	3.35
Intimacy	163	116	.60*	2.99*	.28	2.85	3.11
Fun Focus	163	116	.62*	1.26	.12	3.17	3.29
Relationship Focus	160	114	.68*	.80	.07	2.47	2.55

+ p<.10
* p<.05, two-tailed

It should be noted that even in the absence of statistically significant changes for the other scales included in the analysis; youth who completed the measure reported high degrees of satisfaction with their mentoring relationship and perceived that the mentoring relationship focused on both fun and on relationship development.

Mentor Match Survey

As noted above, mentor completed mentor match surveys at 3, 9, and 15 month periods. The analysis of the mentor match data involved a multi-step process that was very similar to the process used for the youth match data. In step 1, the individual data files for each wave were cleaned and scales were computed within each wave. It is important to note that not all scales could be computed for all waves of data; in some cases (such as with the sharing emotionally scale in the 9 month data) factor analyses showed that the items loaded onto multiple factors or had alpha values below .6 and those scales were not computed.

Questions included on the mentor match survey were drawn from instruments used successfully in previous mentoring evaluations—especially from Harris and Nakula (2003). The mentor match survey included the following scales.

1. Closeness—four items measuring trust and bonding between mentor and mentee.

2. Distance—six items measuring openness and communication between mentor and mentee.

3. Intellectual/academic development—four items measuring whether mentors felt that the match was academically focused.

4. Character development—four items measuring whether mentors felt that the match was focused on developing the mentee's character.

5. Sharing emotionally—four items measuring mentor perceptions of emotional sharing between mentors and mentees.

6. External program support—three items measuring the perceived level of support for mentors from the mentoring program.

Outcome Analysis

For the outcome analysis of the youth match data, descriptive statistics are first presented on the outcomes of interest for all three waves of the mentor match survey. Following the descriptive tables, hierarchical models will be presented to assess change over time.

Table 27. Mean Scale Values for 3, 9, and 15 Month Mentor Match Surveys
Overall results across MISY projects. Scales were from 1-4 except for external program support that ran from 1-5. The higher mean values correspond to more positive values on each scale.

	3 Month Match Survey	9 Month Match Survey	15 Month Match Survey
Closeness	3.14	3.15	3.11
Perceived Distance	0.77	1.02	1.17
Academic Achievement	3.21	3.11	2.83
Character Development	3.69	3.55	3.50
Sharing Emotionally	3.44	*	*
External Program Support	4.16	3.59	3.22
N	106	66	33

* Indicates that this scale did not reach an alpha value of .60 or greater.
** Indicates that factor analyses did not permit the creation of this scale.
All items in the table are scale values that are computed as means of component items. .

The data in Table 27 (although descriptive in nature) suggests that at the 3-month point, mentors felt very close to their mentees and perceived little distance. They felt that the relationship focused on academic achievement, character development, and sharing emotionally. In addition, mentors felt strongly that the mentoring program provided support for the mentors. These patterns generally held, but the trend over the 9- and 15-month period was for slightly more perceived distance, slightly less reported focus on academic achievement and character development, and feelings of less program support. These trends will be tested for statistical significance in the next section.

Table 28 presents the descriptive results for the mentor match surveys by project. Scores were computed to generate mean values from 1-4 except for external program support that ran from 1-5.

Table 28. Mean Scale Values for Mentor Match Survey –By MISY Project. Scores were from 1-4 except for external program support from 1-5.The higher values correspond to more positive values on each scale.

	CA			IL			OR			VA		
	3 mo.	9 mo.	15 mo.	3 mo.	9 mo.	15 mo.	3 mo.	9 mo.	15 mo.	3 mo.	9 mo.	15 mo.
Closeness	3.11	2.85	+	3.22	2.94	2.94	3.03	3.24	3.31	3.61	3.35	3.75
	0.46	0.48	+	1.16	1.11	1.09	1.13	1.17	1.39	0.77	0.94	1.11
Perceived Distance												
Academic Achievement	3.87	4.11	+	2.97	3.06	3.07	2.21	2.44	2.11	3.63	3.55	3.25
Character Development	4.15	4.25	+	3.41	3.39	3.48	3.05	3.19	3.42	3.93	3.85	3.91
Sharing Emotionally	4.06	*	+	3.17	*	*	2.71	*	*	3.22	*	*
External Program Support	4.40	4.48	+	3.00	2.79	2.71	4.10	3.83	4.11	4.22	3.79	4.22
N	52	7	0	9	18	21	37	22	9	11	16	3

* Indicates that this scale did not reach an alpha value of .60 or greater.
** Indicates that factor analyses did not permit the creation of this scale.
+ Indicates that no mentor match surveys have been received from the program.
*** Indicates that too few mentor match surveys could be included in the analysis file to permit scaling.

Cross-Project Significance Testing—Mentor Match Data

As with the analyses above for youth and for the youth match surveys, a series of random intercept mixed model regressions (e.g., hierarchical linear models) were used to examine whether there were changes between waves one (3 months) and two (9 months)on the mentoring match outcomes. This analysis approach confers the benefits of (a) allowing the use of all data, even when there are missing repeated observations, and (b) they conservatively adjusting change estimates. These models were performed using the SuperMix program (Hedeker & Gibbons, 2010). Effect sizes (r) were computed for change effects using the formula presented in Cohen for transforming a *z* value to *r* ($r = z / N^{.5}$; Rosenthal, 1991). As with the youth behavior and youth match analyses, there were too few cases to include the 15-month data in our hierarchical models.

As with the analyses above, the first step was to check for biases stemming from survey attrition between waves of data collection. Survey non-response bias was examined by calculating the correlations between attrition status at wave two (1=in both waves and 0=in 3 month only) with background characteristics and baseline standing on the mentor match outcomes. Nearly one quarter of the cases were missing at least one background characteristic (24 percent); therefore, inclusion of these characteristics in our models as an adjustment for non-response bias was not feasible. The reason for this was that the mentor demographics were captured on a separate background survey that was administered when they began service as a mentor. This approach was done to minimize the burden of data collection, but unfortunately resulted in missing data for mentors. As can be seen in Table 29, mentors who were Caucasian and mentors who had previous experience in a mentoring program were less likely to have a missing 9-month mentor match survey. Also, mentors who stayed in the study (i.e., those who completed both the 3 and 9 month surveys were more likely to score higher on the closeness and academic achievement scales at baseline than those who did not complete a 9 month survey. Despite these potential biases, there was no evidence of a positive change over time on the outcomes for which there was evidence of non-response error.

Table 29. Baseline Differences as function of Attrition (1=both 3 and 9 month data, 0=3 month data only).

	n	*r*
Male	44	.28
African-American	53	.19
Caucasian	53	-.50*
Prior Mentor	53	-.50*
Employed	52	.02
Closeness	58	.27*
Perc. Distance	57	-.09
Acad. Achievement	58	.42*
Character Dev.	58	.24
External Prog. Supp.	56	-.12

* *p*<.05, two-tailed

As can be seen in Table 30 (below), there was not strong evidence to suggest changes in mentoring match outcomes because of the program. The only effect suggesting a positive change over time was a marginally significant effect suggesting that there was a perceived improvement in how the mentoring relationship focused character development between the 3-month survey (3.33) and the 9-month survey (3.49). It also should be noted that the results for the closeness scale were in the wrong direction.

Table 30. Change Effects for Mentoring Program.

	n^{level1}	n^{level2}	ICC	Z	R	MT1	MT2
Closeness	82	58	.92*	-1.75+	-.23	3.18	3.04
Perc. Distance	81	57	.91*	0.83	.11	1.04	1.08
Acad. Achievement	82	58	.86*	1.22	.16	2.65	2.79
Character Dev.	82	58	.88*	1.89+	.25	3.33	3.49
External Prog. Supp.	79	57	.89*	-0.78	-.10	3.96	3.89

*+ *p*<.10.
* *p*<.05, two-tailed.

Implications

The evaluation results above do not suggest that the MISY program as a whole—or for specific grantees-- had a strong measurable impact on the targeted outcomes for youth participants. However, the qualitative and process data show that both youth and mentors were highly satisfied with the mentoring relationships that developed from the matches made by each project and that each of the four projects completed a substantial number of intensive mentoring activities. Staff report that some of the bonds that youth form with mentors and staffers are "almost profound" and life changing. They felt this was so especially for those that were formed with the older youth who were at what was likely a critical juncture in their development.

Qualitative Participant Responses

Mentor and Youth Comments

In the survey given to mentors assessing the quality of the match a space was provided for them to record comments on any aspect of the experience they wished. The majority (51 percent) chose to make positive comments about their experience with their mentees and the mentoring agency.

> **Comments included:**
> " *I am quite enjoying this mentoring relationship"*
> *"I can hardly imagine a better match"*
> *"Great Match. Enjoyable, fulfilling and fun"*
> " *My mentee and I have been paired for a year now! I am very happy to say it has been a year of growth for the both of us. I am aware that my mentee is going through a transition at this point, so it has been extremely hard staying in contact and spending time together. I do hope we can get some assistance to continue our relationship"*

The next most frequently expressed comments were when mentors (33 percent) were more negative and concerned about how well the relationship could benefit their mentees. For example:

He would listen but would not implement the information that was passed on to him."

A few mentors also expressed that parents were often not helpful in facilitating the match. Parents sometimes were a part of the problem with the match pair making a closer connection.

"His mother was very involved in making it difficult to work with him."

The few remaining comments either pertained neutral suggestions about things that may provide an enhanced experience such as working with the youth academics or other topics like suggesting that contact with my youth's teacher could be helpful.

The Impact on the Youth

Qualitative and Match survey data show evidence of the positive relationship that developed from these matches. The quantitative findings from behavior survey should be interpreted with caution and do not indicate that the project as a whole did not have a positive impact. As noted above, fidelity to the behavior change aspect of the evaluation design was impacted by three principal challenges: difficulties in survey administration due to programmatic staff time constraints, difficulty in locating youth for followup survey administrations, and significant amounts of item non-response due to youth skipping questions. These issues are important

> *"She is like a mother to me. I love her. She always makes me happy."*
> **Youth**

because the youth targeted by the MISY project—especially those who are system-involved and thus constitute an "indicated" population—desperately need effective mentoring.

The experiences of the staff and mentors with the youth show the important benefit to the youth having the exposure to a broader community of adults with whom they may develop relationships. Many aspects of this benefit are seen by staff and described by mentors. Some of these benefits have even appeared long after the youth participation in a program ends. The staff observed both short and long-term improvement in the youth's communication skills at various events that they attended. Some youth demonstrated their expanded vision by the excitement expressed as they describe these experiences and by pursuing new goals. Although these benefits have been observed in all programs they remain elusive to prove. That the youth developed a positive "special" relationship with their mentors and program staff is undisputable. This finding

is reinforced by some youth continuing the relationships even after the program has ended and demonstrates that the experience continues to be important in their lives. What this means for their future development is one question that is still to be explored.

Mentoring Program Challenges and Suggestions

All four of the programs evaluated faced similar implementation challenges to differing degrees.

- Insufficient staff – Programs with ongoing recruitment may serve a caseload that increases by approximately 10-30 active mentor pairs per year therefore require a higher staffing ratio than any of the programs were able to provide. The programs express their believe that it is essential with this high-risk population that trained case managers/social workers are available for consultation to deal with the more complex issues that arise during mentoring relationships and the lives of these system-involved youth. The staff of three of the programs, excluding Aftercare, had the responsibility of recruiting mentors through advertising and public outreach. Some of these methods have been documented by the Technical assistance provider Education Development Consultants (EDC). These efforts required much of the staff time, visiting public events, college campuses, radio stations, and personal outreach. Developing printed literature and a Web-based presence required resources and expert input which were not included or budgeted in their program proposals.

  The program staff have many functions to perform in addition to recruitment. They interview youth and mentor candidates submit information for background checks of mentors and facilitate events at which matching activities occur. They also arrange events where match pairs meet to socialize and make connections with other youth and mentors. The Mentor Portland, staff in addition had regular (bimonthly) mentor only social evenings providing an opportunity to mentors only, to bond and discuss successes and challenges. These accumulated activities resulted in staff overload. These challenges can be addressed in some cases by adequate funding of programs or tailoring the staffing to the number of clients the program is expected to serve, especially with system involved youth.

- Engagement requirements of Parents and Foster Parents - Even though parents and foster parents were not providing the mentoring, there is a lot of engagement needed with foster care parents which may sometimes results in added challenges. These relationships with parents/parent substitutes are necessary to facilitate the meeting of the mentor matches**.** However, according to the mentors, the parent contact can be both helpful and harmful.

> "I believe that my mentee's parents have restricted the growth of our relationship….without their support, our activities are limited. This sometimes leaves me feeling unsure."

- Additional demands resulting from low academic competence/literacy of the youth and some parents pose additional demands on programs. Many of the youth have very poor academic performance. Their minimal reading skills (as exhibited by their difficulty in completing the evaluation surveys even with an extended length of time) put them at further risk of academic failure in their school settings. None of these programs provided any special academic tutoring despite the youths' needs.

- Another barrier to full implementation results when youth from these high-risk environments move residence from one location to another often involving a change in schools. This provides a challenge for the stability of the youths and makes it difficult for case managers to track them and continue providing services. Mentoring relationships, if they can continue through the move, can provide a stable relationship to help with these transitions. Relocations may result from family structure dissolution particularly of the Camp Sweeney population. Family members may often be involved in the criminal justice system, which creates challenges for mentoring staff. Family involvement in the criminal justice system applies to a reduced degree for the Chicago EMP where program managers describe that the primary issues for most of their youth was their environment and low socio-economic status. The impact of this negative environment can be offset by good mentoring programs (WSIOO, 2004) to provide an opportunity for the youth's immersion in "pro-social activities as a way to improve their outcomes.

Communication

- The Mentor Portland population had the most success in engaging mentors in the programs to the youth, to invite them to activities or make them aware of activities in the community that may expand their horizons or may provide a variety of opportunities commensurate with their interests. They reported that home visits made by case managers during the recruitment phase of the project served several functions and was a very important step in their success in engaging the youth. Home visits as a part of case management "promote(ed) closeness" both during recruitment and during the matches. These visits helped in answering concerns of the youth and reinforced the purposes of the mentoring program.

- The program staff also perceived challenges in finding the best "Brand" of mentoring" to match their community. In providing ongoing community education about the nature of mentoring programs they had to match their methods to the communities they served. Electronic communication combined with the presence at citywide events which worked well in the Mentor Portland area, did not work as well in the lower income Richmond and Oakland areas.

- The challenge of recruiting of African American males met with very limited success in all but the EMP, IL program. The benefit of having a staff member with extensive ties to the community, sending personal letters to his personal and professional contacts, help boost the EMP, IL success in this area. The experts emphasize the best ways to recruit African American male mentors, and mentor in general is through personal recruitment by friends/colleagues.

- Other challenges reported are the length of time that it took to do background checks resulted in mentor drop out; transportation to activities also provided a challenge for both youth and mentors in their participating in the program activities.

Evaluation Challenges

In addition to learning a lot about the constituents required for good program delivery with the two populations of youth served by this initiative, we also learned a lot about the ways that the programmatic challenges described above also impact the program's ability to administer a thorough evaluation.

- Specific staffing for the evaluation. Case managers and case managers/ mentors had many tasks to perform for their caseloads. For the majority of the program their allocation and availability of resources made it very difficult for them to make time to administer evaluation surveys and execute data collection and reporting protocols.

> **One case manager commented:**
> *"To be honest there is enough work here with hunting youth/mentors down, making sure there is time to fill out the paper work, collecting and documenting the surveys and sending it along to you… that would require a full-time position"*

A staff/evaluator would be able to evaluate the extent that the literacy issues and the limitations of self-report data together affect the reliability of the survey results. Not all mentors or youth in the programs agreed to participate in the evaluation. It has been suspected in some cases that this may have to do with illiteracy of parents, who were required to consent to their youth's participation, and a possible distrust of the research process.

- Dosage: Issues related to determining the dosage of services also presented challenges. Mentors were sporadic in posting reports of meetings or other contacts with youth. The documentation of services provided by the program to individual mentees was incomplete and sometimes inaccurate due to differences in coding of program activities. Many interactions outside of the normal e.g. when troubled mentees receive supplemental counseling sessions or home visits from mentoring staff or therapists outside of the match relationship, were not documented. Interpreting dosage can also be complicated. For example, it was discovered that a youth who had good attendance at program activities, a seemingly positive factor was being forced to do so by a controlling grandmother. This had a negative connotation for this youth.

The complement of staff assigned to programs and therefore program delivery varied over the 4-year intervention again make the interpretation of the data reported above particularly difficult. The changes in the youth documented in this evaluation may be difficult to attribute to the intervention. The structure of the interventions varies widely by program as well. All programs had strengths and weaknesses and more research will be needed to be answer questions like: How much (and what) training is essential to optimize mentor retention and relational outcomes? What unique programmatic elements attract and retain youth at different stages? When must mentors be "volunteers" or work only one to one for youth to feel "special"? Is more than one year required to provide the consistency that most youth in monitoring programs required?

The need for ongoing training and supervision of both mentors and staff has been cited as an essential (DuBois et al., 2002). While it may be difficult to differentiate the contributing factors when multiple constraints are present this evaluation confirmed the impact of both factors on the engagement of the mentors and staff. The enthusiasm and high participation levels of the Mentor Portland youth and mentors in part contributed to the low survey return. Events were well organized and had themes presented in a fun way or combined with fun activities. In fact, the staff commented that it was difficult to get surveys completed because the participants did not want to miss anything. When the program needed money to pay for the teaching/entertainment

modules like mind twisters or a performance troupe teaching tolerance, the mentors had a few small fund-raising events to supplement the program funds.

Conversely the most complete data set received by the PIRE team came from the program that only attempted to mentor a smaller number of youth over a longer term. This program, EMP, had both strong agency support and cooperation from a team of independent researchers from the academic community who could help to collect and enter this data independently of the OJJDP provided resources. The mentors' perception of support from the program staff was low. It is difficult with small data sets to make unequivocal statements. The engagement of youth and mentors with the program staff in the three programs with volunteer mentors was the combination of training and providing activities that were fun for both groups a key to relationship building. Interestingly, this was also perceived as a need by the paid mentors with the most troubled youth in the Aftercare Academy also although fun activities were not a planned part of their program. The lowest perceived distance with mentees was reported by these paid mentors who had previous personal experience with the justice system.

The challenges that confront both the mentors and the youth range from practical and logistical issues to larger societal problems of housing and the economy. The advice from an experienced mentor to mentors who may feel ineffective or who feel "personally" rejected by the youth when problems pull the youth in negative directions is:

> *"We try to inoculate them but the ways of the world get in their way. This is a long term process. You can never lose focus when working with this population"*

Evaluation Findings: Discussion and Conclusions

In their 2006 analysis for an article on Research Methodology and Youth Mentoring, Dubois et al., the authors list a large number of preconditions that need to be in place to perform a scientifically valid explanation of the type of intervention producing a particular outcome. These preconditions include intervention strength and fidelity, how much treatment a mentee receives and how much the mentoring programs stick to their procedures and protocols. They point out that program impact tends to vary from group to group and with the types and range of programs offered in the mentoring milieu.

In the MISY program evaluation, we have found that these goals can be difficult to execute in community mentoring programs over time. The program's ability to administer their model with fidelity and with a high quality varies widely. This variability is generally in response to human factors, the needs and availability of the mentees and mentors, and the compliance and commitment of program staff. There are other aspects not captured by the evaluation that are often just as important (e.g., the case manager who comes in on a weekend to meet with a match pair having bonding issues; whether the youth's household is supportive of or sabotages the mentoring relationship.

The authors also raised concerns about the limitations of a "one size fits all" mentoring program and certain aspects of the MISY findings. For example,

- The cross-site evaluation of programs with widely different populations or programmatic approaches are not likely to produce the desired outcomes.

- Comparison group formation when youth are at risk is extremely difficult and,

- Unlike evaluation measures, surveys must be designed to fit each population, as questionnaires may not be appropriate in every type of relationship.

Recommendations

Although some of the results presented here are not as positive as hoped, the evaluation of the MISY project has resulted in key recommendations for future evaluations of mentoring projects. Achieving measurable outcomes for a system-involved population is critically important—both from the perspectives of funding effective programs and from ensuring that youth receive the services they desperately need.

1. The primary challenge that reduced the ability of this evaluation to document fully outcomes was that MISY programs did not consistently have the staff time or resources needed to implement evaluation activities of a quasi-experimental design with fidelity. Programs consistently reported that staff time was focused primarily on supporting matches and delivering mentoring services and that they did not have time to focus on evaluation tasks such as administering the consent process or ensuring that surveys were completed at the proper time. Project staff described that they fitted in these evaluation tasks as time permitted and in reaction to reminders from the PIRE evaluation team to complete evaluation tasks. It is the opinion of the evaluation team that in future OJJDP mentoring projects either the funded programs or the funded evaluator must budget for a position to have at least a half-time staff person at each funded project who focuses only on ensuring that the evaluation is implemented as designed. An additional site visit is needed specifically to monitor this data and to conduct observational studies of recorded

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data (BlechMan and Bopp, 2005) that is available. Conducting pre- and post-intervention interviews can inform a formative evaluation and identify long-term changes. In turn, OJJDP should be prepared to support the additional expense from this type of evaluation structure.

2. A second recommendation addresses the need for accurate representation of program activities delivered to the matched pairs. The literature has consistently called for better descriptions of program activities and the dosage provided to mentors (e.g., training and other support) and mentees (individual match activities, group activities, and support activities). This emphasis on the need for documentation of the program components as delivered, when programs are appropriately staffed, may have a twofold impact. First, that of learning if there is a relationship between youth who are more engaged in one on one positive relationship and those essentially "group" mentored. Second, it would provide greater incentive for program staff to consistently and accurately record these dosage types of data and even regularize their contact with the matches. We suggest that to facilitate this process programs be provided with portable data recording devices similar to a PDA that staff could have with them at events during their case management activities. These devices programmed with simple data collection fields have proven successful in other research and should be piloted with this type of program as well. When using these devices is not feasible, all records from the program (e.g., attendance sheets, communications to and from mentors) should be shared consistently with the evaluation to help fill in the missing data.

PIRE appreciates the opportunity afforded by OJJDP to conduct this evaluation. We acknowledge that in field research of this kind there are always unique challenges. Mentoring clearly benefits many youth and mentors in a variety of programs but not discernibly in all youth, no matter how strong the program maybe. As with any personal relationship there are hits and misses, short term and long-term connections with both disappointments and life changing outcomes. Several anecdotal reports suggest it could be many years before the real outcomes of these efforts manifest themselves in the youth they touched. The long-term impact on their lives and how they may relate to youth when they are adults is the topic for further study through structured interviews and record examinations. In this process of providing mentoring however, fledging and more established programs all learn more about delivering and measuring success as well as examining and change processes that are not working. Even as we attempt to provide structured scientific evaluation our equivalent concern is to build capacity in community based organizations to evaluate their own unique programs in traditional and new ways. We also learn to identity potential methodical evaluation issues that inform our future work and can help to inform the evaluation work of the field. We look forward to continued research into the youth programming that inoculates youth from risk behaviors and help to build their resiliencies and self-efficacy to deal with the challenges of growing up in the 21st century.

With every study new questions arise that further identify issues that affect specific populations. What is the right mixture programmatic structure with curriculum and making sure there is enough of a fun focus? How much of the equation is "bonding" or "trust" and how can that dimension be most effectively measured? We look forward to continued research into the youth programming that inoculates youth from risk behaviors and help to build their resiliencies to lead to more positive directions for their lives.

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APPENDICES

Appendix 1. Mentoring Program Challenges and Suggestions

All four of the programs evaluated faced similar implementation challenges to differing degrees.

- Insufficient staff: Programs with ongoing recruitment may serve a case load that increases by approximately 10-30 active mentor pairs per year therefore require a higher staffing ratio than any of the programs were able to provide. The programs express their belief that it is essential with this high-risk population that trained case managers/social workers are available for consultation to deal with the more complex issues that arise during mentoring relationships and the lives of these system-involved youth. The staff of three of the programs, excluding Aftercare, had the responsibility of recruiting mentors through advertising and public outreach. Some of these methods have been documented by the technical assistance provider Education Development Consultants (EDC). These efforts required much of the staff time, visiting public events, college campuses, radio stations and personal outreach. Developing printed literature and a Web-based presence required resources and expert input which were not included or budgeted in their program proposals.

- The program staff have many functions to perform in addition to recruitment. They interview youth and mentor candidates submit information for background checks of mentors and facilitate events at which matching activities occur. They also arrange events where match pairs meet to socialize and make connections with other youth and mentors. The Mentor Portland, staff in addition had regular (bimonthly) mentor only social evenings providing an opportunity to mentors only, to bond and discuss successes and challenges. These accumulated activities resulted in staff overload. These challenges can be addressed in some cases by adequate funding of programs or tailoring the staffing to the number of clients the program is expected to serve, especially with system involved youth.

- Engagement requirements of Parents and Foster Parents: Even though parents and foster parents were not providing the mentoring, there is a lot of engagement needed with foster care parents which may sometimes results in added challenges. These relationships with parents/parent substitutes are necessary to facilitate the meeting of the mentor matches**.** However, according to the mentors, the parent contact can be both helpful and harmful;

  " I believe that my mentee's parents have restricted the growth of our relationship….without their support, our activities are limited. This sometimes leaves me feeling unsure."

- Additional demands resulting from low academic competence/literacy of the youth and some parents pose additional demands on programs. Many of the youth have very poor academic performance. Their minimal reading skills (as exhibited by their difficulty in completing the evaluation surveys even with an extended length of time) put them at further risk of academic failure in their school settings. None of these programs provided any special academic tutoring despite the youths' needs.

- Another barrier to full implementation results when youth from these high risk environments move residence from one location to another often involving a change in schools. This provides a challenge for the stability of the youths and makes it difficult for case managers to track them and continue providing services. Mentoring relationships, if they can continue

through the move, can provide a stable relationship to help with these transitions. Relocations may result from family structure dissolution particularly of the Camp Sweeney population. Family members may often be involved in the criminal justice system which creates challenges for mentoring staff. Family involvement in the criminal justice system applies to a reduced degree for the Chicago EMP where program managers describe that the primary issues for most of their youth was their environment and low socio-economic status. The impact of this negative environment can be offset by a good mentoring programs (WSIOO, 2004) to provide an opportunity for the youth's immersion in "pro-social activities as a way to improve their outcomes.

Communication

- The Mentor Portland population had the most success in engaging mentors in the programs to the youth, to invite them to activities or make them aware of activities in the community that may expand their horizons or may provide a variety of opportunities commensurate with their interests. They reported that home visits made by case managers during the recruitment phase of the project served several functions and was a very important step in their success in engaging the youth. Home visits as a part of case management "promote(ed) closeness" both during recruitment and during the matches. These visits helped in answering concerns of the youth and reinforced the purposes of the mentoring program.

- The program staff also perceived challenges in finding the best "Brand of mentoring" to match their community. In providing ongoing community education about the nature of mentoring programs they had to match their methods to the communities hey served. Electronic communication combined with the presence at city wide events which worked well in the Mentor Portland area, did not work as well in the lower income Richmond and Oakland areas.

- The challenge of recruiting of African American males met with very limited success in all but the EMP, IL program. The benefit of having a staff member with extensive ties to the community, sending personal letters to his personal and professional contacts, help boost the EMP, IL success in this area. The experts emphasize the best ways to recruit African American male mentors, and mentor in general is through personal recruitment by friends/colleagues.

- Other challenges reported are: the length of time that it took to do background checks resulted in mentor drop out; transportation to activities also provided a challenge for both youth and mentors in their participating in the program activities.

Evaluation Strategies Offered by PIRE

Program, Design and Infrastructure

Recognizing some of the challenges facing program staff in providing for the needs of the evaluation, PIRE responded over the course of the project with recommendations and supports to lessen the impact of some of these challenges. Examples of these strategies are briefly described below. It should be noted that many of the supports offered by PIRE were outside of the scope of work budgeted for in our proposal; we implemented them to be responsive to the needs that programs communicated to us.

1. **Recruitment of Youth and Mentors**: Many case managers express frustration at not having enough time to follow up on the leads and contact information received from individuals in the community willing to assist with referrals. PIRE offered a research assistant at PIRE offices in Calverton who would be able to work with programs remotely to prepare packets that could be mailed to everyone who has a baseline survey. On different occasions we offered programs incentives to enter share process data and administer and submit more complete data sets. We challenged them to invite Youth and Mentors, to participate in the "Follow up survey Event" where they would have an opportunity to win money in the form of a debit bank card that may be used anywhere cards were accepted. The challenge of organizing these initiatives proved too much for staff that had become increasingly difficult to reach. The remaining program staff did not follow up on most of these offers program staffs had dwindled.

2. **Recruitment of Comparison Youth**: During project site visits the evaluators explored strategies with program staff that could be used to facilitate comparison group formation. Strategies included recruiting in group homes, among other residents of the school, neighborhood or facility for a small incentive. We suggested they use identified youth who are not active in the program but who had a baseline survey. Those who could be contacted for follow up data could be used for comparison. This was considered a feasible method for comparison group formation but yielded few completed surveys.

3. **Collection of Process Data**: In consideration of the program/case manager's limited time for updating data files, PIRE developed the SharePoint site which was designed with the expectation that data from the program and mentors could be easily recorded at the regularly intervals. While this mechanism was thought feasible by program managers (and all four programs gave the PIRE team buy-in for this idea), only two executed data entry with reasonable regularity. The PIRE team even offered to input the data directly for projects if they sent their reporting information to us. PIRE's experience gained from other projects, suggests that the use of portable PDA type devices that case managers can use in the field to enter hours of each activity may facilitate this process in the future. None of the programs did so.

Comparison of Program Models

Program Characteristics	Program 1-CA	Program 2-IL	Program 3-OR	Program 4-VA
Agency had prior mentoring experience	Agency had some experience with similar type of programs	Primary Agency had no prior mentoring experience	Had prior mentoring experience	Had no prior mentoring experience
Mentor Training	Staff trained on-the-job	2 hours initial plus quarterly briefings	12 hour minimum	4-5 hours
frequency of meetings of matches	1.5 hours weekly	1 hour weekly	1 hour weekly	1 hour weekly (
Minimum relationship duration	6 months -1 year or length of probation	Approximately two years	One year	One year
Match support	Individually as needed	1-3 hours monthly	2-3 hours monthly	Monthly or bi-monthly
Mentor only support	Weekly to as needed	None scheduled	Bi-monthly mentor support/ social meeting 2 hours	None scheduled
Program management	Administrative meetings	Weekly to monthly meetings with 3 agency case managers and evaluators		Administrative meetings and as-needed training of case managers
Intervention model	Transformative mentoring delivered by staff	Economic management training	Weekend Ropes camp	1-1 mentoring model
Other services	Case managers/mentors attend court hearings, daily telephone contact for a month after release	Case management and college exposure, planned a trip abroad at end of program	Referrals to support/counseling services as needed	Referrals to counseling/support services as needed

Appendix 2. Evaluation Package/Surveys

(See below.)

Mentoring Initiative for System-Involved Youth (MISY) Evaluation

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

Outcome Evaluation Data Collection Packet

Pacific Institute for Research and Evaluation

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Table of Contents

Assessment Instruments for PIRE/OJJDP Outcome Evaluation

This packet contains the components of the **outcome** evaluation being conducted by the Pacific Institute for Research and Evaluation (PIRE) and approved by the OJJDP for use with participants in the Mentoring Initiative for System-Involved Youth (MISY) programs.

The instructions, surveys, and consent forms constitute a protocol, approved by the PIRE IRB that should be followed in collecting information from program participants. Many of the questions will be similar to questions you are already using to collect information, however, in the interest of uniformity we are supplying these forms to be used to gather all the information needed for the evaluation.

There are three types of forms included in this packet that are copied onto colored paper to distinguish their different purposes. White copies are used for the consent and assent forms, yellow copies are to be used for youth surveys, and blue copies are to be used for mentor surveys. PIRE will make the copies and each grantee will be sent the appropriate number of surveys based on the approximate numbers of youth and mentors in your program. Please let us know if we have not included sufficient copies for your needs and we will be happy to provide additional copies. To maintain the uniformity of the data collection we would prefer that you do not duplicate the forms yourself, unless absolutely necessary.

The following are the forms available for completion by participants in the evaluation:

- Consent/Assent Forms:
  o The parent/guardian consent form is to be signed by the parents **or** guardians of all youth involved in the MISY project who agree to participate in the MISY evaluation.
  o The youth assent form must be signed by youth 12 and older.
  o Youth 11 or younger must have the assent form read to them and verbally agree to participate in the MISY evaluation.
  o The mentor consent form must be signed by mentors indicating their agreement to participate in the MISY evaluation before being matched with a youth.
- MISY Youth Background Information Form and MISY Youth Behavior and Match Surveys.
- MISY Mentor Background Questionnaire and MISY Mentor and Match Surveys
- Grantee confidentiality agreement signed by principals of the agency.

All youth and mentors participating in the MISY evaluation must complete the consent/assent process. One copy of each consent/assent form needs to be kept on file by the mentoring program and the original consent/assent forms are to be mailed separately to PIRE evaluators. All surveys and questionnaires are confidential and will be sealed in an envelope by the person completing them. Sealed envelopes are to be collected by each grantee and mailed to PIRE.

All questionnaire and survey data will be managed in a way that will maintain participants' confidentiality. All youth and mentor paper survey data will be kept in a locked PIRE file cabinet and the keys kept in a location known only to the project staff. The data will then be entered and the electronic data will be stored in password protected files. The files will then be stripped of identifiers, assigned a unique identification number, and the cross walk kept in a secured data file.

Confidentiality Agreement:

This step provides an additional layer of protection for the individuals who share information with MISY program personnel. This agreement between the principal Project director and PIRE reinforces limited conditions regarding the disclosure of confidential information that the project staff may attain inadvertently which was meant solely for the evaluation. We ask that your Program director sign it and return it to PIRE with the first batch of consent forms and survey data.

Attachment A:

Consent/Assent Administration Procedures

Parent/Guardian Consent Form

Youth Assent Form

Instructions on Consent Procedures
for Youth Participating in the Evaluation

The four MISY mentoring programs must follow the following procedures to obtain consent and assent for all youth under the age of 18 to participate in the evaluation of the MISY initiative. If an individual is over the age of 18, they can sign their own consent form. MISY grantee personnel responsible for obtaining consent and assent must complete a human participant protection training for research before they can administer the consent and assent forms. This training can be attained by completing a 2 hour module designed by NIH at:
http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp

The script of the consenting process printed from this web site will be given to the participants to reinforce the relevant sections of the training. The attached parent/guardian consent form and youth assent form must be signed before the youth may participate in the MISY evaluation, in addition to any agency consent process. The procedures are:

1. Once youth have agreed to participate in the MISY mentoring initiative, trained personnel from each MISY grantee are to inform youth and parents/guardian about the MISY evaluation. The attached consent and assent forms should be shared and explained, stressing the voluntary and confidential nature of the evaluation. MISY staff responsible for the consenting process must **carefully explain the consent and assent forms** so that anyone with weak reading skills may better understand the consenting process and have an opportunity to ask questions.
2. Once the youth and parent/guardian agree to participate in the MISY evaluation:
   a. The parent **or** guardian must sign the attached consent form.
   b. Youth 12 or older must sign the assent form.
   c. Youth 11 or younger must have the assent form read to them and verbally agree to participate in the MISY evaluation.
3. No MISY evaluation activities can be conducted until the consent and assent forms are signed.
4. Once the parental consent form and youth assent form have been signed, the intake worker should have the MISY Youth Background Information Form completed by the youth's caseworker, the parents/guardians, or the youth as needed. Then, the youth should be provided with a private space to complete the MISY Youth Behavior Survey.
5. Each MISY grantee is required to keep a copy of the consent form and youth assent form together in a separate folder from any individual data. The original consent and assent forms are to be mailed to PIRE, as well as the completed MISY questionnaires and surveys.

Informed Consent for Participating in an Evaluation
of the Mentor Portland program of the Boys and Girls Aid Society of Oregon

Your child has been invited to take part in an evaluation of the Mentor Portland program of the Boys and Girls Aid Society of Oregon. This study is being conducted by the Pacific Institute for Research and Evaluation (PIRE). It is funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), at the U.S. Department of Justice. The evaluation will help us learn more about the impact of mentoring programs in improving youth outcomes.

Voluntary and Confidential
Participation in this evaluation is voluntary. Whether you agree to participate in the evaluation or not will have no effect your child's participation in the mentoring program. If you agree to have your child participate in this evaluation, you have the right to withdraw your consent at any time. Your child will also be asked to agree to participate. Your child can refuse to answer any evaluation questions without affecting his/her participation in the mentoring program. All PIRE survey information will be collected, and sealed in envelopes, and will be treated confidentially. This means that the results of the PIRE surveys will never be released with your child's name or in any way that your child could be identified. Some general program process and intake information not designated as confidential by the program will also be used in the evaluation.

Procedures
In addition to the intake forms that you may complete together, your child will be asked to complete PIRE surveys (available on request) that will take about 20 minutes. The surveys will ask about his/her feelings about themselves, school, mentors, and the mentoring program. There will also be questions that ask about your child's attitudes and behavior (including school, trouble with the law, and substance use). The surveys will be given to your child up to 4 different times (at intake, about 3 months from now, about 9 months from now, 15 months from now, or when your child leaves the mentoring program). If your child is not matched after 6-9 months, they will be contacted and invited to complete the relevant surveys for a small incentive, as a member of the evaluation's comparison group.

Finally, you are also being asked to permit the evaluators to get information about your child's attendance, grades, awards, after-school activities, and behavior (either through report cards or school records) and to receive records from case managers or probation officers related to their involvement with the juvenile justice system or foster care system over the next 24 months.

Possible Risks/Benefits
We are required to think about possible risks to all evaluation participants. The only small risk from participating in the evaluation is the unlikely chance that your child's personal information could be released. To prevent this, several steps will be taken. The PIRE surveys will be put in a sealed envelope for mailing to PIRE. Once they are received, evaluators will replace your child's name with a code number on all PIRE surveys and documents. The link between this number and your child's name will be kept in a secure place by the evaluators. Your child's mentor or teacher will not see the responses from your child's surveys. **None** of your child's information linked to their name will ever be reported to OJJDP or be published in any written reports from this evaluation.

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Although the evaluation may not directly benefit your child, the results will help us to better understand if mentoring affects youths' behavior. The evaluation may help to improve mentoring programs that try to help youth similar to your child.

Questions?

If you have any questions about this evaluation, you may contact Brent Garrett at (toll-free: 1-888-634-3694, extension 7329). If you have any questions about your child's rights as an evaluation participant, or with any aspect of this evaluation, you may call and speak confidentially to Elysia Oudemans, Manager of Research Integrity Compliance for PIRE's Institutional Review Board (toll-free: 1-866-PIRE-ORG, ext 2757).

****

I understand the above information and voluntarily consent for my child to participate in this evaluation of the Mentor Portland program of the Boys and Girls Aid Society of Oregon. The evaluation activities my child will participate in may include:

- MISY Youth Background Information Form (Collected at intake, 9 months after the match begins, 15 months after the match begins, and/or at the completion of the match)
- MISY Youth Behavior Survey (Collected at intake, 9 months after the match begins, 15 months after the match begins, and/or at the completion of the match)
- MISY Youth Match Survey (collected 3 months after the match begins, 9 months after the match begins, 15 months after the match begins, and/or at the completion of the match)

Name of youth (please print):_____

Signature of youth's parent or legal guardian: _____

Date: _____ Print Name_____

I also give permission for you to contact my child's teacher, case manager, or school system personnel to get information about my child's academic and legal background.
Initial Here: _____

Name of school   _____
Phone number for school   _____
Name and number of case manager_____

If we were to lose touch with you, please list two people who could help us find you.

Contact Name _____	Contact Name _____
Address _____	Address _____
_____	_____
Phone Number _____	Phone Number _____
E-Mail _____	E-Mail _____

Youth Assent Form
(To be signed if youth is 12 years of age or older)

I am willing to take part in the evaluation of the Mentoring for System-Involved Youth (MISY) initiative, funded by the Office of Juvenile Justice and Delinquency Prevention. I understand that evaluators from the Pacific Institute for Research and Evaluation (PIRE) are evaluating the MISY initiative to learn whether youth who have been mentored do better in school and stay out of trouble. If I do not agree to participate in the evaluation I may still participate in the MISY mentoring program.

I understand that I will be asked to fill out surveys about my feelings toward myself, school, family, my behavior, and substance use, as well as my mentoring experience. I understand that I do not have to answer specific questions if I do not want to. The surveys may include:

- MISY Youth Background Information Form (Collected at intake, 9 months after the match begins, 15 months after the match begins, and/or at the completion of the match).
- MISY Youth Behavior Survey (Collected at intake, 9 months after the match begins, 15 months after the match begins, and/or at the completion of the match).
- MISY Youth Match Survey (collected 3 months after the match begins, 9 months after the match begins, 15 months after the match begins, and/or at the completion of the match).

If I have not been matched after 6-9 months, I will still be contacted and invited to complete the relevant measures for a small incentive, as part of a comparison group. I understand that my name will not be used in reporting any of the results of this evaluation. My responses to all MISY survey items will be available only to PIRE evaluators. My parents and teachers will not know my answers to the MISY survey questions.

I also understand that the mentoring program or MISY evaluators will collect information about my school attendance, grades, awards, after-school activities and behavior through report cards or school records. They will also be provided with any court records, if applicable.

I know that I can leave this evaluation at any time and still be in the MISY mentoring program.

Signature: _____   Age: _____

Today's date: _____

Attachment B:

Youth Background Information Form

Administration Directions for Youth Surveys

At the Time of Intake

1. After the parent/guardian and youth have completed the consenting process**,** the MISY Youth Background Information Form should be completed by the youth's caseworker, the parents/guardians, or the youth as needed. The form gathers information about each youth's background, including academic, juvenile justice, and foster care information.
2. Next, the youth are asked to complete the MISY Youth Behavior Survey in as private a setting as possible. The youth may take as much time as they wish to complete the survey, and may ask the mentoring program director to have words or concepts explained.
3. Once the Youth Background Information Form and Youth Behavior Survey are competed, they should put the surveys into the small envelope provided and then seal the envelope. The youth should write their name across the seal. All envelopes are then collected in the larger envelope which is sealed and mailed to PIRE.
4. MISY grantees should **remind** the youth and parents/guardians that the Youth Match Survey will be administered 3 months after the youth is matched, again at 9 months, and then again at 15 months and/or at the end the match. They will be contacted 3 weeks prior to that date to arrange a convenient day and time.
5. The MISY Youth Background Information Form and the MISY Youth Behavior Survey will be administered again, in the same manner as described above, at 9 and 15 months, and/or when the match ends.
6. Please **thank the participants** for completing all MISY evaluation activities.

MISY Youth Background Information Form

PIRE ID number _____ **Today's Date** (m____/d____/200__)

Youth's Name _____ **Social Security Number** _ _ _ **-** _ _ **-** _ _ _ _

Youth Referred by _____

Person completing the intake _____

Date of Birth-month/day/year (____/____/19___) **Age:** _____ (at intake)

Gender: _____ Female _____ Male

Youth Ethnicity: *(Check all that apply)*
☐ African American ☐ Asian American (non-Pacific Islander)
☐ Caucasian ☐ Hispanic
☐ Native American ☐ Pacific Islander
☐ Unknown ☐ Declined
☐ Other: _____

Has the youth participated in a mentoring project before this one? ☐ Yes ☐ No

---

The following questions will be asked again at approximately 6 or 9 month intervals.

1. Date form completed: (m____/d____/200__) i.e. today's date.

2. With whom does the youth currently reside?
☐ Mother ☐ With guardian or foster home (non-relative)
☐ Father ☐ In a treatment center or detention center
☐ Both mother and father ☐ In a shelter or group care facility
☐ With other relative ☐ Living temporarily with friends

<u>Some of the youth participating in similar program have had family members or friends involved in the justice system. All this information will be kept confidential.</u>

3. Does the youth know anyone who is or was involved in a gang ☐ Yes ☐ No
4. Is the youth currently involved in a gang? ☐ Yes ☐ No
5. Has the youth ever been involved in a gang? ☐ Yes ☐ No
6. Does the youth have a parent/step-parent who is incarcerated? ☐ Yes ☐ No
7. Has the youth's parent(s)/guardian ever been incarcerated? ☐ Yes ☐ No
8. What other services/activities does the youth participate in? *(Check all that apply)*
☐ Mentoring (not this program) ☐ Youth programs ☐ Other _____
☐ Tutoring ☐ Faith based programs ☐ Other _____
☐ Counseling ☐ Sports ☐ Other _____

Foster Care Information

Some of the youth participating in this type of mentoring program live with foster parents. If the youth does not live with a foster parent, please skip to question 13.

9. Does they youth live with a foster parent?   ☐ Yes ☐ No
10. How long has the youth lived in this foster home? _____months
11. How many different foster care homes has the youth lived in over the previous 12 months? (Please include the present home in this count) _____
12. Why did the youth leave their last foster home?
    _____

School Information

13. Is the youth presently attending school? ☐ Yes   ☐ No (*If no, skip to #5*)
14. If yes, what grade is the youth in? _____
15. If yes, which of the following best describes the type of school the youth attends?

    ☐ Regular Placement   ☐ Home School
    ☐ Vocational/technical School   ☐ Residential School
    ☐ Alternative School   ☐ 2/4 Year College
    ☐ Charter School   ☐ Other Placement

    ☐ GED Program   _____

16. What is the name of the school the youth attends? _____
17. What is the name of the school district?   _____
18. If the youth is no longer in school, what was the last grade you attended? _____
19. If the youth is not currently attending school, what is the reason?

    ☐ Dropped out   ☐ Graduated
    ☐ Expelled   ☐ Other, specify _____

20. Is the youth eligible for free or reduced meals? ☐ Yes   ☐ No

If possible please use the youth's report card or school records for the information below.

Grading period of report card (____/____/200__) - (____/____/200__)

21. How many days was the youth absent during the last completed grading period?
    Excused Absences _____ *Unexcused Absences* _____*Total Absences* _____

22. Did the youth spend time in detention during the last grading period?   ☐ Yes ☐ No
    If yes, how many days in detention? _____
    ID _____

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23. Was the youth suspended or expelled from school this school year? ☐ Yes ☐ No

24. If yes, list the number of days suspended during the last completed grading period? _____
    Reasons for suspension/expulsion _____

25. Grade Point Average for last grading period _____

26. Please enter grades for English/Language Arts _____, Math _____

Juvenile Justice Information

If the youth has not been involved in the juvenile justice system, please skip this section.

27. Is the youth involved in the juvenile justice system at this time? ☐ Yes ☐ No

28. Has the youth ever been charged with an offense? ☐ Yes ☐ No
    - 28a. If yes, how many times? _____
    - 28b. What was the nature of the last offense?

☐ Curfew Violation	☐ Property Damage	☐ Assault
☐ Driving Offense	☐ Alcohol or Drug Offense	☐ Sexual Offense
☐ Auto Theft	☐ Burglary/Theft	☐ Other _____
☐ Disorderly Conduct	☐ Weapons Offense	

    - 28c. When did the last offense occur?　　(____/____/200__)
    - 28d. What was the result of the offense, if any?

☐ No Charges Filed	☐ Home Detention
☐ Charges Dropped	☐ Detention Center
☐ Preadjudication/diversion	☐ Pending
☐ Fine/restitution	☐ Other _____
☐ Probation/Suspended Sentence	

29. Has the youth been re-arrested since enrollment in this mentoring program? ☐ Yes ☐ No

30. Comments:

    _____

    _____

   ID _____

Attachment C:

MISY Youth Behavior Survey

[Copied on yellow paper]

Completed surveys are to be mailed in sealed envelopes to PIRE staff.

Please put the completed survey into the envelope, seal the envelope, and write your name across the sealed flap. The envelopes will be mailed to PIRE evaluators for analysis.

Name _____ **PIRE ID Assigned**_____

Age   _____

Today's date _____

Name of Program_____

MISY Youth Behavior Survey

All your answers are Confidential and
will Only Be Seen by Project Evaluators

DIRECTIONS: These questions ask how you feel about yourself. For each question, choose the <u>one</u> answer that best describes **how YOU feel** about yourself. There are no right or wrong answers -- just be HONEST. Put a check mark in the appropriate box for each question.

Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I am happy with the way I can do most things.	❑	❑	❑	❑
2. I sometimes think I am a failure (a "loser").	❑	❑	❑	❑
3. I am happy with myself as a person.	❑	❑	❑	❑
4. I am the kind of person I want to be.	❑	❑	❑	❑
	Strongly Disagree	Disagree	Agree	Strongly Agree
5. I often feel ashamed of myself.	❑	❑	❑	❑
6. I like being just the way I am.	❑	❑	❑	❑
7. I am as good a person as I want to be.	❑	❑	❑	❑
8. I wish I had more to be proud of.	❑	❑	❑	❑

Have you received any awards? If so, please list them below:

_____

_____

PIRE ID Number _____

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Other than your parents or other people who have raised you, do you have any mentors in your life your right now? Mentors are people who are role models or adults you spend time with and who are important to you. Mentors are persons who:

- You count on and that are there for you

- Believe in and care deeply about you

- Inspire you (make you want) to do your best

- Make a difference in what you do and the choices you make

9. Is there someone else who plays a mentoring role in your life?
   ☐ Teacher   ☐ Family members   ☐ Older Friend
                                                    _____
   ☐ Church leaders   ☐ Neighbor(s)   ☐ Other _____
      ☐ I do not have any mentors in my life right now

PIRE ID Number _____

All Responses are Confidential

The next questions ask how you feel about some behaviors and actions. For each question, please let us know whether you think it is very wrong, a little wrong, a little okay, or very okay? Please respond honestly.	Very Wrong	A Little Wrong	A Little OK	Very OK
10. Skipping school without an excuse?	❑	❑	❑	❑
11. Lying to adults such as parents, teachers, or others?	❑	❑	❑	❑
12. Disobeying instructions by adults	❑	❑	❑	❑
13. Purposely damaging or destroying property that did not belong to you?	❑	❑	❑	❑
14. Stealing items worth less than $5?	❑	❑	❑	❑
15. Stealing items worth less than $50?	❑	❑	❑	❑
	Very Wrong	A Little Wrong	A Little OK	Very OK
16. Stealing items worth **more than** $50?	❑	❑	❑	❑
17. Going into or trying to go into a building to steal something?	❑	❑	❑	❑
18. Taking a car or motorcycle for a ride or drive without the owner's permission?	❑	❑	❑	❑
19. Hitting someone to really hurt that person?	❑	❑	❑	❑
20. Attacking someone with a weapon to seriously hurt that person?	❑	❑	❑	❑
21. Using a weapon or force to take money or things from people?	❑	❑	❑	❑

PIRE ID Number _____

All Responses are Confidential

If you are still in school, please answer questions 22-32. If you are not in school please skip to the next section beginning with question 26.

The first set of questions asks about how you feel about how you do in school. For each statement below, please let us know if you strongly disagree with it, disagree with it, agree with it, or strongly agree with it.

Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
22. I am as good a student as I would like to be	❑	❑	❑	❑
23. I am doing as well on schoolwork as I would like to	❑	❑	❑	❑
24. I get grades that are good enough for me	❑	❑	❑	❑
25. I feel OK about how good of a student I am	❑	❑	❑	❑

Some of the youth your age who are in this type of mentoring program may have tried cigarettes, drugs, or alcohol in the past. *The questions below ask whether you have ever tried cigarettes, drugs, or alcohol in the past. These questions will help us understand the mentoring program you are participating in.*

26. Have you ever:
- Smoked cigarettes?   ☐ Yes ☐ No
- Drank alcohol?   ☐ Yes ☐ No
- Used marijuana?   ☐ Yes ☐ No
- Used any other drug not prescribed for you?   ☐ Yes ☐ No

   If no to all, skip to the next section of the survey.

27. How many cigarettes have you smoked during the past 30 days?

❑ *Not at all*   ❑ *One pack per day*
❑ *Less than one cigarette per day*   ❑ *About one-half pack per day*
❑ *One to five cigarettes per day*   ❑ *more than one pack per day*

28.How many times have you had a drink of alcohol during the past 30 days?

❑ *None*   ❑ *Less than 1 drink per day*   ❑ *1 to 2 per drinks/day*   ❑ *3 or more drinks per day*

❑ *Only on the weekends*   ❑ *At special events only*

29.About how many marijuana cigarettes (joints, reefers), did you smoke a day during the past 30 days? (If you shared them with other people, count only the amount YOU smoked).

❑ *None*   ❑ *Less than 1 a day*   ❑ *1 a day*   ❑ *More than 1 a day*

30.How often have you taken any other drugs, including drugs that arelegal (but not prescribed for you) or other illegal drugs during the past 30 days?

❑ *Not at all*   ❑ *Once or twice*   ❑ *Once to twice per week*

❑ *Three to five times per week*   ❑ *About once a day*   ❑ *More than once a day*

PIRE ID Number _____

Attachment D:

Mentor Consent and Survey Administration Procedures

Mentor Consent Form

Administration Procedures

Procedures and training required for consenting adults participating in research is very similar to that previously described for the youth participating in the evaluation. The four MISY mentoring programs must follow the following procedures to obtain consent for all individuals who will serve as mentors. MISY grantee personnel responsible for obtaining consent from the adult mentors must also have completed a human participant protection training for research before they administer the mentor consent forms. As a reminder, this training can be attained by completing a 2 hour module designed by NIH at:
- http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp.

The attached mentor consent form must be signed before the mentor may participate in the MISY evaluation, in addition to any agency consent process. The procedures are:

1. Once the individual has agreed to participate in the MISY mentoring initiative, trained personnel from each MISY grantee are to inform the individual about the MISY evaluation. The attached consent form should be shared and explained, stressing the voluntary and confidential nature of the evaluation. MISY staff responsible for the consenting process must carefully explain the consent form so that anyone with weak reading skills may better understand the consenting process and have an opportunity to ask questions.
2. Once the individual has agreed to participate in the MISY evaluation, they should sign the consent form.
3. No MISY evaluation activities can be conducted until the consent form is signed.
4. Once the consent form has been signed, the mentor should complete the MISY Mentor Background Questionnaire. The MISY Mentor Survey should then be given at the end of the first mentor training.
5. Each MISY grantee is required to keep a copy of the consent form in a separate folder from any individual data. The original consent forms are to be mailed to PIRE, as well as the completed MISY questionnaires and survey.

Mentor Consent Form

You have been invited to take part in an evaluation of the Mentor Portland program of the Boys and Girls Aid Society of Oregon. This study is being conducted by the Pacific Institute for Research and Evaluation (PIRE). It is funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), at the U.S. Department of Justice. The evaluation will help us learn more about how mentoring programs improve youth outcomes.

Voluntary and Confidential

Participation in this evaluation is voluntary. Whether you agree to participate in the evaluation or not will not affect your participation in the mentoring program. If you agree to participate in this evaluation, you have the right to withdraw your consent at any time. All information collected will be confidential.

Procedures

You will be asked to complete two surveys that will take no more than 15 minutes. The surveys will ask about (1) your confidence in serving as a mentor and (2) your perceptions about the quality of the mentoring match. The first survey will be given once, upon completing your initial training. The second survey will be given at 3 different times: about 3 months after match assignment, about 9 months after the match, and/or when the mentoring match is completed.

Possible Risks/Benefits

We are required to think about possible risks to all evaluation participants. The only small risk from participating in the evaluation is the unlikely chance that your responses to the surveys or personal information could be released. To prevent this, several steps will be taken. Evaluators will replace your name with a code number on all surveys. The link between this number and your name will be kept in a secure place by the evaluators. Your information, linked to your name, will never be reported to the mentoring program, OJJDP, or be published in any written reports from this evaluation. Although the evaluation may not directly benefit you, the evaluation may help to improve other mentoring programs.

If you have any questions about this evaluation, you may contact Brent Garrett at (toll-free: 1-888-634-3694, extension 7329). If you have any questions about your rights as an evaluation participant, or with any aspect of this evaluation, you may call and speak confidentially to Elysia Oudemans, Manager of Research Integrity Compliance for PIRE's Institutional Review Board (toll-free: 1-866-PIRE-ORG, ext 2757).

****

I understand the above information and voluntarily consent to participate in this evaluation of the Mentor Portland program of the Boys and Girls Aid Society of Oregon.

Name (please print):_____

Signature   _____

Date: _____

Attachment E:

MISY Mentor Background Questionnaire

MISY Mentor Surveys

[Copied on blue paper]

Completed surveys are to be mailed in sealed envelopes to PIRE staff.

Please place the completed survey in an envelope, seal the envelope, and write your name across the sealed flap. The envelopes will be mailed to PIRE evaluators for analysis.

MISY Mentor Background Questionnaire

1. ID number _____ **2. Today's Date** (____/____/200__)

3. Mentor's Name _____ **4. Gender:** ☐ Female   ☐ Male

5. Date of Birth   (____/____/19___)   **6**. **Age:** _____ (at time of application)

7. Mentor Ethnicity:

☐ African American   ☐ Asian American (non-Pacific Islander)
☐ Caucasian   ☐ Hispanic
☐ Native American   ☐ Pacific Islander
☐ Unknown   ☐ Other:
☐ Declined

_____

8. Have you participated in a mentoring project before this one? ☐ Yes   ☐ No

9. What prior experience have you had in other youth activities?

☐ Mentor   ☐ Teacher
☐ Coach   ☐ Parent
☐ Other _____   ☐ Faith-Based Activities

10. What is the highest level of education you have attained?

☐ Some High School   ☐ Vocational/Technical Certification
☐ Completed High School   ☐ Associate Degree
☐ Earned GED   ☐ Undergraduate Degree
☐ Some College   ☐ Graduate Degree

11. Which of the following categories best describes your current employment?

☐ Working Full-Time   ☐ In School
☐ Working Part-Time   ☐ Homemaker
☐ Unemployed/Laid Off   ☐ Other (Specify) _____
☐ Retired

12. How confident are you about your ability to relate to people with disabilities?

☐ Not at All Confident   ☐ Somewhat Confident
☐ Very Confident   ☐ Extremely Confident

Mentor Intake Survey

How confident are you in your **knowledge**:	**Not at All Confident**	**Somewhat Confident**	**Very Confident**	**Extremely Confident**
1. of the mentoring program's policies and procedures for mentoring?	1	2	3	4
2. of the goals of the mentoring program?	1	2	3	4
3. of the role of mentoring program staff?	1	2	3	4
How confident are you in your ability:				
4. to make an appropriate referral for behavioral or emotional problems?	1	2	3	4
5. to provide friendship to a youth or "mentee?"	1	2	3	4
6. to be a role model to a mentee?	1	2	3	4
7. to deal with a mentee's behavioral problems?	1	2	3	4
8. to provide emotional support to a mentee?	1	2	3	4
9. to help a mentee with school work?	1	2	3	4
10. to help a mentee understand and feel good about what it means to be male/female?	1	2	3	4
11. to help a mentee understand and feel good about his/her racial or ethnic group?	1	2	3	4
12. to help a mentee feel good about the contributions of people of his/her gender in this society?	1	2	3	4
13. to help a mentee feel good about the contributions of people of his/her same race or ethnic group?	1	2	3	4
14. to help a mentee feel good about him/herself?	1	2	3	4
15. to help a mentee establish positive relationships with family members?	1	2	3	4
16. to help a mentee establish positive relationships with adults outside his/her family?	1	2	3	4
17. to help a mentee establish positive relationships with peers?	1	2	3	4
18. to help a mentee participate in appropriate social activities?	1	2	3	4
19. to help a mentee adjust to the school environment?	1	2	3	4

Comment:_____

PIRE ID Number _____

Attachment F:

Youth Match Survey
(on yellow paper)

Mentor Match Survey
(on blue paper)

Youth Match Survey
(on yellow paper)

Completed surveys are to be mailed in sealed envelopes to PIRE staff.

Please place the completed survey in an envelope, seal the envelope, and write your name across the sealed flap. The envelopes will be mailed to PIRE evaluators for analysis.

Name of Youth _____

Today's Date _____

Name of Program _____

Youth Match Survey

Directions: Please answer the questions below so that we better understand how you feel about your match. For each statement below, please *say how much it is true for you* by choosing a number from the scale below. As always, you may skip any question you prefer not to answer.

Not At All True	A Little True	Pretty True	Very True		
1	2	3	4		

1. My mentor is always interested in what I want to do.	1	2	3	4
2. My mentor and I are close (very good friends).	1	2	3	4
3. My mentor focuses too much on school.	1	2	3	4
4. My mentor almost always asks me what I want to do.	1	2	3	4
5. My mentor and I like to talk about the same things.	1	2	3	4
6. My mentor really cares about me.	1	2	3	4
7. My mentor and I got along right away (liked each other quickly).	1	2	3	4
8. My mentor and I like to do the same things.	1	2	3	4
9. My mentor and I do things I really want to do.	1	2	3	4
10. I wish my mentor would not try so hard to get me to talk about things I want to keep private.	1	2	3	4
11. My mentor makes me feel special.	1	2	3	4
12. My mentor and I like to do a lot of the same things	1	2	3	4
13. I know a lot about my mentor's life (his/her family, job, etc.).	1	2	3	4
14. I wish my mentor would not bother me so much about how I am (how I act, what I wear, etc.).	1	2	3	4
15. Being with my mentor makes me happy.	1	2	3	4
16. My mentor knows what is going on in my life.	1	2	3	4
17. My mentor thinks of fun and interesting things to do.	1	2	3	4
18. My mentor is a good match for me.	1	2	3	4

ID _____

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Youth Match Survey – Page 2

Directions: This section asks what you do when you see your mentor. For each item below, please say how often you do it by choosing a number from the scale below.

1	2	3	4	5	
Never	Less Than Half the Time	Half the Time	More Than Half the Time	Every Time	

19. Talk about how you are doing at school.	1	2	3	4	5
20. Talk about things you hope will happen in your life (your hopes and dreams)?	1	2	3	4	5
21. Talk about the things you care about the most?	1	2	3	4	5
22. Talk about your family (how you're getting along with them, what it's like at home, etc.)?	1	2	3	4	5
23. Talk about how to be a good person (being honest, responsible, etc.)?	1	2	3	4	5
24. Talk about your family (how you're getting along with them, what it's like at home, etc.)?	1	2	3	4	5
25. Talk about how to behave well and stay out of trouble (self-control, making better decisions, etc.)?	1	2	3	4	5
26. Talk about problems you have or things that worry you?	1	2	3	4	5
27. Learn about things that interest you [interests are things you like or things that can keep your attention].	1	2	3	4	5
28. Talk about good things that happen to you (things that make you happy)?	1	2	3	4	5
29. Do activities that teach you something or make you think (like reading, puzzles, educational games, etc.)?	1	2	3	4	5
30. Talk about the things you care about the most?	1	2	3	4	5
31. Talk about any bad things that happen in your life?	1	2	3	4	5

Please list any other comments you have about your match below or on the back of this page.

_____

_____

_____

ID _____

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Mentor Match Survey
(on blue paper)

Completed surveys are to be mailed in sealed envelopes to PIRE staff.

Please place the completed survey in an envelope, seal the envelope, and write your name across the sealed flap. The envelopes will be mailed to PIRE evaluators for analysis.

Name of Mentor _____

Today's Date _____

Name of Program _____

Mentor Match Survey

Directions: This section will help us understand how you feel about your match. For each statement below, please <u>say how often it is true for you</u> by choosing a number from the scale below.

1	2	3	4	5	6	
Never	Rarely	Sometimes	Pretty Often	Very Often	Always	

1. I think my mentee and I are a good match for each other.	1	2	3	4	5	6
2. My mentee is very private about his/her life at home.	1	2	3	4	5	6
3. I feel like the match is getting stronger.	1	2	3	4	5	6
4. My mentee and I got along well right away.	1	2	3	4	5	6
5. 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
6. I feel distant from my mentee.	1	2	3	4	5	6
7. I feel unsure that my mentee is getting enough out of our match.	1	2	3	4	5	6
8. I feel awkward or uncomfortable when I'm with my mentee.	1	2	3	4	5	6
9. My mentee wishes I were different (younger/older, man/woman, etc.).	1	2	3	4	5	6
10. I can trust what my mentee tells me.	1	2	3	4	5	6
11. My mentee seems uncomfortable (or resistant) when I try to help with problems he/she may be having.	1	2	3	4	5	6
12. I feel frustrated or disappointed about how the match is going.	1	2	3	4	5	6
13. My mentee and I have similar interests.	1	2	3	4	5	6
14. My mentee does things to push me away.	1	2	3	4	5	6
15. I feel like I am making a difference in my mentee's life.	1	2	3	4	5	6
16. I wish I had a different type of mentee (younger/older, boy/girl, more/less physical, etc.).	1	2	3	4	5	6
17. I feel like my mentee and I have a strong bond (close or deeply connected).	1	2	3	4	5	6
18. My background makes it easy for me to relate with my mentee	1	2	3	4	5	6
19. My mentee avoids talking with me about problems or issues at home	1	2	3	4	5	6
20. My mentee is willing to learn from me.	1	2	3	4	5	6
21. I feel like my mentee and I are good friends (buddies, pals).	1	2	3	4	5	6

ID _____

Mentor Match Survey – Page 2

Directions: How **important** do you consider the items 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	2	3	4	5	6
Not Important	A Little Important	Pretty Important	Very Important	Extremely Important	Most Important

22. Doing activities with your mentee that get him/her to think (like reading, puzzles, educational games, etc.)?	1	2	3	4	5	6
23. Getting your mentee to develop his/her character (be honest, responsible, etc)?	1	2	3	4	5	6
24. Sharing your life experiences with your mentee?	1	2	3	4	5	6
25. Involving academics in the match?	1	2	3	4	5	6
26. Teaching your mentee to manage or improve his/her behavior (control impulses, make better decisions, etc.)?	1	2	3	4	5	6
27. Focusing on feelings and emotional things with your mentee?	1	2	3	4	5	6
28. 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
29. Teaching your mentee social skills (like table manners, how to meet people, etc.)?	1	2	3	4	5	6
30. Telling your mentee about your job?	1	2	3	4	5	6
31. Helping your mentee with schoolwork?	1	2	3	4	5	6
32. Getting your mentee to care more about other people?	1	2	3	4	5	6
33. Spending time just talking with your mentee?	1	2	3	4	5	6

ID _____

Mentor Match Survey – Page 3

Directions: This section asks about things that affect your match. For each statement below, please say how much you agree by choosing a number from the scale at the bottom of the page.

1	2	3	4	5	6
Completely Disagree	Mostly Disagree	Tend To Disagree	Tend To Agree	Mostly Agree	Completely Agree

34. My mentee's parents/guardians are actively involved with our match.	1	2	3	4	5	6
35. I have received training from my agency that helps me be a better mentor.	1	2	3	4	5	6
36. It is hard for me to get in touch with my mentee's parents/guardians.	1	2	3	4	5	6
37. I get regular guidance/supervision from staff at my agency.	1	2	3	4	5	6
36. My mentee's parents/guardians interfere with our match.	1	2	3	4	5	6
37. The support I get from my agency makes me a better mentor.	1	2	3	4	5	6

Please list any other comments you have about your match below.

_____

_____

_____

_____

_____

_____

_____

ID _____

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Attachment G:

Confidentiality Agreement

Confidentiality Agreement

This is an agreement between _____ [name of mentoring grantee], their staff or designee, and the Pacific institute for Research and Evaluation regarding confidential information.

1. Confidential information. We understand that agencies assisting PIRE evaluators collect mentoring evaluation data may become privy to confidential information regarding survey participants intended solely for the evaluation. The grantee agrees that this confidential information shall not be disclosed to any third party without prior authorization from appropriate parties.
2. The grantee or their staff or designee agrees that they will not directly or indirectly use any confidential information for his/her own benefit, disclose the said information unless ordered to do so by the court, or agency of competent jurisdiction.

The grantee _____ agrees to abide by this agreement set forth below.

Signature_____ Printed name _____

Date _____

Attachment H

Comparison Group Package

Draft to MISY Grantees on the
Strategies for Creating a Comparison Group

Sample of Generic OJJDP Recruitment Letter

Instruction on Consenting Procedures for the Comparison Group

Consent and Assent Forms for Comparison Group

Preliminary Strategies for Creating a Comparison Group

Comparison group recruitment will follow these general guidelines. These guidelines have been made as broad as possible to allow for the differences between sites. Based on the numbers of youth to be served identified in the proposals submitted by MISY grantees, we are expecting that each MISY grantee will need to recruit approximately 20 additional youth annually to serve as comparison youth. We expect this number to vary among grantees. Our goal is to see that the comparison youth differ as little as possible from the youth who are matched with a mentor.

There are three primary options for recruiting a comparison group. **First**, and most ideal, is to recruit more youth to join the mentoring pool from the same referral sources and same community, than can realistically be matched in the next 6-9 months. Then, participating and comparison youth would both be **randomly** selected from the pool of referrals.

Research and practice both illustrate the ongoing imbalance between supply and demand of adult mentors. If there is not an adequate supply of mentors, youth who are not able to be matched right away may form the comparison group. This **second** option is less rigorous, as there may be reasons why the youth can not be matched immediately.

The **third** option is to recruit comparison youth from similar source(s) as the mentored youth but from a different geographic, although demographically similar, section of your city or a nearby community. It is likely that these youth would never receiving mentoring from your agency. They may only serve as comparison youth initially.

PIRE evaluators will assist MISY grantees in the process of working with local referral sources to recruit comparison youth. PIRE can provide a letter to referral sources from OJJDP that explains the MISY initiative, stresses the importance of the MISY initiative, and requests their cooperation. A script will be provided on request that explains the purpose and process for participating in the comparison group, including the opportunity to earn an incentive by answering survey questions at two different occasions.

Once youth have been identified as potential comparison group member by the third option, , their consent must be obtained for them to participate in the evaluation activities. It will also be important to obtain two to three different phones numbers where they could be contacted after six to nine months. This might be a family member, a relative, or a friend. Comparison youth are required to complete the MISY Youth Background Information Form and the MISY Youth Behavior Survey. These two instruments would be completed initially at time of consent. If a comparison youth is matched at any time after consenting, the instrument should be administered at that time. If not matched, a second survey administration of both instruments should occur at 9 months.

Incentives for Survey Completion

We are providing incentives for participating comparison youth, as well as funds for each grantee to cover some of the costs of recruiting and administering surveys to comparison youth.

Youth-Level Incentives (Based on 20 youth per year from each of four MISY grantees.)

	Funds Per Youth	Funds Per Grantee	Total Funds
Upon completion of MISY Youth Background Information Form and Youth Behavior Survey at the start	$20	$400	$1,600
Upon completion of MISY Youth Background Information Form and Youth Behavior Survey approximately 9 months after starting	$40	$800	$3,200

PIRE will provide each grantee with "cash cards" that are to be given to comparison youth upon completion of the respective surveys. The cards will be "activated" by PIRE upon notification of completion of surveys by each grantee.

Program-Level Incentives

PIRE will reimburse each grantee $200 initially for the administration of the MISY Youth Background Information Form and Youth Behavior Survey when they have indicated they ready to recruit comparison youth. The second payment of $200 will take place after the first eight comparison youth are recruited and completed the intake process.

PIRE will reimburse each grantee another $400 for the administration of the 9-month follow-up MISY Youth Background Information Form and Youth Behavior Survey when they are ready to administer the instruments to the first eight comparison youth and another $400 after eight additional youth complete the post-test instruments.

We hope that these incentives will help to defray the costs associated with the comparison group recruitment and surveying. Please note that at the time a comparison youth is invited to complete the survey and is to be compensated, which would be after at least 6 months on the waiting list, no new permission form will need to be sent to the parent/guardian but only an explanation of the value of the incentives that the youth will receive.

Sample Generic OJJDP Recruitment Letter

February 00, 2008

Dear Sir/Madam,

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the US Department of Justice has funded four community-based organizations to develop innovative approaches to mentoring youth involved with the juvenile justice and/or foster care systems. OJJDP has also funded the Pacific Institute for Research and Evaluation (PIRE) to conduct the evaluation of this initiative.

Mentor Portland program of the Boys and Girls Aid Society of Oregon is asking for help to recruit youth from these populations who are candidates for being mentored immediately, or being waitlisted for six to nine months and then being mentored. The purpose of recruiting some youth to be wait-listed is to fulfill an OJJDP requirement for constituting a comparison group of at-risk, foster care youth as a part of the evaluation component. These comparison group youth that we are seeking your help to recruit will be asked to complete three waves of short surveys several months apart. They will receive a small monetary incentive. These youth will provide information on their involvement with the juvenile justice and foster care systems, as well as information about their attendance and grades at school. All evaluation protocols have been approved by PIRE's Institutional Review Board to ensure protection of human subjects in the evaluation activities. All information will be held in confidence by PIRE evaluators and only reported **anonymously**.

The research on the impact of mentoring youth in this population is still in its infancy. We hope that by having a comparison/ control group and a strong scientific design for this mentoring initiative, OJJDP can demonstrate the effectiveness and evidence-base of four unique mentoring models for system involved youth. This information will be useful in demonstrating the impact of mentoring programs for future funding efforts.

We are asking for your full cooperation in assisting Mentor Portland program of the Boys and Girls Aid Society of Oregon and PIRE to work with local personnel from your office to recruit system involved youth, and especially youth who will serve in the comparison group. The youth in the comparison group will need to agree not be placed with a mentor for six to nine months from the time they are enrolled in the program. If at any time the youth do not wish to continue with this agreement, they are free to withdraw without any penalty except the loss of the small incentive that we intend to give them for completing the surveys.

At the OJJDP, we believe that is important to promote the positive impact of local service agencies/providers. This program's success would certainly be a positive highlight for the Portland area. We hope that you will be a partner in these efforts. Please contact either Kristin Harper kharper@boysandgirlsaid.org with Mentor Portland at 503-542-2703 or Hilary Kirk with PIRE at kirk@pire.org or 800 PIRE-ORG if you have any questions or suggestions for

comparison group participants, **or** if you would like to refer any other foster care youth that would benefit from mentoring. You can also contact me for further information. Thank you for your attention to this matter.

Sincerely,

Dr. Michael Shader
Social Science Program Specialist
Office of Juvenile Justice and Delinquency Prevention
United States Department of Justice
810 7th Street, NW
Washington DC 20531
Phone: 202-616-2606, email Michael.shader@usdoj.gov

Instructions on Consent Procedures
for Comparison Group Youth in the Program Evaluation

The four MISY mentoring programs must follow the following procedures to obtain consent and assent for all youth under the age of 18 who participate in the evaluation of the MISY initiative as comparison group members. If an individual is over the age of 18, they can sign their own consent form. MISY grantee personnel responsible for obtaining consent and assent must complete a human participant protection training for research before they can administer the consent and assent forms. This training can be attained by completing a 2 hour module designed by NIH at:

  http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp.

The script of the consenting process printed from this web site will be given to the participants to reinforce the relevant sections of the training.

The attached parent/guardian consent form and youth assent form must be signed before the youth may participate in the MISY evaluation, in addition to any agency consent process that may be determined necessary for comparison group participants. The procedures are:

6. Once youth and their parents/guardian have agreed to participate in the evaluation of the MISY mentoring initiative as comparison group participants, the consent and assent forms should be shared and explained, stressing the voluntary and confidential nature of the evaluation. MISY staff responsible for the consenting process must **carefully explain the consent and assent forms** so that anyone with weak reading skills may better understand the consenting process and have an opportunity to ask questions.
7. Once the youth and parent/guardian agree to participate in the comparison group for the MISY evaluation:
    a. The parent **or** guardian must sign the attached consent form.
    b. Youth 12 or older must sign the assent form.
    c. Youth 11 or younger must have the assent form read to them and verbally agree to participate in the MISY evaluation.
8. No MISY evaluation activities can be conducted until the consent and assent forms are signed.
9. Once the parental consent form and youth assent form have been signed, the youth or their parents/guardian should complete the MISY Youth Background Questionnaire. Then, the youth should be provided with a private space to complete the MISY Youth Behavior Survey.
10. Each participant consenting to join the comparison group only for a minimum of 6-9 months will receive a small stipend of $20 for completing the first set of instruments and $40 when completing the second round of surveys.
11. Each MISY grantee is required to keep a copy of the consent form and youth assent form together in a separate folder from any individual data. The original consent and assent forms are to be mailed to PIRE, as well as the completed MISY questionnaires and surveys.

Parental Consent for Comparison Group Participants in an Evaluation of the Mentor Portland Program

Your child has been invited to take part in an evaluation of the Mentor Portland program of the Boys and Girls Aid Society of Oregon by being in a comparison group. This study is being conducted by the Pacific Institute for Research and Evaluation (PIRE). It is funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), at the U.S. Department of Justice. The evaluation will help us learn more about the impact of mentoring programs in improving youth outcomes.

Voluntary and Confidential
Participation in the comparison group for this evaluation is voluntary. Whether you agree to participate in the evaluation or not will have no effect your child's participation in a mentoring program if available at a later date. If you agree to have your child participate in this evaluation, you have the right to withdraw your consent at any time. Your child will also be asked to agree to participate. Your child can refuse to answer any evaluation questions without affecting his/her future participation in the mentoring program should they wish to do so after 6 - 9 months. All PIRE survey information collected and placed in the envelopes will be treated confidentially. This means that the results of the PIRE surveys will never be released with your child's name or so your child may be identified.

Procedures
In addition to the intake forms that you may complete with a case worker or your child, your child will be asked to complete PIRE surveys (available on request) that will take about 20 minutes. The surveys will ask about his/her feelings about themselves, school, and mentors, if any. There will also be questions that ask about your child's attitudes and behavior (including school, trouble with the law, and substance use). The surveys will be given to your child at 3 different times (at the beginning, about 9 months from now and about 15 months from now. Your child will be provided a small incentive of $20.00 for completing the initial surveys and $40.00 for the second and 3rd times they do so.

Finally, you are also being asked to permit the evaluators to get information about your child's attendance, grades, awards, activities, and behavior (either through report cards or school records) and to receive records from case managers or probation officers related to their involvement with the juvenile justice system or foster care system over the next 24 months.

Possible Risks/Benefits
We are required to think about possible risks to all evaluation participants. The only small risk from participating in the evaluation is the unlikely chance that your child's personal information could be released. To prevent this, several steps will be taken. The PIRE surveys will be put in a sealed envelope for mailing. Once they are received, evaluators will replace your child's name with a code number on all PIRE surveys and documents. The link between this number and your child's name will be kept in a secure place by the evaluators. Your child's teacher/case manager will not see the responses from your child's surveys. **None** of your child's information linked to their name will ever be reported to OJJDP or be published in any written reports from this evaluation.

Although the evaluation or the mentoring program may not directly benefit your child, the results will help us to better understand if mentoring affects youths' behavior. The evaluation may help to improve mentoring programs that try to help youth similar to your child.

Questions?
If you have any questions about this evaluation, you may contact Brent Garrett at (toll-free: 1-888-634-3694, extension 7329). If you have any questions about your child's rights as an evaluation participant, or with any aspect of this evaluation, you may call and speak confidentially to Elysia Oudemans, Manager of Research Integrity Compliance for PIRE's Institutional Review Board (toll-free: 1-866-PIRE-ORG, ext 2757).

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I understand the above information and voluntarily consent for my child to be a part of the comparison group for the evaluation of the Mentor Portland program of the Boys and Girls Aid Society of Oregon. The evaluation activities my child will participate in include:

- MISY Youth Background Information Form (Collected at enrollment to the comparison group, 9 months after enrollment, and 15 months after enrollment).

- MISY Youth Behavior Survey (Collected at enrollment to the comparison group, 9 months after enrollment, and 15 months after enrollment).

Name of youth (please print):_____

Signature of youth's parent or legal guardian: _____

Date: _____ Print Name_____

I also give permission for you to contact my child's teacher, case manager, or school system personnel to get information about my child's academic and legal background.

Initial Here: _____

Name of school   _____

Phone number for school   _____

Name and number of case manager_____
(if available)

If we were to lose touch with you, please list two people who could help us find you.

Contact Name _____	Contact Name _____
Address _____	Address _____
_____	_____
Phone Number _____	Phone Number _____
E-Mail _____	E-Mail _____

Youth Assent Form

(To be signed if youth is 12 years of age or older)

I am willing to take part in the comparison group for the mentoring evaluation funded by the Office of Juvenile Justice and Delinquency Prevention. I understand that the researchers from Pacific Institute for Research and Evaluation (PIRE) are evaluating mentoring programs to learn whether youth who have been mentored do better in school and stay out of trouble. If do not agree to participate in the evaluation as a part of the comparison group I may still participate in a mentoring program if available.

I understand that I will be asked to fill out surveys about my feelings toward myself, school, family, my behavior, and substance use. I understand that I do not have to answer specific questions if I do not want to. The surveys are:

- MISY Youth Background Information Form (Collected at enrollment to the comparison group, 9 months after enrollment, and 15 months after enrollment).
- MISY Youth Behavior Survey (Collected at enrollment to the comparison group, 9 months after enrollment, and 15 months after enrollment).

I understand that my name will not be used in reporting any of the results of this study. My responses to all PIRE survey items will be available only to PIRE evaluators. My parents and teachers will not know my answers to the survey questions.

I also understand that the mentoring program or PIRE evaluators will collect information about my school attendance, grades, awards, activities, and behavior through report cards or school records. They will also be provided with any court records, if applicable for up to 24 months from now with my permission.

I know that I can leave this study at any time and still be in any available mentoring program if I choose to be.

Signature: _____   Age: _____

Today's date: _____

Appendix 3. Sample Stories from the Sites

1. This youth was among the most frequent attendees of the program activities and several times attended even if his mentor was not available. On one occasion, the other participants had not arrived and the program manager had the opportunity to sit in a room with the youth and their guardian, in this case, a grandmother. They youth sat quietly while the grandmother berated him non-stop, calling him names, saying that he would never amount to anything. She indicated that she believed things despite the sacrifice she considered she was making in insisting that he was involved in the mentoring activities. During a bathroom break, the program manager met the youth in the hallway and looked at him intently and said "you know I believe in you and you are a good person" continued to provide positive feedback though not the mentor. A secondary factor that this example elucidates is that for this sector of youth close family structure may provide not positive support but rather may be demoralizing and provide negative messages such as parents involved in drug use. These youth need an alternate influence.

2. A Mentor realized after the first few outings with his match, that the amount of time spent with a child is less important than the frequency and quality of the visits. Their three-minute ride on the Portland Aerial Tram proved that. They shared experience turned out to be an important moment in their relationship. Mentor A says his 8-year-old youth is a funny, charismatic, energetic little guy. "I can't emphasize how much energy he has," he says but was when asked about riding the tram was visibly nervous and his family said he would never do it explaining about his fear of heights. "When I told him about the tram … he was unusually quiet for a few minutes. Then he said, 'Well, as long as I'm with you".