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Evaluation of the Leadership Foundations' Mentoring Youth for Leadership Initiative:
Evaluating Impact, Program Practices, and Implementation on High-Risk Youth

Final Technical Report
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Kathryn N. Stump, Ph.D. & Janis B. Kupersmidt, Ph.D.
innovation Research & Training
Durham, NC

Abstract

In 2017, OJJDP awarded a Mentoring Research Partners Program grant for the purposes of evaluating the effectiveness of mentoring programs that have been previously funded through OJJDP. *Innovation Research & Training (iRT)* conducted outcome and process evaluations of the Leadership Foundations' Mentoring Youth for Leadership (MYL) project, an OJJDP-funded quality improvement initiative that focused on improving mentoring program practices and, ultimately, improving youth and match outcomes for at-risk, high-risk, or underserved youth. The primary goals of the current project were to determine whether program practice implementation (as defined by adherence to the *Elements of Effective Practice for Mentoring; EEPM*; Garringer, Kupersmidt, Rhodes, Stelter, & Tai, 2015) was associated with youth and match outcomes, and describe the experiences of mentoring programs as they engaged in the MYL initiative and worked to better align their practices to those described in the EEPM. Qualitative and quantitative analyses were conducted using a combination of archival youth outcome and programmatic data that were collected during the implementation of MYL, and results from new data collection activities that involved mentoring program staff members completing web-based surveys and participating in semi-structured interviews.

Sample: A total of 1,413 mentees (mean age=11.68 years, ranging from 5 years to 19 years of age; 50% girls; 20% white) participated in the outcome evaluation study and representatives from 17 LF-affiliated mentoring programs participated in the process evaluation study (mean age=36.46 years; 67% women; 62% white).

Results: Results from the outcome evaluation suggest that program practice implementation was unrelated to youth outcomes and mentee-reported match quality. Practice implementation, however, was significantly associated with match length. One-to-one matches from mentoring programs that implemented a larger number of benchmarks (at least 75%) had significantly longer matches than those from programs that implemented fewer than 75% of the benchmarks outlined in the EEPM. In addition, matches from programs that met the Recruitment, Matching, and Monitoring and Support Standards had longer matches than those from programs that did not implement those Standards.

Results from the process evaluation suggest that mentoring programs appreciated consistent communication and feedback from their national parent organization, but that communication was sometimes hampered by staff turnover. In addition, programs reported that they were better able to incorporate new training protocols by reframing them as "professional development" activities for mentors and by making pre-match training a requirement for participation in the program.

Discussion: This evaluation demonstrated that improving program practices so that they are better aligned with the *EEPM* can result in longer matches and that certain Standards (Recruitment, Matching, Monitoring and Support) are particularly important in fostering longer term matches. Success in implementing the MYL initiative required consistent support and communication with the national Leadership Foundations parent organization.

Table of Contents

Acknowledgements

Executive Summary

Introduction

In 2017, OJJDP awarded a Mentoring Research Partners Program grant for the purposes of evaluating the effectiveness of mentoring programs that have been previously funded through OJJDP. *Innovation Research & Training (iRT)* conducted outcome and process evaluations of the Leadership Foundations' Mentoring Youth for Leadership (MYL) project, an OJJDP-funded quality improvement initiative that focused on improving mentoring program practices with the goal of, ultimately, improving youth and match outcomes for at-risk, high-risk, or underserved youth. The primary goals of the current project were to determine whether program practice implementation (as defined by adherence to the *Elements of Effective Practice for Mentoring; EEPM*; Garringer, Kupersmidt, Rhodes, Stelter, & Tai, 2015) was associated with youth and match outcomes, and describe the experiences of mentoring programs as they engaged in the MYL quality improvement initiative and worked to align their practices to those outlined in the EEPM.

Mentoring Youth for Leadership (MYL)

Leadership Foundations was awarded $3,000,000 for The Mentoring Youth for Leadership (MYL) Project under the OJJDP FY2015 Mentoring Opportunities for Youth Initiative: Category 2: Multistate Mentoring Programs (2015-JU-FX-0006). The goals of this project were to reduce the incidence of youth violence and juvenile delinquency, and improve academic performance and social-emotional well-being of at-risk, high-risk, or underserved youth. There are 26 local Leadership Foundation agencies in 22 states across the U.S. who received subawards as part of the MYL Project. The overall goal of the MYL Initiative was to improve outcomes for youth who were participating in a local Leadership Foundation mentoring program. They addressed this goal by embarking on a quality improvement process that focused on improving mentoring program practices by aligning them with practices outlined in the EEPM. Activities and components of the MYL Initiative included: 1) attending monthly webinars about implementation of MYL; 2) attending webinars about the Elements of Effective Practice for Mentoring (EEPM); 3) completing annual EQUIP program self-assessment questionnaires about program practice implementation; 4) changing one or more program practices to fully meet one of the Standards described in the EEPM; 5) working with regional coaches to meet a Standard and be compliant with the grant requirements; 6) collecting data about mentors, mentees, and parents or guardians; and 7) having mentors complete evidence-based, web-based training courses about mentoring of youth.

The MYL Evaluation

This evaluation project has two primary components:

> Study 1 is an outcome evaluation assessing the effects of program practice implementation on match and youth outcomes. Program practice implementation was based upon responses to the web-based, EQUIP program self-assessment questionnaire,

5

and match and youth outcomes, that were based upon data collected from youth and their parents or guardians, as well as from program archival data.

Study 2 is a process evaluation focusing on describing the experiences of mentoring programs as they worked to align their practices more closely with those outlined in the EEPM. The process evaluation mainly focused on program experiences related to 3 aspects of the MYL Initiative: 1) working with a regional coach, 2) completing the EQUIP program self-assessment questionnaire, and 3) offering web-based training courses to mentors.

Study 1 primarily involved analysis of archival data, collected during the MYL implementation period, and Study 2 primarily involved analysis of open-ended responses to structured interview questions, collected for the purposes of this study.

Characteristics of Participants

Participants in the outcome evaluation include 1413 youth who were being mentored during the MYL project and who completed an outcome survey on at least one measurement occasion. 49.68% of the sample were girls, 43.31% were boys and 7.01% did not report gender. Youth had an average age of 11.68 years (SD=3.70 years; range=5-19 years old). Approximately 51% of the sample was Black, 20% was White, and 20% was Hispanic or Latino/a. Participants in the process evaluation include representatives from 17 MYL programs. Participants were 67% women, with an average age of 36.46 years old. 61.54% of the sample were White, 30.77% were Black, 0.77% were American Indian or Alaskan Native, and 0.77% reported their race as Other. Of those who reported their education level, 92.31% had at least a 4-year college degree.

Key Findings

Outcome Evaluation: Overall, the pattern of results suggests that program practice implementation, as defined by implementation of benchmarks outlined in the Elements of Effective Practice for Mentoring, is beneficial in terms of its associations with match longevity, but was not found to be related to youth outcomes. One-to-one matches from programs that implemented at least 75% of the benchmarks in the EEPM were more likely to have longer matches, as compared to one-to-one matches from programs that implemented fewer than 75% of the benchmarks. In addition, matches from programs that fully implemented the Recruitment, Matching, and Monitoring and Support Standards were longer than matches from programs that did not fully implement those Standards.

Process Evaluation: Program staff members reported that they had positive and useful relationships with their regional coach, but that they may have difficulty determining what to discuss with their coach. In some instances, regional coaches provided technical assistance related to the grant and, in other instances, they provided more substantive assistance with mentoring. In addition, programs reported that they found the EQUIP self-assessment useful, and that the experience of completing the assessment allowed them to deliberate on their program model and implementation of best practices. However, programs invested a lot of time in completing the self-assessment, but only received aggregate feedback from across the network

about adherence. They reported that it would be beneficial to receive individualized feedback about their own program's adherence in addition to aggregate feedback about the network. Finally, programs reported finding web-based training for mentors useful for their programs, but struggled to incorporate the trainings into their existing program delivery system. Programs that fully embraced the web-based mentor training courses and made them a requirement for program participation were more successful in motivating mentors to complete the trainings. Other programs noted that requiring completion of web-based mentor training courses prior to participation at in-person training workshops was desirable. This sequence of events resulted in new mentors being better prepared to take advantage of the more advanced and skills-based in-person training workshops, because they brought a stronger pre-existing foundation of knowledge about youth mentoring to the workshop experience. In addition, this sequence would prevent mentors from thinking they were fully "trained" after only attending an in-person workshop and not completing the web-based courses.

Conclusions
After engaging in an extensive, multi-year project to improve program practices, results indicated that programs did, in fact, improve. Programs engaged in steady improvement throughout the project and, among programs that completed all three program practice self-assessments, 76.5% reported implementing more benchmarks during the last year of the grant than during the first year.

Though this study found no direct association between program practice implementation and youth outcomes, there were strong associations between practice implementation and match length. Greater total benchmark implementation, as well as adherence to the Recruitment, Matching, and Monitoring and Support Standards, was significantly associated with match length, suggesting that changes in program quality can translate into benefits for matches. These findings align with theoretical perspectives advocating that match length and strength play a mediational role between program practices and positive youth outcomes (e.g., Kupersmidt & Rhodes, 2014).

Results from the process evaluation highlight the need for consistent communication and feedback from the parent organization of the mentoring network. Although staff from affiliates consistently reported appreciating access to the regional coaches, onboarding and consistent training of program staff regarding the role of regional coaches could potentially enhance the value of the regional coach system for improving program quality and mentee outcomes. Providing timely feedback and training to programs about their program practices, including how to incorporate results from the program practices self-assessment process into quality improvement plans, could allow for programs to accelerate their QI development and become more aware of possible next steps in the QI process. Finally, making web-based mentoring training a requirement for volunteers to participate in a mentoring program, instead of an optional offering for volunteers, can result in mentors better understanding the value of training from the perspective of program staff, as well as being more committed to and engaged in pre- and post-match training opportunities.

Background

Youth mentoring is one of the most popular youth interventions currently, implemented in over 5,000 agencies across the United States (Dubois, Portillo, Rhodes, Silverthorn, & Valentine, 2011). The popularity of this intervention is in part due to the positive outcomes reportedly associated with youth mentoring services, such as delaying the onset of and preventing substance abuse (Aseltine, Dupre, & Lamlein, 2000; Rhodes, Reddy, & Grossman, 2005, Tierney & Grossman, 2000), decreased incidence of risk-taking and violent behaviors (DuBois & Silverthorn, 2005), and improved academic and social functioning (DuBois et al., 2011; Rhodes & Low, 2009). In an effort to continue to offer mentoring services to an increasing number of diverse youth, this large network of youth mentoring organizations is oftentimes supported by federal funding agencies such as the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and others (e.g., Department of Health and Human Services), receiving millions of dollars each year (Dubois et al., 2011). As a result of this public investment, stakeholders and mentoring organizations anticipate that the youth served will demonstrate improved outcomes over time. However, researchers have reported variability in mentoring programs' contribution to positive changes in youth's development with effect sizes ranging from Cohen's d <.1 to >.8 (DuBois et al., 2011). Thus, program evaluations are imperative as they assist mentoring programs in determining the impact of their program on mentees' developmental outcomes.

Elements of Effective Practice in Mentoring

In an effort to maximize the effect of mentoring programs on youth outcomes, funders and programs have looked towards evidence- and safety-based practices that have demonstrated effectiveness. This focus is consistent with the more general trend of youth-serving organizations

8

being asked to demonstrate their accountability for the effectiveness and safety of their interventions as well as the quality of their program policies and procedures (Yohalem & Wilson-Ahlstrom, 2010). In response to these demands in the field of youth mentoring, the Elements of Effective Practice in Mentoring (EEPM; Garringer, Kupersmidt, Rhodes, Stelter, & Tai, 2015) was written by a team of researchers and practitioners and represents the gold standard for best practices in mentoring. The EEPM contains practices that were designed to protect the safety of mentees as well as empirically supported by being positively associated with youth or match outcomes. The EEPM contains six Standards that represent the stages of the life cycle of the mentoring relationship: Recruitment, Screening, Training, Matching, Monitoring and Support, and Closure. The six Standards are composed of 48 Benchmark practices and, for a program to be classified as *successful* in meeting a Standard, each benchmark within the Standard must be implemented.

The EEPM is currently the only set of nationally recognized Standards in the field of youth mentoring and has been endorsed by many mentoring organizations and funding agencies. Despite this support, few studies have examined the prevalence of the implementation of all of the practices outlined in the EEPM, or the impact of the implementation of the EEPM practices on outcomes. One study, focusing on implementation of the Third Edition of EEPM, found that the total number of benchmark practices implemented by mentoring programs was positively associated with match longevity outcomes (Kupersmidt, Stump, Stelter, & Rhodes, 2017) and match length, in some studies, has been found to be important in predicting positive youth outcomes. Specifically, youth who experience longer relationships with their mentors are more likely to experience benefits as a result of mentoring (Grossman, Chan, Schwartz, & Rhodes, 2012; Grossman & Rhodes, 2002). Benchmark practices have changed considerably between the

9

Third and Fourth Editions of the EEPM by nearly doubling in number (MENTOR, 2009; Garringer et al., 2015); however, no studies were located examining the prevalence of implementation or validity of adherence to the updated and more lengthy set of benchmarks included in the Fourth Edition.

In addition, few studies have examined the prevalence of implementation of specific evidence-based practices by mentoring programs. DuBois et al. (2002) did examine the practices of providing program orientation and pre-match training to volunteers interested in becoming mentors, and reported that these practices were provided to volunteers by most programs in their study; however, they also found that post-match training was provided to volunteers by only a minority of programs (23%).

This research on program practices is important for the positive youth development field, more generally, and the youth mentoring field, more specifically, because it begins to establish the validity of the EEPM in its entirety as a system for evaluating program quality. Taken together, these findings suggest that the EEPM practices are important for programs to implement as a strategy to support the achievement of positive outcomes for their mentees and matches. In addition, little is known about what steps program staff members take to implement the benchmark practices and how those experiences affect the day-to-day operations of the program. Implementation research suggests that changing program practices is a complex and difficult process, as it involves adapting every aspect of an organization to the new policies and procedures (e.g., staff training, staff behavior, information systems; Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005).

There were two primary goals of this project: 1) to assess the relations between program practice implementation and youth and match outcomes among mentoring programs in a national

10

network, and 2) to understand the experiences that programs had while embarking on a quality improvement initiative that was focused on improving program practices.

The practice partner in this evaluation project is Leadership Foundations, a national organization that has fully embraced the EEPM (Garringer et al., 2015) model, and incorporated the adoption and implementation of the EEPM practices into its Mentoring Youth for Leadership (MYL) Project, funded by OJJDP between 2015 and 2018. Through this project, local MYL sites attempted to positively impact the developmental outcomes of at-risk, high-risk, and underserved youth, by providing them with evidence-based services aligned with the EEPM.

Leadership Foundations' Mentoring Youth for Leadership (MYL) Initiative

Leadership Foundations (LF) is a 501(c)(3) organization that supports a network of 74 Local Leadership Foundation affiliates (LLFs) around the world. The organization is faith-based and each affiliate is dedicated to supporting their local community. Across their network, LF employs over 500 staff and collaborates with over 3,300 community-based and institutional partners. LF supports tens of thousands of volunteers, allowing them to serve hundreds of thousands of youth in communities in various nations.

Mentoring Youth for Leadership. LF was awarded $3,000,000 for The Mentoring Youth for Leadership (MYL) Project under the OJJDP FY2015 Mentoring Opportunities for Youth Initiative: Category 2: Multistate Mentoring Programs (2015-JU-FX-0006). The goals of this project were to reduce the incidence of youth violence and juvenile delinquency, and improve academic performance and social-emotional well-being of at-risk, high-risk, or underserved youth. There are 26 agencies in 22 states across the U.S. who received subawards as part of the MYL Project.

MYL Conceptual Framework. Research studies have found that youth who lack relationships with a caring adult are at-risk for experiencing a number of negative developmental outcomes (e.g., academic failure, engaging in risky behaviors, or incidences of criminal or delinquent behavior; DuBois et al., 2011). In an effort to promote long, strong mentoring relationships, the MYL Project included mentoring programs hosted by LLFs that implement a range of different models of mentoring. These models included the EEPM (4th ed., Garringer et al., 2015), the Big Brothers Big Sisters Community-based Mentoring Model, and several practices from the Amachi model. In addition, the MYL project also drew from other conceptual frameworks such as the positive youth development practices endorsed by the Search Institute's Evidence Based-Practices Developmental Assets framework as well as faith-based models. By integrating these various conceptual frameworks simultaneously, the MYL Project wanted to encourage the positive academic, social, and behavioral outcomes for at-risk, high-risk, and underserved youth by providing youth with strong, high-quality relationships with a caring adult, and positive personal and community support.

MYL Target Population. The MYL project served over 3,000 at-risk, high-risk, or underserved youth, their families, and communities over course of the project. The MYL project defined *at-* or *high-risk* and *underserved youth* as those who are involved in the juvenile justice system, who are children of incarcerated parents, youth in rural communities, and youth with disabilities. The MYL project also served a smaller number of other subgroups of youth not considered within the at- or high-risk or underserved categories. These groups include American Indian/Alaska Native (AI/AN) youth off reservations; (2) children of parents on active military duty; (3) lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth; and (4) other high-risk groups of youth not listed above.

Aspects of the MYL Initiative. The overall goal of the MYL initiative was to improve outcomes for youth who were participating in Leadership Foundations mentoring programs. They addressed this goal by embarking on a quality improvement process that focused on improving mentoring program practices by aligning them with practices outlined in the EEPM. The table below outlines several activities that local Leadership Foundation affiliates completed as part of the MYL initiative.

Table 1. Aspects of the MYL Initiative

MYL Aspect	Description
Webinars about the MYL Initiative and its goals	Staff members from Local Leadership Foundation (LLF) affiliates attended monthly webinars about the MYL project. Webinars contained information about resources available to programs, examples of how programs were implementing changes into their program functioning, and progress overviews of the project.
Webinars about mentoring and the Elements of Effective Practice for Mentoring (EEPM)	Staff members from Local Leadership Foundation affiliates attended 6 webinars related to the EEPM—one webinar for each Standard in the EEPM. Webinars contained information about background research of the Standard and an overview of each benchmark contained in the Standard.
Complete the EQUIP program self-assessment questionnaire during each year of the project	During each year of the project, staff members at each affiliate completed the web-based EQUIP program self-assessment to determine implementation of program practices included in the EEPM during the current project year. The assessment included questions about each benchmark included in the EEPM and allowed for programs to upload documentation related to benchmark implementation.
Change one or more program practices to meet a Standard in the EEPM	Each affiliate selected one Standard that they wanted to focus on during the MYL project. After selecting their Standard, they worked to improve their program practices so that they were in compliance with each benchmark under their chosen Standard.

Work with Regional Coaches to meet a Standard	Each affiliate was assigned a regional coach with whom they would meet monthly or bi-monthly to discuss progress on the project, and address any troubleshooting or technical concerns. Some regional coaches were staff members at LLF affiliates themselves, though they could not serve as the regional coach for their own affiliate. Each regional coach provided support to approximately 5 local affiliates.
Collect data about mentors, mentees, and the parents or guardians of mentees	Staff members at local affiliates collected demographic and background data from mentors, mentees, and parents or guardians of mentees when they applied to work with the mentoring program. Staff members also collected outcome data from youth when they entered the program and at follow-up measurement occasions.
Have mentors complete web-based training	Each affiliate had access to Mentoring Central and the *Preparing for Mentoring* suite of web-based training courses for mentors. Mentors had access to 3 different asynchronous, web-based, evidence-based mentor training courses: *Building the Foundation for Mentoring, Ethics and Safety, and Building and Maintaining the Relationship.* Program staff members assigned new and existing mentors to have access to the web-based courses.

15

Evaluation Components

      This evaluation project has two primary components: Study 1 is an outcome evaluation assessing the effects of program practice implementation on match and youth outcomes. Program practice implementation was based on responses to the EQUIP program self-assessment and match and youth outcomes were based on data collected from youth and parents or guardians and program archival data. Study 2 is a process evaluation focusing on describing the experiences of mentoring programs as they worked to align their practices with those outlined in the EEPM. The process evaluation mainly focused on program experiences related to three aspects of the MYL Initiative: working with a regional coach, completing the EQUIP program self-assessment, and offering web-based training courses to mentors. Study 1 primarily involved analysis of archival data, collected during the MYL implementation period, and Study 2 primarily involved analysis of open-ended responses to structured interview questions, collected for the purposes of this study.

Study 1: Outcome Evaluation

      The purpose of the outcome evaluation was to determine the association between program practice implementation (as defined by adherence to the EEPM) and match and youth outcomes. The outcome evaluation used archival data that was collected during the MYL implementation period (2015-2018).

Method

Participants

      Participants in the youth outcome analyses include 1413 youth who were being mentored during the MYL project and who completed an outcome survey on at least one measurement occasion. 49.68% of the sample were girls, 43.31% were boys and 7.01% did not report gender.

16

Youth had an average age of 11.68 years (SD=3.70 years; range=5-19 years old). The racial breakdown of the sample is presented below.

Figure 1. Mentee Race and Ethnicity (N=1413)
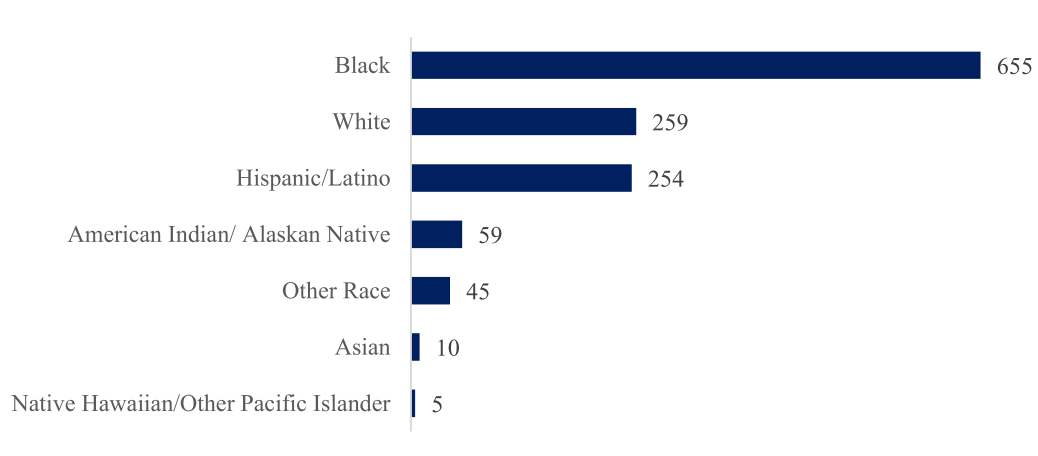
Approximately 75% of the sample were being mentored in a group mentoring context (75.23%), 21.59% in a one-to-one mentoring context, and 3.18% did not have a reported mentoring context. The majority of the sample were being mentored in an urban environment (69.78%), 11.39% were being mentored in a suburban environment, and 13.23% were being mentored in either a rural or tribal setting. The remainder of the sample (5.59%) did not have a reported mentoring setting.

Participants in the match length analyses were drawn from a larger pool of archival program data and not necessarily from the sample of mentees who completed outcome surveys. Analyses were conducted on 683 youth who were participating in the one-to-one mentoring program.

Measures

Independent Variables and Covariates

Youth Demographic Characteristics. As parents or caregivers were enrolling youth in their mentoring programs, they reported the youth's gender, race/ethnicity, and birthdate to

17

mentoring program staff members. Staff members then entered these background data into the IMS program management system. Child age was calculated by comparing the child's birthdate to the date that the child was matched with a mentor, and converting the value into years. Child age was centered at 12 years old. Race and ethnicity were coded into four categories: Black, White, Latino/Hispanic, and Other.

Program Characteristics. Mentoring program staff members entered information related to mentoring context (group or one-to-one) and program setting (urban, suburban, rural, or tribal) into the IMS system. Program setting was coded into a three-category variable by collapsing rural and tribal into a single category, such that the final codings were urban, suburban, or rural/tribal. Program size was calculated by counting each program's number of mentee records that they entered into the IMS system. The mean program size was 257.36 mentees (SD=111.52 mentees, range=59 to 402 mentees) and the program size variable was centered at 250 mentees.

Program Practice Implementation. During each of the 3 years of the MYL project, program staff members completed the EQUIP self-assessment questionnaire (Kupersmidt, Stelter, & Rhodes, 2011) to report on their program's implementation of practices outlined in the Fourth Edition of the EEPM. The EQUIP self-assessment includes questions related to each of the 48 benchmarks, including yes or no questions about whether program staff members perceived that they were implementing the benchmark. With two exceptions, responses to these dichotomous questions represented programs' benchmark implementation. Two Training benchmarks required that programs provide their mentors with trainings related to list of topics; staff members responded to whether or not their programs trained their mentors on each of the topics. In these two instances, if staff members reported training mentors on at least 75% of the

topics listed, then they were considered to be implementing the associated benchmark. After

dichotomously coding all 48 benchmarks, a total number of benchmarks was calculated for each

year. The following table includes total numbers of benchmarks implemented for each program

during each of the project years.

Table 2. Total number of benchmarks implemented at each time point.

Program	Total Benchmarks		
	Year 1	Year 2	Year 3
1	35	.	.
2	16	25	33
3	36	44	45
4	34	39	39
5	13	24	.
6	11	37	28
7	39	24	28
8	26	.	.
9	27	.	.
10	.	.	42
11	30	6*	33
12	22	22	18
13	18	39	44
14	29	35	37
15	46	38	.
16	.	.	17
17	42	30	28
18	43	41	45
19	30	42	42
20	18	32	32
21	15	25	24
22	42	40	37
23	27	45	45
24	22	24	26
25	43	31	.
26	12	19	25
Average	28.2	31.5	33.4

Notes. *Did not complete the full assessment

After the 48 benchmarks were coded, Standard implementation was coded. Mentoring programs

were considered to be in compliance with a Standard if they were meeting all of the benchmarks

within the Standard. The following table includes the percentage of programs that were meeting each Standard at each time point. If programs did not complete the EQUIP self-assessment at a measurement occasion, then they are not included in the percentage calculation.

Table 3. Percentage of programs implementing each Standard at each time point

Standard	Year 1	Year 2	Year 3
Recruitment	8.33	9.52	30.00
Screening	16.67	28.57	25.00
Training	28.00	15.00	45.00
Matching	41.67	40.00	40.00
Monitoring and Support	0.00	4.76	15.00
Closure	0.00	4.76	0.00

Outcome Measures

Youth baseline and follow-up surveys are available in the Appendix.

Special Adults. At each time point, youth responded to the question, "Right now in your life, is there an adult (not your parent or guardian) who you often spend time with and who does a lot of good things for you? For example, an adult (a) who you look up to, (b) tells you to do your best, (b) who cares about you, (c) who helps you make good choices, and (d) who you can talk to about problems." Youth responded by indicating yes or no to this question.

Grades. At each time point, youth reported their grades in school in the last six months (or, if it was summer, in the last school year). They responded using a 9-point scale, ranging from "Mostly A's" to "Mostly F's." Responses were coded such that higher values indicated better grades.

Attendance. At each time point, youth responded to three questions related to their attendance in school over the last six months (or, if it was summer, in the last school year). Youth responded on a 4-point Likert scale (1=Never, 2=Rarely, 3=Sometimes, 4=Often) to the questions, "How often were you: Absent from school for any reason (excused or unexcused);

20

Absent from school for an unexcused reason; Late for school." Responses were averaged and reverse-scored, such that higher values indicated better attendance. Cronbach's α at baseline was 0.71.

Leadership. At each time point, youth responded to four questions related to their leadership (e.g., "When I see something wrong or unfair, I try to change it.") on a 5-point Liker. scale (1=Strongly Disagree; 5=Strongly Agree). Cronbach's α at baseline was 0.72.

Relationship Quality with Parent. At each time point, youth responded to nine questions about the quality of their relationship with their parent or guardian (e.g., "When we talk about things, my parent cares about what I think"). Youth responded on a 5-point Likert scale (1=Almost never or never true; 5=Almost always or always true). One item was reverse-scored and items were averaged together. Cronbach's α at baseline was 0.88.

Relationship Quality with Mentor. At the follow-up time point, youth responded to 11 questions about the quality of their relationship with their mentor (e.g., "I feel close to my mentor"). Youth responded on a 5-point Likert scale (1=Strongly disagree; 5=Strongly agree). Six items were reverse-scored and items were averaged together. Cronbach's α at follow-up was 0.83.

Match Length. Staff members from participating mentoring programs reported match start and end dates in the IMS system. Match length was calculated by comparing the two dates and values were converted into months. When matches were still open at the end of the project, the last active date of the project was entered as the match end date (9/30/2018) and the match length was calculated. A separate dichotomous variable was created to indicate whether each match was open or closed at the end of the project. This variable served as a censoring variable in survival analyses.

21

Procedure

As part of the MYL program delivery, every youth who was entering a mentoring program at a participating site was eligible to participate in the project. When parents or guardians were signing their child up for mentoring, they responded to questions related to their child's demographic background and program staff members entered the information into their program's IMS system.

After a child was matched with a mentor, they completed a baseline survey. Baseline surveys were administered in different ways, depending on the structure of the program. When they were part of one-to-one matches, they typically completed their baseline survey when they came in contact with program staff members at the beginning of their match. For youth who participated in group mentoring, the baseline survey was typically administered in group settings when youth arrived for their mentoring sessions.

Youth completed follow-up surveys in similar settings. Youth who participated in one-to-one mentoring completed their follow-up surveys when they came into contact with program staff and youth who participated in group mentoring completed surveys when they arrived for a mentoring session. Program staff members were instructed to allow at least 3-months in between the baseline and follow-up surveys.

Mentee surveys were administered in paper and pencil format and program staff members entered mentee responses into iRT's eTrove data collection system. Data were typically entered into the software in batches, based on the reporting requirements of the MYL grant, instead of when surveys were individually completed. Therefore, mentees' baseline and follow-up surveys could have been entered into the eTrove system at the same time. Program staff members were

22

told that, if they entered multiple surveys from the same mentee at the same time, then we would assume that there was at least a 3-month lag between administration of the surveys.

During each of the 3 years of the MYL study, program staff members completed the EQUIP self-assessment, which was administered through the iRT system. Prior to each EQUIP program self-assessment, iRT staff members conducted webinars to train staff members on procedures for completing the EQUIP self-assessment, including identifying existing program documentation that would aid staff members in completing the assessment.

Analytic Strategy

Multilevel Models. All analyses were conducted using SAS software (SAS Institute Inc., Cary, NC, USA). Youth outcome analyses consisted of a series of linear or logistic multilevel (person within mentoring program) regressions, depending upon the scale of the youth outcome variable, and involved examining the relations between program practice implementation, as characterized by total number of benchmarks implemented, and youth outcomes at follow-up, after controlling for youth demographic and background characteristics, program characteristics, and baseline levels of the outcome (if appropriate). Because programs reported their program practice implementation at multiple time points, the value representing implementation during the period when youth completed their follow-up survey was retained as the value for the analyses. A random intercept for program was included in the models to control for the nestedness of the data (youth within program).

Covariates. Covariates in the multilevel models included the mentee's age, gender, and race, and the program's size, setting (urban, suburban, rural/tribal), mentoring context (group, one-to-one). Baseline level of the outcome was included as control variable, if applicable.

23

Moderators. Baseline levels of the outcome and mentoring setting (group, one-to-one) were tested as moderators to determine whether the effect of program practice implementation on outcomes depended upon youth's starting levels of the outcome or the setting in which they were experiencing their mentoring.

Missing Data Imputation. Due to high rates of missing data in the youth follow-up survey, missing data were multiply imputed for the youth outcome analyses. A series of preliminary analyses assessing the association between missing data and demographic and background variables were estimated using χ^2 and t-tests. The following Table 4 illustrates how the demographic and background variables are associated with missingness in follow-up surveys. Dots indicate a statistically significant relation between missingness and the background variable.

Table 4. Associations between background variables and whether missing data was collected at follow-up occasions.

	Missing data at follow-up
Demographic variables:	
Child is Black	●
Child is Latinx	●
Child is White	
Child is Other Race	●
Child gender	
Child age	
Program variables:	
Rural/Tribal setting	●
Suburban setting	●
Urban setting	
Group vs. one-to-one mentoring	
Program size	
Total number of benchmarks implemented	
Overall missing rate at follow-up (%)	46.99%

Data at the item level were multiply imputed 100 times using PROC MI in SAS and the Markov Chain Monte Carlo sampling method, with separate chains used for each imputation (CHAIN=MULTIPLE). The output file contained 100 complete "datasets" stacked on top of each other. After data were imputed, items were coded into their appropriate scales, and independent variables were centered, if appropriate. After imputation, missingness was coded back in to the mentee demographic and program background variables, as we wanted background information (such as total number of benchmarks implemented) to inform outcome imputation, but did not want to impute benchmark implementation if programs did not complete their self-assessments. As a result, youth outcome analyses using imputed datasets were conducted with a sample size of 1092, as compared to a sample size of 569 for analyses using raw datasets.

All outcome analyses were conducted on raw and imputed data sets. For analyses involving imputed data, results were pooled using Rubin's Rules via PROC MIANALYZE in SAS.

Survival Analyses. Analyses involving match length as the outcome variable were conducted using a series of survival analyses to determine the relations between program practice implementation and match length. Match length analyses were conducted only for youth who were part of one-to-one matches, as there was limited variability within site in match lengths for kids who were part of group mentoring programs. Analyses were conducted by estimating match survival probabilities, and stratifying them based on program practice implementation levels. Open matches were right-censored in analyses. Practice implementation was based on the program's practices that were being implemented when matches ended. If matches were still open at the end of the project, then practice implementation during the final

25

year of the project was selected as the implementation value. A series of survival analyses were conducted. The first analysis included assessing the relation between the total number of benchmarks implemented and match length. Programs were coded into high or low/medium implementation, based on the number of benchmarks implemented. If programs implemented 36 or more benchmarks (75% of the benchmarks included in the EEPM), then they were considered to be a high implementation program. If programs implemented 35 or fewer benchmarks, then they were considered to be a low/medium implementation program. The remaining survival analyses were conducted by assessing the relations between implementing each Standard (i.e., Recruitment, Screening, Training, Matching, Monitoring and Support) and match length. There were not enough mentoring programs implementing the Closure Standard to include it in analyses.

Results

Youth Outcomes

Youth outcome results discussed in this section involved analyses using imputed data. Full

regression tables from results using both raw and imputed datasets are included in the Appendix.

Youth Outcomes

Table 5 below provides an overview of results from the main analyses portion of the

project. The Estimate column indicates the regression parameter estimate and standard error of

the Program Practice Implementation (defined as total number of benchmarks implemented)

fixed effect in the multilevel regression models. Full regression tables, including estimates for all

covariate fixed effects and variance of random intercepts, are included in the Appendix.

Table 5. Regression parameter estimates for youth outcome analyses

Outcome	Estimate (SE)	p-value
Special Adult[†]	-0.03 (0.03)	0.23
Grades	-0.00 (0.01)	0.97
Attendance	0.00 (0.01)	0.37
Leadership	-0.00 (0.00)	0.63
Relationship Quality with Parent	0.00 (0.00)	0.97
Relationship Quality with Mentor	-0.00 (0.00)	0.61

Note. †The Special Adult outcome was dichotomous and not imputed. The estimate and p-value correspond to results from a multilevel logistic regression using raw data.

As illustrated above, program practice implementation was unrelated to all youth outcomes.

Moderators. Baseline levels of the outcome and mentoring setting (group, one-to-one)

were included as potential moderators of outcomes. Though some of the moderations were

significant when conducting preliminary analyses using raw data, none of the effects were

significant when analyzing the full, imputed dataset.

Match Length

Match length was assessed using survival analysis and plotting youth from programs with high practice implementation (i.e., programs that met at least 36 [75%] of the 48 EEPM benchmarks) and low/medium practice implementation (i.e., fewer than 36 benchmarks) on different strata. Only one-to-one matches were included in the analyses. Matches that were still open at the end of the project were included in the estimation and were right-censored. The survivor curves for the two groups are illustrated below in Figure 2. The survivor curve for the high implementation group is consistently higher than the low/medium implementation group and the difference between the two strata was statistically significant, Log-Rang $\chi^2(1) = 12.23$, p <.001. Therefore, matches from programs that implemented more benchmarks were more likely to last longer than matches from programs that implemented fewer benchmarks.

Figure 2. Match length survivor functions for matches from high and low/medium implementation programs.
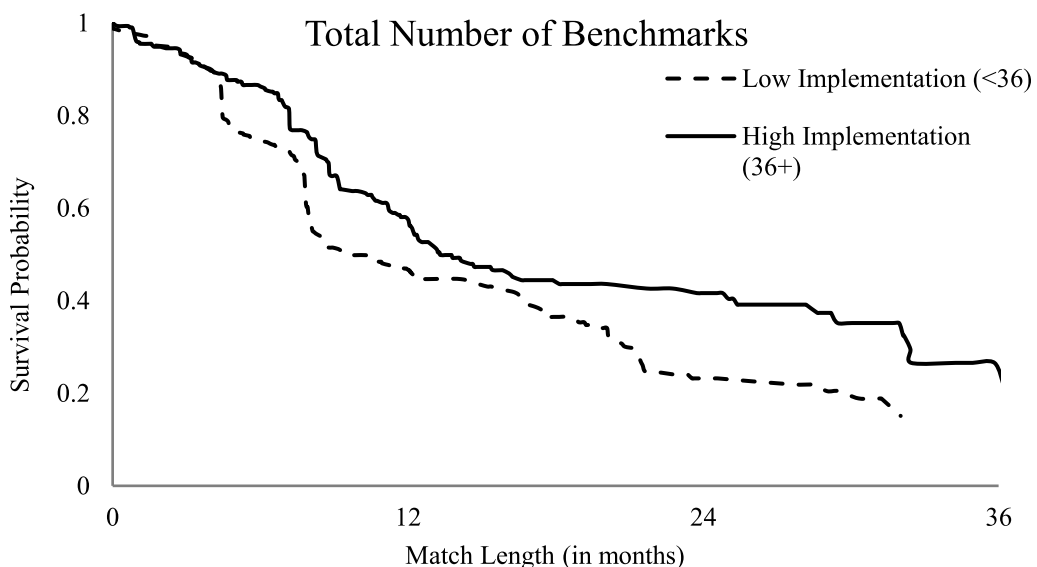
A similar analysis was conducted using 3 strata to determine whether there were systematic differences in match lengths between matches from programs that have low program practice implementation (i.e., implement 24 or fewer benchmarks [50%]), medium program practice implementation (i.e., implement 25 to 35 benchmarks [51-74%]), or high program practice implementation (i.e., implement 36 or more benchmarks [75%]). Results indicated that the overall test of equality over strata was significant (Log-Rang $\chi^2(2) = 13.47$, p <.01), suggesting that the curves are not equal. However, in the multiple comparisons tests, the survivor curves for the low and medium implementation groups did not differ from each other (Log-Rang $\chi^2(1) = 0.13$, p =1.00), but both the lower implementation group and the medium implementation group significantly differed from the higher implementation group (Log-Rang $\chi^2(1) = 13.17$, p <.001; Log-Rang $\chi^2(1) = 8.64$, p <.01, respectively). Taken together, analyses suggest that the original 2-strata survival analysis is a more appropriate model for these data.

Additional analyses were conducted to determine whether match lengths systematically differed between matches from programs that met each Standard outlined in the EEPM and those that did not meet each Standard. There were not enough matches from programs that met the Closure Standard to include Closure as a stratification variable in analyses.

Recruitment. The survivor curves for matches from programs that met the Recruitment Standard and did not meet the Recruitment Standard are illustrated below in Figure 3. The survivor curve for the group that met the Recruitment Standard is consistently higher than the curve for the group that did not meet the Standard and the difference between the two strata was statistically significant, Log-Rang $\chi^2(1) = 12.76$, p <.001. Therefore, matches from programs that were implementing the Recruitment Standard were more likely to last longer than matches from programs that were not implementing the Standard.

Figure 3. Match length survivor functions for matches from programs that met the Recruitment Standard and did not meet the Standard.

30
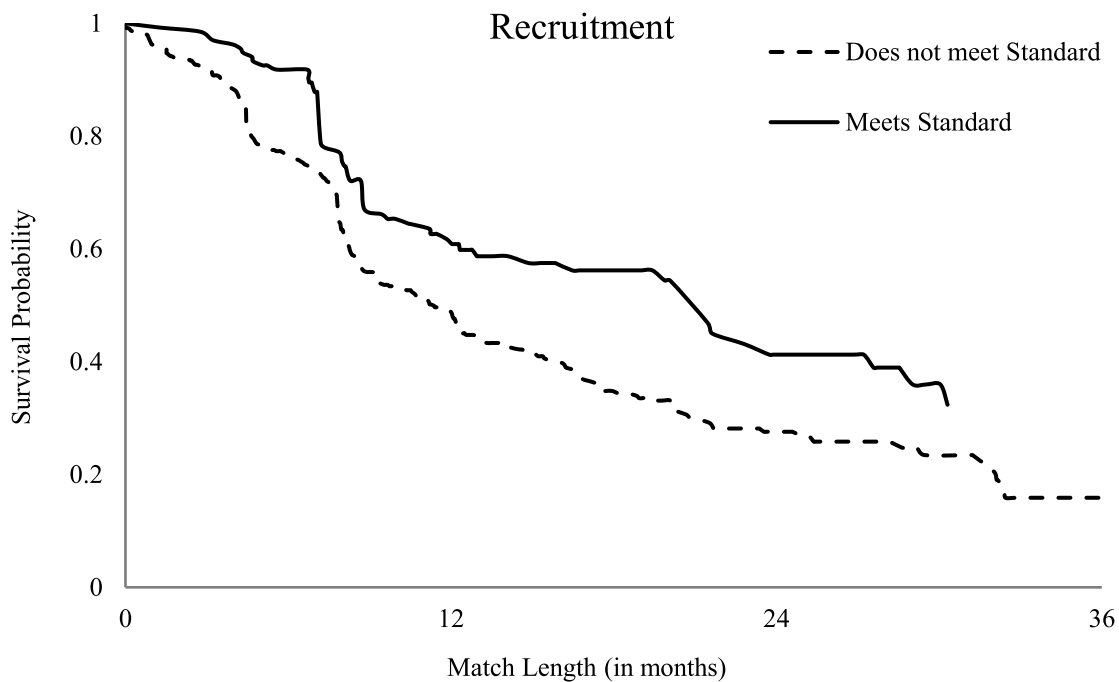
Screening. The survivor curves for matches from programs that met the Screening Standard and did not meet the Screening Standard are illustrated below in Figure 4. The survivor curves did not significantly differ (Log-Rang $\chi^2(1) = 0.55$, p = 0.46).

Figure 4. Match length survivor functions for matches from programs that met the Screening Standard and did not meet the Standard.

Training. The survivor curves for matches from programs that met the Training Standard and did not meet the Training Standard are illustrated below in Figure 5. The survivor curves did not significantly differ (Log-Rang $\chi^2(1) = 0.19$, p = 0.66).

Figure 5. Match length survivor functions for matches from programs that met the Training Standard and did not meet the Standard.

Matching. The survivor curves for matches from programs that met the Matching Standard and did not meet the Matching Standard are illustrated below in Figure 6. The survivor curve for the group that met the Matching Standard is consistently higher than the curve for the group that did not meet the Standard and the difference between the two strata was statistically significant, Log-Rang $\chi^2(1) = 34.95$, p <.0001. Therefore, matches from programs that were implementing the Matching Standard were more likely to last longer than matches from programs that were not implementing the Standard.

Figure 6. Match length survivor functions for matches from programs that met the Matching Standard and did not meet the Standard.

Monitoring and Support. The survivor curves for matches from programs that met the

Monitoring and Support Standard and did not meet the Monitoring and Support Standard are

illustrated below in Figure 7. The survivor curve for the group that met the Monitoring and

Support Standard is consistently higher than the curve for the group that did not meet the

Standard and the difference between the two strata was statistically significant, Log-Rang $\chi^2(1) =$

34.95, p <.0001. Therefore, matches from programs that were implementing the Monitoring and

Support Standard were more likely to last longer than matches from programs that were not
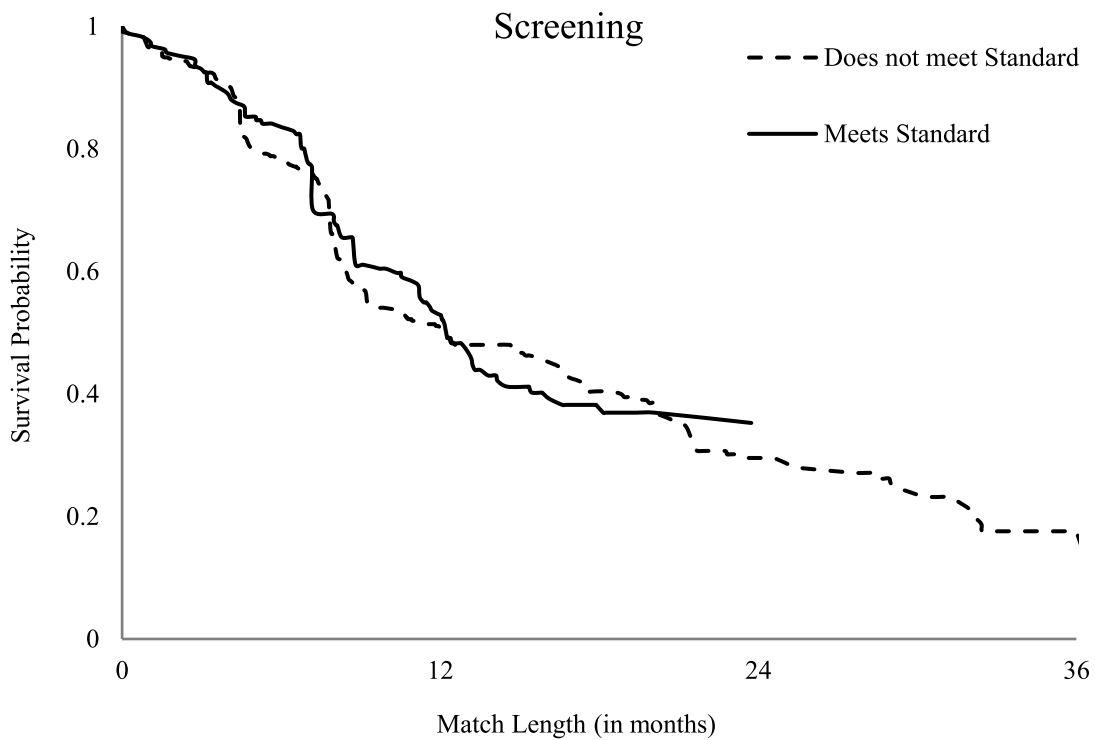
implementing the Standard.

Figure 7. Match length survivor functions for matches from programs that met the Monitoring
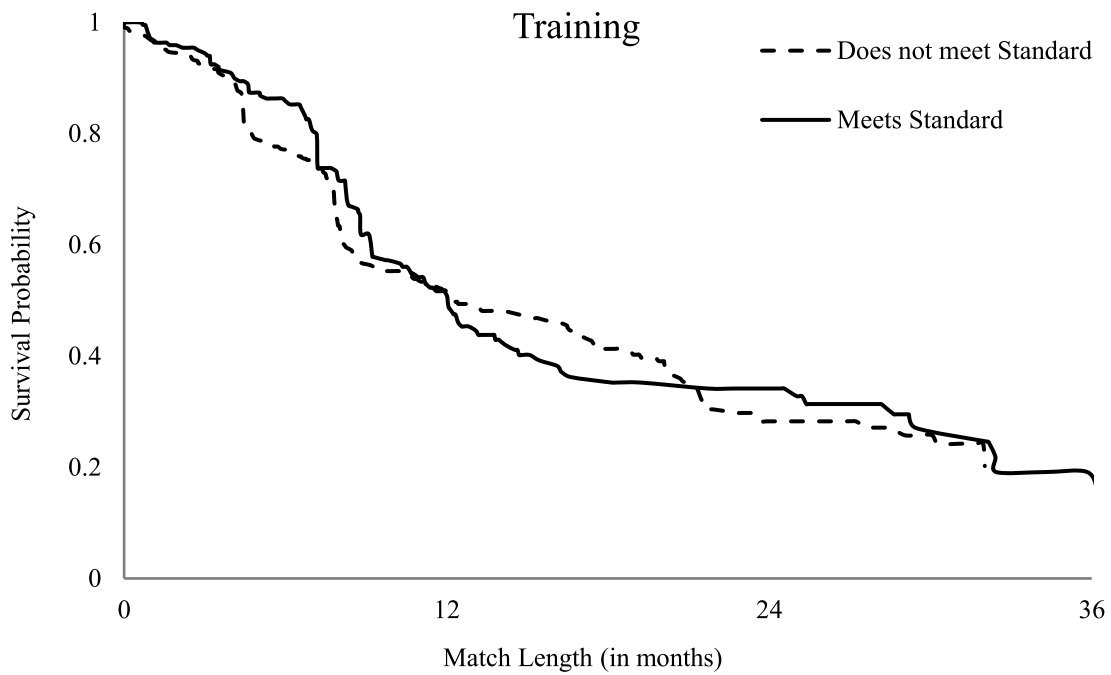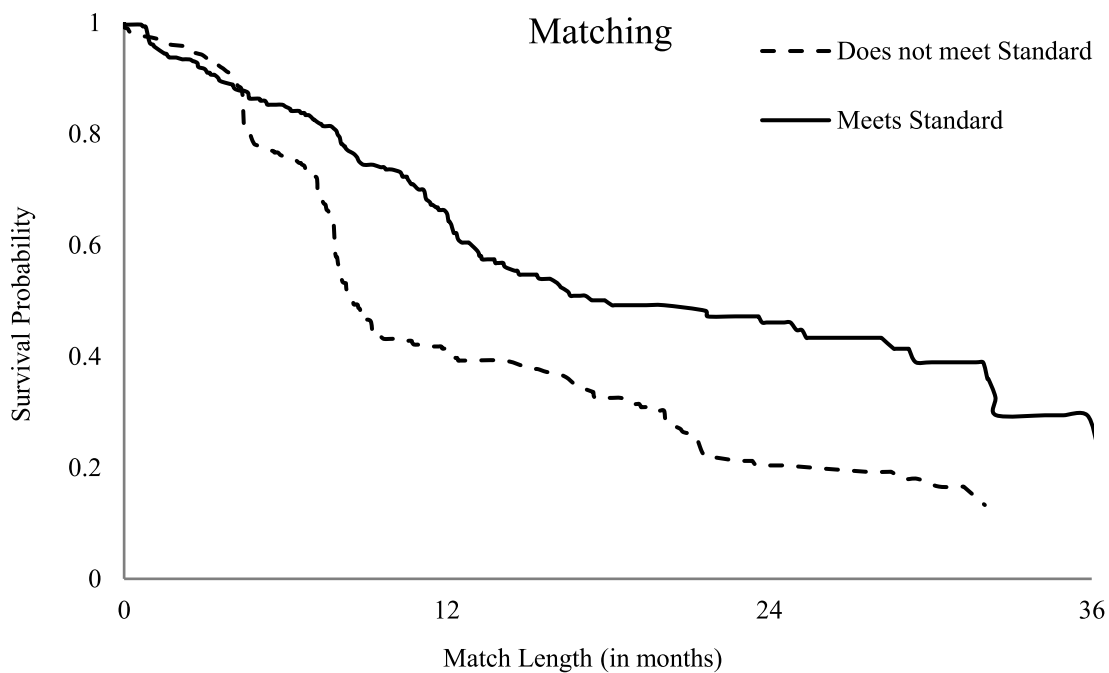
and Support Standard and did not meet the Standard.
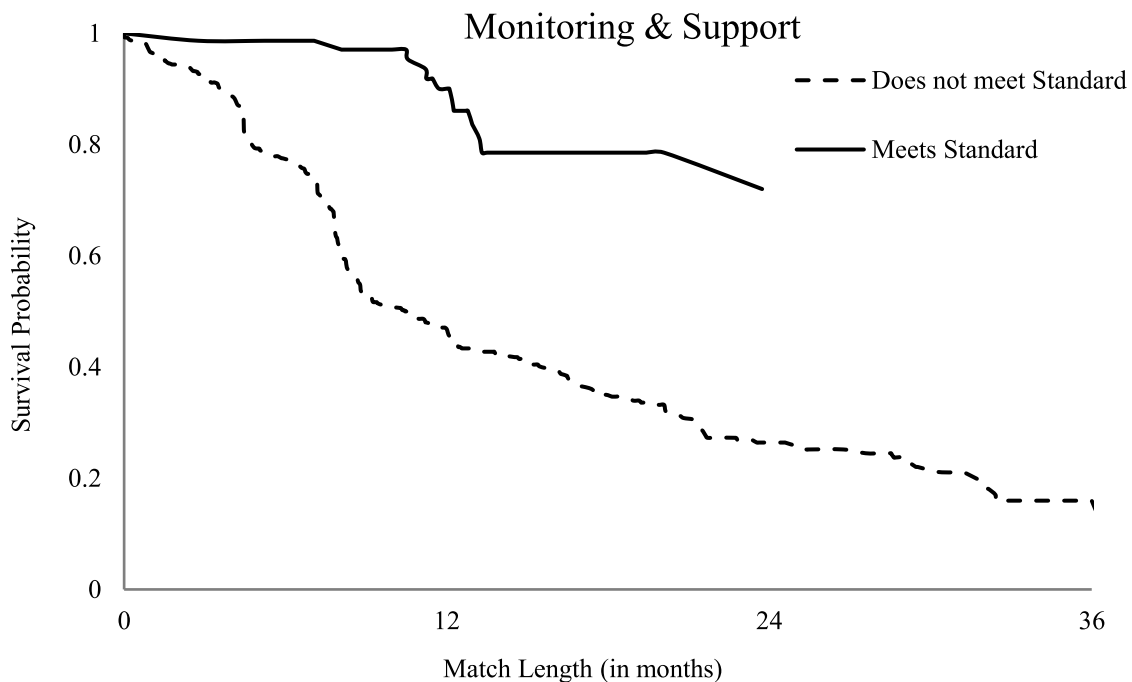
Discussion

Overall, the pattern of results suggests that program practice implementation, as defined by implementation of benchmarks outlined in Fourth Edition of the Elements of Effective Practice for Mentoring, is beneficial in terms of its associations with match longevity, but not with individual youth outcomes. One-to-one matches from programs that implemented at least 75% of the benchmarks in the EEPM were more likely to have longer matches, as compared to one-to-one matches from programs that implemented fewer than 75% of the benchmarks.

In terms of specific practices, matches from programs that fully implemented the Recruitment, Matching, and Monitoring and Support Standards were longer than matches from programs that did not fully implement those Standards. Work in the mentoring field and broader volunteerism research has consistently shown that volunteers are more likely to end their commitments early when their volunteer experiences do not align with their expectations (Spencer, 2007). One way to prevent this misalignment of expectations is to incorporate realistic and accurate information into recruitment materials so that potential mentors have an understanding of what a mentoring relationship is actually like. Likewise, recruitment materials for mentees and parents or guardians should include realistic expectations for mentoring relationships. Recent research has suggested that mentees often begin mentoring relationships without understanding what mentoring is or what to expect from their relationship (Kupersmidt, Stump, Stelter, & Rhodes, 2017; Spencer, 2007). Establishing realistic expectations is one of the primary goals of the Recruitment Standard. Additionally, matching mentors and mentees based on common interests can aid in establishing meaningful, lasting relationships (Dubois et al., 2011). Having mentors and mentees sign a commitment agreement (a form outlining the program's rules and requirements) at the beginning of the relationship can help establish clear

expectations for the relationship, thus reducing the likelihood of the match ending in a prevent premature closure (Spencer, 2007). Like the Recruitment Standard, the Matching Standard is also oriented toward establishing realistic expectations for the mentoring match. After the match begins, mentors and mentees need considerable monitoring and programmatic support to maintain a healthy relationship. As matches develop over time, mentors must adapt to different developmental needs of their mentees, and mentoring programs can guide mentors and provide them with support throughout the match (Garringer et al., 2015). Previous work has shown that regular contact between mentors, mentees, and program support staff was associated with longer-lasting matches (Herrera, DuBois, & Grossman, 2013). Maintaining consistent communication between mentoring program staff and mentors and mentees is one of the primary goals of the Monitoring and Support Standard.

Limitations

Though we found encouraging results in the match length analyses, there were a few limitations with the outcome evaluation overall. First, data derived from the youth outcome surveys were primarily collected for reporting requirements for the original MYL project, in which Leadership Foundations were required to report the number of mentees who experienced increases in their outcomes, without regard to statistical magnitude of increase. Data were not collected for the primary purpose of an intensive outcome evaluation. Programs were advised to allow for at least 3 months in between baseline and follow-up measurement occasions but, because data were collected in paper-and-pencil format and then, entered into the eTrove software system in large batches, often with baseline and follow-up data being entered at the same time, it is impossible to verify when follow-up surveys were actually completed. The dates that surveys by mentees were completed was not included in the dataset. Further, a 3-month lag

in between measurement periods is not a long time and may not have been adequate to appropriately capture any change that may happen as a function of being in a mentoring relationship.

Second, there was a large amount of missing data in the follow-up surveys. Approximately 47% of the follow-up surveys were not completed. For many of the programs participating in the MYL project, this was the first time they had ever collected data from their mentees and they struggled to incorporate data collection into their service delivery models. Many programs were able to meet with their mentees during onboarding so that they could complete baseline surveys, but strained to reconnect with them to gather follow-up data. Robust multiple imputation procedures allowed us to approximate missing outcome data, however, and we were able to avoid complete case-wise deletion of youth who did not complete both baseline and follow-up surveys.

Third, program practice implementation was based on mentoring program staff members' self-assessments of their programs' practices. Some programs had different staff members complete the self-assessments at each time period and, though staff members should have had access to the previous assessment(s), reports often varied over time. This project did not have the timeline or budget to allow for external audits of practices from all participating programs to ensure that program documentation and implementation align with responses in the program's self-assessment.

Study 2: Process Evaluation

The purpose of the process evaluation was to gather information from mentoring programs that participated in the Mentoring for Youth initiative about their experiences in engaging in a quality improvement protocol. Through an open-ended, semi-structured interview and short follow-up survey, mentoring program staff members reported on their readiness to engage in quality improvement activities, the barriers that they encountered in implementing new practices, and the levers and resources that they needed to overcome barriers. The process evaluation focused on three main components of the MYL initiative:

1. Working with a regional coach who would guide programs through the steps of the project

2. Completing self-assessment questionnaires about implementation of the practices outlined in the EEPM

3. Broadened access to web-based mentor training resources

Method

Participants

Representatives from 17 MYL programs participated in the semi-structured interview. However, one of the interview recording files was corrupted and could not be recovered so responses from 16 interviews were included in qualitative analyses. 15 representatives from 12 different programs completed the follow-up survey. Respondents were 20% men and 67% women (2 respondents did not report their gender), with an average age of 36.46 years old. 61.54% of the sample were White, 30.77% were Black, 0.77% were American Indian or Alaskan Native, and 0.77% reported their race as Other. Of those who reported their education level, 92.31% had at least a 4-year college degree.

38

Measures

Interview

The open-ended, semi-structured interviews began with questions relating to the background of the agency, such as whether the agency is a direct service mentoring program, how many programs are administered by the agency, the location and types of mentoring programs administered, the design of the program model, and the population of mentees served by the agency.

After the introductory background questions, staff members were asked how excited they were about the MYL grant and initiative, what reservations or concerns they had about their overall participation, how familiar they were with the initiative, and how ready their program was to engage in the different components of the project. After program staff members responded to questions, they were asked follow-up questions to expand upon their response and provide more specific information.

Staff members were asked about specific aspects of the MYL initiative, namely:

1. Attending webinars about the Elements of Effective Practice for Mentoring,

2. Completing the EQUIP self-assessments of their program practice implementation,

3. Selecting benchmark practices for their mentoring program to implement in order to fully align with a Standard,

4. Having broader access to pre-match, web-based trainings for mentors,

5. Developing and maintaining a relationship with a regional coach

For each aspect of the MYL Initiative, staff members were asked how useful or helpful they thought the new component was, how practical it would be to sustain the practice after

39

MYL ended, what barriers they encountered implementing each component, and what levers or resources were needed to overcome each barrier.

The interview ended with an overall appraisal of the initiative. Staff members were asked if they believed that participating in the MYL Initiative resulted in their program delivering better services for youth; their program running more smoothly; their staff being better trained and more professional; better retention of mentors, mentees, and staff; increases in staff, mentor, mentee, and parent/guardian engagement; and whether they were better able to justify decisions and program practices to stakeholders and funders. They also shared any frustrations that they had with their participation in the Initiative, if applicable.

The full script of the semi-structured interview is available in the Appendix.

Follow-up Survey

Demographics. Mentoring program staff members responded to questions about their age, sex, race, and ethnicity.

Educational and Professional Background. Mentoring program staff members responded to questions about their highest level of education and their major in college (if applicable). They also reported their job title and reported whether or not, in their position, they were responsible for 14 different program activities (e.g., Screening of mentors; Providing ongoing support to parents/guardians of mentees).

Previous Mentoring Experience. Mentoring program staff members responded to questions about whether they had ever served as a formal or informal mentor for a youth. If they responded yes, then they reported how many youth they mentored, how long their longest match lasted, whether they were currently a mentor, and, if yes, how many youth they were currently mentoring.

Work Engagement. Staff members responded to 4 questions about work engagement. An example item was, "At my work, I feel engaged with what I'm doing" and participants responded on a 5-point Likert scale (1=Strongly disagree; 5=Strongly agree).

Organizational Commitment. Staff members responded to 4 questions about organizational commitment. An example item was, "I feel a strong sense of belonging to my organization" and participants responded on a 5-point Likert scale (1=Strongly disagree; 5=Strongly agree).

Organizational Experience with EEPM. Staff members responded to a series of questions about their personal knowledge of the EEPM (e.g., Before MYL started, were you aware of the 4th edition of the EEPM?) and their organization's implementation of the EEPM (e.g., Before the MYL initiative started, how many of your program's policies and practices were informed by the EEPM?).

Concerns about MYL. Staff members completed a 7-item checklist related to their concerns about participating in the MYL initiative. Example concerns were, "We didn't have enough staff" and "It cost more money than what we were paid in the subaward."

Motivations for Participating in MYL. Staff members completed a 9-item checklist related to their motivations for participating in the MYL initiative. Example motivations were, "Align our program to the highest standards of mentoring practices" and "Improve staff retention."

MYL Components. Staff members responded to a series of questions related to three components of MYL: completing the EQUIP self-assessment of program practice implementation, working with a regional coach, and providing web-based, pre-match training to mentors. For each MYL component, staff members reported whether they were ready and

prepared to implement the component, whether the component was helpful, whether they were satisfied with the information included in the component, how satisfied they were with the information or materials, whether the component was useful in improving program quality, whether their job was impacted by the new component, whether the component impacted mentoring relationships, whether they found the component valuable, whether they would recommend the component to other mentoring programs, whether the component improved the quality of the mentoring program, whether the component offered better resources than ones they were using prior to MYL, and whether they encountered certain barriers when they were implementing the new component.

The full follow-up survey for mentoring program staff members is available in the Appendix.

Procedure

Over the course of the MYL project, 26 mentoring programs participated in the MYL initiative and Leadership Foundations provided iRT with contact information for Executive Directors (EDs) of all participating programs. iRT sent introductory emails about the project to all EDs, with a link to an online consent form for the mentoring program to participate in the research project. Once EDs provided consent for their program to participate, they either indicated that they would participate in the interview and follow-up survey themselves, or they provided the name of another staff member who could participate. Once the potential participant for the program was identified, they were sent a new link to an online participant informed consent form. Mentoring program staff members could decline to participate, even if their ED identified them as a potential study participant.

42

Out of the 26 mentoring programs, representatives from 17 programs participated in the project. The ED from 1 program declined participation, 2 EDs did not respond to introductory or follow-up emails, and the remaining 6 programs either dissolved or the staff members who were knowledgeable about the MYL project were no longer working at the agency.

Once participants provided consent, iRT contacted them to schedule the semi-structured interview. Interviews were conducted using web conferencing software. Interviews were recorded and the recording were transcribed. Interviews lasted approximately 1-1.5 hours. When interviews were completed, participants were emailed a link to the web-based follow-up survey. Mentoring program staff members were paid $100 for participating in the interview and survey.

Qualitative Data Preparation

After interviews were transcribed, all transcriptions were anonymized so that references to identifiable people or program locations were removed. A trained research assistant reviewed all interviews and retained all responses that focused on readiness to implement different components of MYL (i.e., working with a regional coach, completing the EQUIP self-assessment, implementing new mentor training resources), reservations or concerns with implementing MYL, and resources required to overcome barriers. Responses related to program improvements in different areas as a result of MYL participation were also retained. Responses were coded into common themes for each question.

Results

Working with a Regional Coach

12 out of 16 interview responses were asked about their readiness to engage in a new working relationship with a regional coach. All 12 respondents reported that their program was ready or prepared to work with their regional coach. 3 participants reported concerns related to working with a regional coach. One concern related to uncertainty about the purpose of a regional coach:

"Working with coaches, you don't know what you don't know...if you don't know that you're having issues in a certain area, how would to go to your regional coach? I'm using regional coaches now. Like, I mean I think I probably exhaust people sometimes, but if they didn't know what types of questions to ask because they had never managed the project like that, then how would you know to use your regional coach?"

One concern related to forming a relationship with a regional coach who had never been to the site, and one concern related to high rates of regional coach turnover, precluding the development of a consistent working relationship.

10 out of 16 interviewees were asked about the usefulness of having a regional coach and all 10 indicated that having a regional coach was useful. They reported that regional coaches were particularly helpful with tech issues and training and provided quality feedback. One participant stated:

"... just knowledgeable stuff and being able to talk with someone who's fighting the same fight as you are was so helpful. And I think that's what I really appreciated about [redacted] is that she had her own mentoring programs and her own experience with mentoring. So, she was able to take the EEPM and take what she's learned in the field and combine the two and share it with us."

Another stated:

"[I]t is useful just to have that point person for your particular site that knows you...It's more comfortable in terms of communication because you've built this relationship over time with them so you understand their expectation and you understand what kind of questions that they're going to be asking you. Also, when they do follow-ups that they're

44

like, "Oh, you remember last time we talked about XYZ, and so how's that going," or "I remember you guys had a question about this and this is my answer." They get back to you in a great period of time, so I think...that kind of model, works really well"

Completing the EEPM Self-Assessment of Program Practices

10 out of 16 interview responses were asked about their readiness to complete the EQUIP self-assessment. 6 respondents reported that their program was ready or prepared to engage in the EQUIP process, and 9 out of the 10 respondents reported concerns. 5 participants reported having concerns about their program's documentation and 3 reported concerns about the perceived applicability of the self-assessment. Programs talked about documentation and the length of time required to complete the assessment, particularly with the first assessment:

"Completing the first time was definitely a more daunting task than we kind of anticipated. Yeah. I think just like though I understood the concept of what the EQUIP assessment was going to be, I don't think I realized the full in-depth-ness it was going to be."

"I think that what the biggest struggle with EQUIP for us, especially maybe the first time that we had to fill it out, was that there are many things that we're doing that are not necessarily documented. So a lot of the Standards and the Benchmarks of EEPM we felt like we were fulfilling. But not in a way that is documented enough to qualify to meet the standards of EQUIP."

Programs completed the EQUIP self-assessment 3 times (once per year for each year of the project). Some programs had concerns related to staff turnover and having different people complete the assessment each year:

"As long as it's the same person doing it every time...But what often happens in programs like ours is staff turns over. And then it's a huge learning curve, and people stress out about it. So I have been intentional about handling each of my program directors as they come on board or leave me to make sure that it gets done."

12 out of 16 interviewees were asked about the usefulness of completing the EQUIP self-assessment and all 12 indicated that completing the assessment was useful. Participants noted that, as they were completing the assessment, they were learning more about their own

45

program's practices. Some interviewees also reported wanting to have timely feedback about their program's adherence after they completed the EQUIP assessment. One participant stated:

> "I feel like in completing EQUIP, it kind of gave you a wakeup call onto where you really are, sometimes in a bad way because it's like, "Oh, I thought we had it together." It kind of scares you a little bit because it's like, "Oh, we still have work to do." But in the same sense, you know where your growth level is. It was very helpful to see how far you've gone from where you've come."

Another participant stated:

> "[I]nitially it definitely gave us something to go back and look at and determine as a team, okay, what did we upload? Are there things we're missing? What can we clearly see might be the issue? But I think if we just had a little more feedback... I think that that would have helped us really see the assessment, and be able to make very direct program changes."

Providing Web-Based, Pre-match Mentor Training

11 out of 16 interview responses were asked about their readiness to provide mentors with asynchronous (on demand), web-based training courses. Only 4 programs reported that they were ready to implement web-based training and 10 out of the 11 programs reported concerns about their program's preparedness to implement the trainings. 4 participants reported accessibility issues, particularly related to internet access in rural areas, and 3 participants cited mentor resistance to new trainings. One participant stated:

> "And so sometimes mentors were a little hesitant to want to take the online training because they sat through a two-hour in-person training...I know when I talked to [redacted], they encouraged their folks to do the online training first and then come to the in-person...because then they have some baseline understanding and knowledge of things or at least the first one. And so trying to get people to do that and the way that we recruit mentors, and then the way that they come to their trainees was really difficult...I had some people who were like that was amazing. That was awesome. Even [a] social worker who does mentoring who was like I'm so thankful for this. It was so good to be able to have that additional stuff, and then other mentors were like, 'I don't have time for this. That's not what I signed up for. If it means I can't be a mentor then I'm not going to mentor you.'"

46

Another program noted their success with implementing online training by making it a

requirement, and also noted that they received some hesitancy from older, more experienced

mentors:

> "Within our program, there was a good number because we made it absolute. But for
> some of the programs, not so much, of course. But I think we kind of said, 'If you want to
> be a mentor, this is what you have to do in our program.' The old mentors were a little bit
> harder. Because we already did a training, so it's like, 'Why am I doing training
> again?'...We kind of put a professional development spin on it. I think that's when they
> were like, 'Okay, we I guess I'll do it.'"

11 out of 16 interviewees were asked about the usefulness of offering web-based, pre-

match training to mentors and 7 of the 11 reported that they found the trainings to be useful for

their programs.

47

Discussion

The majority of participants in the qualitative study report finding the three main components of the MYL Initiative, namely, engaging with a regional coach, completing the EQUIP self-assessment, and providing web-based trainings to mentors to be useful enhancements to their program models. There are several strategies that could potentiate the implementation and effectiveness of these new practices.

First, program staff members reported that they had positive and useful relationships with their regional coach, but some had difficulty determining what to discuss with their coach. Additional onboarding and training of LLF staff about the roles and skills of the regional coaches would ensure that programs were appropriately made aware of the purpose having a regional coach. In addition, in some instances, regional coaches provided technical assistance related to the MYL grant requirements, and ensured that deadlines were met and that grant documentation was completed. In other instances, regional coaches provided more substantive assistance with questions related to mentoring and program delivery, such as helping to identify resources for certain matches or providing tips for how best to provide match support to certain matches. Clarification about the role of regional coaches as technical assistance providers and as experts in the field of youth mentoring would increase the likelihood that individual program sites are engaging with their regional coach in the most effective and efficient way.

Programs reported that they found the EQUIP self-assessment useful, and that the experience of completing the assessment allowed them to review and document their program model, policies, and practices, and their implementation quality. However, programs invested a lot of time in completing the self-assessment, but did not receive any quality improvement recommendations based upon the results of their self-assessment. The typical EQUIP self-

assessment is designed to provide a preliminary assessment of program practices, followed by an independent, external review of the supporting documents regarding program practices to follow. Following the independent, external review, EQUIP is designed to provide mentoring programs with a set of recommendations regarding needed improvement in policies and practices that are organized according to child safety and evidence-based practice priorities. However, the MYL Initiative was not designed to fully implement the EQUIP protocol. Providing guidance and technical assistance on how to leverage the EQUIP self-assessment into a quality improvement plan may have resulted in programs being more appreciative and engaged with the program practice improvement process.

Programs reported finding web-based mentor training useful in many ways for their programs and mentors, but some struggled to fully integrate the training courses into their existing service delivery system. Programs that fully embraced the web-based trainings and made them a requirement for program participation were more successful in getting mentors to complete the trainings. Other programs noted that providing web-based trainings to mentors prior to in-person trainings resulted in new mentors being more knowledgeable and prepared at in-person training workshops, and prevented mentors from believing they were fully trained from solely participating in just an in-person training workshop. For older and experienced mentors, programs suggested that reframing the trainings as a professional development opportunity was a successful strategy for engaging those learners.

Overall, programs reported that they found the three components of the MYL Initiative to be useful, even though they varied in their feelings about their programs' readiness and preparedness to engage in each new practice.

49

Limitations

Results from the interviews are based on responses from 16 of the 26 programs that participated in the MYL project. An additional program was interviewed, but the recording file was corrupted and could not be used. Though only one program refused participation, there were several programs that were no longer in existence, or did not have any current staff members who were a part of the program when MYL was implemented. Thus, the resulting sample may not have been representative of all programs that took part in the MYL project, particularly those that struggled the most with the project and eventually dissolved their mentoring program.

However, the programs that participated in the interview provided fairly consistent responses when asked about the usefulness of the MYL components, but diverse responses when asked about barriers to implementation and concerns about new practices. Thus, we believe that we captured the general experience of programs as they participated in the MYL quality improvement initiative.

Directions for Future Research

First, this study and previous studies suggest that the assessment of program practices is valuable and worthy of deeper investigation. Future work could be fruitful to focus not only on self-assessment of program practices, but also have objective observers evaluate practices and program documentation. Objective observers could collect documentation, assess the degree to which program documentation aligns with responses in the self-assessment, and conduct an external audit to determine whether practices are consistently implemented throughout program delivery.

Second, results from this study indicated that self-reported program practice implementation was associated with match longevity, but not with youth outcomes. However,

measurement issues associated with youth outcomes may have precluded the detection of associations between program practices and outcomes. Youth outcome baseline and follow-up assessments occurred within a few months of each other and may not have allowed for enough time for mentoring, or for changing program practices, to have an effect on youth outcomes. Future studies should allow for a longer lag time in between measurement occasions to allow for the capture of change in youth outcomes. Further, monitoring youth outcomes over several measurement occasions could allow researchers to explore how changing program practices are associated with changing youth outcomes.

Third, results from this study could be extended to explore the effectiveness of employing specific program practices. Analyses in this study focused on overall program practice implementation (i.e., total number of benchmarks implemented) and individual Standard implementation. However, there may be specific benchmark practices that "carry more weight" in terms of fostering positive youth and match outcomes. One recent study focused on mentor-perceived program practices and determined that mentors reported higher commitment levels when they perceived that their programs were setting clear expectations for the match, providing them with pre-match training, and considering their preferences in selecting a mentee (Drew, Keller, Spencer, & Herrera, 2020). More work is needed to identify other specific practices that result in greater change in mentee outcomes and longer, stronger matches.

Implications for Program Quality Improvement Initiatives

Results from both the outcome evaluation and process evaluation indicate that pursuing a quality improvement initiative based upon improving program practices can have beneficial effects for programs. Quality improvement initiatives that are a one-size-fits-all endeavor may not be appropriate for everyone, however. During the MYL initiative, mentoring programs could

choose what practices to change, but they may have needed more specialized recommendations or goals tailored to their program model and setting. When the MYL Initiative was implemented, only the original, generic EEPM was publicly available. During the past few years, however, there have been innovations to the program practices model and there are now multiple Supplements to the EEPM that apply the original, generic guidelines to a variety of different program models. The benchmark program practices in the Fourth Edition to the EEPM are universally relevant to all mentoring programs, but may need to be slightly modified to fit the needs of different program models. For example, many of the MYL programs were conducted in an afterschool setting and involved mentors working with groups of mentees, instead of one-on-one. However, the framing of the original EEPM was designed with one-on-one mentoring in mind and the Group-based Mentoring Supplement was not published until April, 2020. Were programs to engage in a new quality improvement initiative, there are now multiple EEPM Supplements that could aid programs who employ different youth mentoring models.

In addition, changing program practices is a time- and resource-consuming venture. The most effective approach to program practice change is to start with changing one practice at a time—instead of undertaking a broad change in policies and procedures—and provide supports for that effort. In this project, technical assistance often revolved around grant support instead of mentoring, despite many of the regional coaches being experts in mentoring. Mentoring programs valued their relationships with regional coaches, but may have benefited from additional assistance from consultants or other resources that could provide additional technical assistance tailored to the changes that programs hoped to make.

Finally, though Leadership Foundations is a national organization whose local affiliates design their own mentoring programs and operate independently, they fostered and maintained

program engagement throughout the project by creating a community among their participating programs. They held in-person meetings and events, and conducted monthly webinars to not only keep programs informed about grant progress, but also share experiences from programs who were successfully navigating the grant activities. For example, one program might share how they were integrating online training into their program model and then, answer questions from staff members from programs who were struggling with getting their mentors to complete the training. Maintaining program staff buy-in and engagement was integral to successfully implementing the MYL Initiative.

Conclusion

After engaging in an extensive, multi-year project to improve program practices, results indicated that programs did, in fact, improve. According to Table 2, programs engaged in steady improvement throughout the project, with programs reporting implementing an average of 28.2 benchmarks during the first year of the project, 31.5 benchmarks during the second year, and 33.4 benchmarks during the third year. Among programs that completed all three program practice self-assessments, 76.5% reported implementing more benchmarks during the last year of the grant than during the first year.

Though this study found no association between program practice implementation and youth outcomes, there were strong associations between practice implementation and match length. Namely, total benchmark implementation, Recruitment, Matching, and Monitoring and Support were significantly associated with match length, suggesting that changes in program quality can translate into benefits for matches. These findings align with theoretical perspectives advocating that match length and strength play a mediational role between program practices and positive youth outcomes (e.g., Kupersmidt & Rhodes, 2014). In essence, greater implementation

53

of research-based program practices can lead to longer and stronger matches, which can lead to more positive youth outcomes. In this study, follow-up youth outcomes were collected just a few months after the match began, when most of the matches were still open. Thus, youth outcome data collection likely did not adequately capture the potential process of change. Results did indicate, however, that practices are associated with match length, and long-term follow-ups may indicate that mentoring match length is associated with positive outcomes later on.

Results from the process evaluation highlight the need for consistent communication and feedback from the national organization of the mentoring network. Onboarding and consistent training of affiliate staff members regarding the role of regional coaches could allow for programs to work with their regional coaches in a more effective way. Providing feedback and training to programs about their program practices, including prioritizing goals and practices to change, could support quality improvement efforts, and help programs to track their progress and be more aware of the next steps in the quality improvement process. Finally, making web-based mentor training a requirement for volunteering in a mentoring program, instead of an optional activity, can result in mentors being more engaged in the training process, and better prepared and more knowledgeable about mentoring at subsequent in-person training workshops. Taken together, this project demonstrates that thoughtful, well-planned, quality improvement strategies for modifying or enhancing mentoring program policies and practices has great potential for improving service delivery systems to better support program staff, volunteer mentors, and their mentees.

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Appendix

Evaluation of the Leadership Foundations' Mentoring Youth for Leadership Initiative:
Evaluating Impact, Program Practices, and Implementation on High-Risk Youth

Technical Appendix

September, 2021

Kathryn N. Stump, Ph.D. & Janis B. Kupersmidt, Ph.D.

innovation Research & Training

Durham, NC

Outcome Regression Tables: Imputed Data

Table: Y_ATTEND_POOLED

Fixed Effects	Estimate (SE)	*p*-value
Intercept	1.40(0.14)	< 0.001
Covariates		
Baseline	0.49(0.03)	< 0.001
Age (centered at 12 years)	-0.02(0.01)	< 0.001
Gender (centered at girl)	-0.05(0.04)	0.305
Race (centered at White):		
Black	0.06(0.06)	0.291
Hispanic/Latino	0.00(0.08)	0.994
Other Race	-0.12(0.10)	0.214
Program setting (centered at rural/tribal):		
Suburban	0.16(0.11)	0.128
Urban	-0.01(0.07)	0.922
Program size (centered at 250 matches)	0.00(0.00)	0.009
Group mentoring	0.13(0.06)	0.020
Program practices		
Total number of benchmarks (centered at 30)	0.00(0.00)	0.366
Random Effects	Variance	
Level 2: Program		
Intercept	0.01	
Residual	0.30	
ICC	0.16	
N	1092	
% Missing Data	22.72	

59

Table: Y_GRADES_POOLED

Fixed Effects	Estimate (SE)	p-value
Intercept	3.48(0.30)	< 0.001
Covariates		
Baseline	0.56(0.03)	< 0.001
Age (centered at 12 years)	-0.04(0.02)	0.013
Gender (centered at girl)	-0.38(0.10)	< 0.001
Race (centered at White):		
Black	0.15(0.14)	0.295
Hispanic/Latino	0.24(0.17)	0.160
Other Race	0.18(0.21)	0.371
Program setting (centered at rural/tribal):		
Suburban	-0.36(0.21)	0.090
Urban	-0.43(0.15)	0.004
Program size (centered at 250 matches)	0.00(0.00)	0.847
Group mentoring	0.10(0.12)	0.390
Program practices		
Total number of benchmarks (centered at 30)	0.00(0.01)	0.969
Random Effects	Variance	
Level 2: Program		
Intercept	0.00	
Residual	1.40	
ICC	0.11	
N	1092	
% Missing Data	22.72	

Table: Y_LEADER_POOLED

Fixed Effects	Estimate (SE)	p-value
Intercept	2.05(0.20)	< 0.001
Covariates		
Baseline	0.45(0.04)	< 0.001
Age (centered at 12 years)	0.01(0.01)	0.486
Gender (centered at girl)	-0.11(0.06)	0.059
Race (centered at White):		
Black	-0.03(0.09)	0.743
Hispanic/Latino	0.12(0.10)	0.220
Other Race	-0.01(0.12)	0.926
Program setting (centered at rural/tribal):		
Suburban	0.12(0.14)	0.402
Urban	0.05(0.10)	0.601
Program size (centered at 250 matches)	0.00(0.00)	0.509
Group mentoring	0.11(0.08)	0.175
Program practices		
Total number of benchmarks (centered at 30)	0.00(0.00)	0.627
Random Effects	Variance	
Level 2: Program		
Intercept	0.02	
Residual	0.44	
ICC	0.09	
N	1092	
% Missing Data	22.72	

61

Table: Y_PCREL_POOLED

Fixed Effects	Estimate (SE)	p-value
Intercept	1.53(0.19)	< 0.001
Covariates		
Baseline	0.57(0.04)	< 0.001
Age (centered at 12 years)	-0.02(0.01)	0.008
Gender (centered at girl)	0.04(0.05)	0.363
Race (centered at White):		
Black	0.12(0.08)	0.121
Hispanic/Latino	0.14(0.09)	0.133
Other Race	-0.01(0.11)	0.898
Program setting (centered at rural/tribal):		
Suburban	0.04(0.12)	0.741
Urban	0.03(0.09)	0.730
Program size (centered at 250 matches)	0.00(0.00)	0.081
Group mentoring	0.08(0.07)	0.308
Program practices		
Total number of benchmarks (centered at 30)	0.00(0.00)	0.965
Random Effects	Variance	
Level 2: Program		
Intercept	0.01	
Residual	0.40	
ICC	0.16	
N	1092	
% Missing Data	22.72	

62

Table: Y_MENTREL_POOLED

Fixed Effects	Estimate (SE)	p-value
Intercept	3.97(0.10)	< 0.001
Covariates		
Age (centered at 12 years)	-0.02(0.01)	0.048
Gender (centered at girl)	-0.04(0.05)	0.360
Race (centered at White):		
Black	-0.04(0.07)	0.545
Hispanic/Latino	-0.15(0.08)	0.071
Other Race	-0.22(0.10)	0.028
Program setting (centered at rural/tribal):		
Suburban	0.08(0.11)	0.469
Urban	0.19(0.08)	0.012
Program size (centered at 250 matches)	0.00(0.00)	< 0.001
Group mentoring	-0.25(0.06)	< 0.001
Program practices		
Total number of benchmarks (centered at 30)	0.00(0.00)	0.606
Random Effects	Variance	
Level 2: Program		
Intercept	0.01	
Residual	0.35	
ICC	0.13	
N	1092	
% Missing Data	22.72	

Outcome Regression Tables: Raw Data

Table: Y_ATTEND_RAW

Fixed Effects	Estimate (SE)	*p*-value
Intercept	1.46(0.16)	< 0.001
Covariates		
Baseline	0.47(0.04)	< 0.001
Age (centered at 12 years)	-0.02(0.01)	0.057
Gender (centered at girl)	-0.06(0.05)	0.203
Race (centered at White):		
Black	0.04(0.07)	0.617
Hispanic/Latino	-0.01(0.09)	0.943
Other Race	-0.05(0.10)	0.617
Program setting (centered at rural/tribal):		
Suburban	0.22(0.13)	0.085
Urban	0.04(0.09)	0.675
Program size (centered at 250 matches)	0.00(0.00)	0.130
Group mentoring	0.13(0.07)	0.072
Program practices		
Total number of benchmarks (centered at 30)	0.00(0.00)	0.619
Random Effects	Variance	
Level 2: Program		
Intercept	0.02	
Residual	0.29	
ICC	0.16	
N	569	
% Missing Data	59.73	

Table: Y_GRADES_RAW

Fixed Effects	Estimate (SE)	*p*-value
Intercept	3.58(0.31)	< 0.001
Covariates		
Baseline	0.56(0.03)	< 0.001
Age (centered at 12 years)	-0.04(0.02)	0.025
Gender (centered at girl)	-0.41(0.11)	< 0.001
Race (centered at White):		
Black	0.17(0.15)	0.262
Hispanic/Latino	0.20(0.18)	0.291
Other Race	0.21(0.24)	0.371
Program setting (centered at rural/tribal):		
Suburban	-0.39(0.26)	0.135
Urban	-0.49(0.15)	0.002
Program size (centered at 250 matches)	0.00(0.00)	0.564
Group mentoring	0.06(0.13)	0.612
Program practices		
Total number of benchmarks (centered at 30)	0.00(0.01)	0.549
Random Effects	Variance	
Level 2: Program		
Intercept	0.00	
Residual	1.35	
ICC	0.12	
N	520	
% Missing Data	63.20	

65

Table: Y_LEADER_RAW

Fixed Effects	Estimate (SE)	p-value
Intercept	2.22(0.22)	< 0.001
Covariates		
Baseline	0.45(0.04)	< 0.001
Age (centered at 12 years)	0.01(0.01)	0.186
Gender (centered at girl)	-0.11(0.06)	0.068
Race (centered at White):		
Black	-0.06(0.09)	0.504
Hispanic/Latino	0.09(0.11)	0.411
Other Race	-0.03(0.13)	0.831
Program setting (centered at rural/tribal):		
Suburban	0.08(0.16)	0.605
Urban	-0.02(0.12)	0.842
Program size (centered at 250 matches)	0.00(0.00)	0.919
Group mentoring	0.01(0.10)	0.912
Program practices		
Total number of benchmarks (centered at 30)	0.00(0.01)	0.686
Random Effects	Variance	
Level 2: Program		
Intercept	0.06	
Residual	0.41	
ICC	0.09	
N	533	
% Missing Data	62.28	

Table: Y_PCREL_RAW

Fixed Effects	Estimate (SE)	p-value
Intercept	1.54(0.21)	< 0.001
Covariates		
Baseline	0.58(0.04)	< 0.001
Age (centered at 12 years)	-0.02(0.01)	0.022
Gender (centered at girl)	0.03(0.05)	0.614
Race (centered at White):		
Black	0.13(0.08)	0.132
Hispanic/Latino	0.19(0.10)	0.053
Other Race	0.06(0.12)	0.617
Program setting (centered at rural/tribal):		
Suburban	0.03(0.15)	0.818
Urban	0.01(0.10)	0.923
Program size (centered at 250 matches)	0.00(0.00)	0.222
Group mentoring	0.04(0.08)	0.673
Program practices		
Total number of benchmarks (centered at 30)	0.00(0.01)	0.633
Random Effects	Variance	
Level 2: Program		
Intercept	0.03	
Residual	0.39	
ICC	0.16	
N	557	
% Missing Data	60.58	

Table: Y_MENTREL_RAW

Fixed Effects	Estimate (SE)	p-value
Intercept	4.01(0.12)	< 0.001
Covariates		
Age (centered at 12 years)		
Gender (centered at girl)	-0.01(0.01)	0.139
Race (centered at White):	-0.02(0.05)	0.702
Black	-0.05(0.07)	0.518
Hispanic/Latino	-0.10(0.09)	0.240
Other Race	-0.19(0.11)	0.081
Program setting (centered at rural/tribal):		
Suburban	0.03(0.13)	0.830
Urban	0.16(0.09)	0.075
Program size (centered at 250 matches)	0.00(0.00)	0.026
Group mentoring	-0.31(0.08)	< 0.001
Program practices		
Total number of benchmarks (centered at 30)	0.00(0.00)	0.948
Random Effects	Variance	
Level 2: Program		
Intercept	0.03	
Residual	0.34	
ICC	0.14	
N	618	
% Missing Data	56.26	

Table: Y_SPECIALADULT_RAW

Fixed Effects	Estimate (SE)	p-value
Intercept	1.72(0.80)	0.034
Covariates		
Baseline	2.01(0.36)	< 0.001
Age (centered at 12 years)	-0.07(0.06)	0.206
Gender (centered at girl)	-0.35(0.32)	0.280
Race (centered at White):		
Black	0.02(0.50)	0.971
Hispanic/Latino	-0.49(0.58)	0.398
Other Race	-0.04(0.79)	0.959
Program setting (centered at rural/tribal):		
Suburban	0.54(0.94)	0.567
Urban	-0.37(0.55)	0.505
Program size (centered at 250 matches)	0.00(0.00)	0.196
Group mentoring	-0.11(0.47)	0.810
Program practices		
Total number of benchmarks (centered at 30)	-0.03(0.03)	0.225
Random Effects	Variance	
Level 2: Program		
Intercept	0.19	
ICC	0.26	
N	541	
% Missing Data	61.71	

69

Measures

Mentee Baseline Survey

Dear Mentee,

Thank you for participating in our mentoring program! We would like to know more about how you feel about your mentor(s) and being in this program.

Please complete the following questions. If you have any questions about the survey, please ask your parent/guardian or someone who works at the mentoring program.   **THANK YOU** ☺

I. Right now in your life, is there an adult (<u>not</u> your parent or guardian) who you often spend time with and who does a lot of good things for you? For example an adult (a) who you look up to, (b) tells you to do your best, (b) who cares about you, (c) who helps you make good choices, and (d) who you can talk to about problems.

❑ **No**, I do not have any adults like this in my life   ☐ **Yes**, I do have an adult like this in my life

       If yes, how many adults like this do you have in your life right now ? _____

       If yes, is one of these adults your   ☐ **No**   ☐ **Yes**   mentor?

II. Overall, what grades are you getting in school in the last six months (If it was summer, think about last school year)? Please check a box below.

Mostly A's	Mostly A's and B's	Mostly B's	Mostly B's and C's	Mostly C's	Mostly C's and D's	Mostly D's	Mostly D's and F's	Mostly F's
☐	☐	☐	☐	☐	☐	☐	☐	☐

* If your school does not use grades on A, B, C, D, F scale: A's are grades between 90-100; B's are grades between 80-89; C's are grades between 70-79, D's are grade between 60-69, and F's are grade between 0 and 59

III. **Instructions**: Think about your attendance at school in the last 6 months (if it was summer, think about last school year). Please circle the answer that sounds like you.

How often were you…

	Never	Rarely	Sometimes	Often
1. Absent from school *for any reason* (excused or unexcused)	1	2	3	4
2. Absent from school for an *unexcused* reason	1	2	3	4
3. Late for school	1	2	3	4

70

IV. Instructions: Read the following sentences. Rate how much you *agree* **or** *disagree* that each statement is like **you.**

	Strongly Disagree	Disagree	Somewhat Agree/ Disagree	Agree	Strongly Agree
1. When I see that something that needs to be done, I try to get my friends to work on it together.	1	2	3	4	5
2. If I am in a group, I try to make sure that everyone in the group feels good.	1	2	3	4	5
3. Once I know that something needs to be done, I am good at planning how to do it.	1	2	3	4	5
4. When I see something wrong or unfair, I try to change it.	1	2	3	4	5

V. Instructions: Think about the main parent or person who takes care of you. Now think about that person and answer the following questions, even if the person you are thinking of is not your biological parent (like an aunt, or foster parent).

	Almost never or never true	Not very often true	Sometimes true	Often true	Almost always or always true
1. My parent respects my feelings.	1	2	3	4	5
2. I feel that my parent does a good job.	1	2	3	4	5
3. My parent accepts me as I am.	1	2	3	4	5
4. My parent expects too much from me.	1	2	3	4	5
5. When we talk about things, my parent cares about what I think.	1	2	3	4	5
6. My parent trusts me.	1	2	3	4	5
7. My parent understands me.	1	2	3	4	5
8. When I am angry about something, my parent tries to be understanding.	1	2	3	4	5
9. I trust my parent.	1	2	3	4	5

If you would like to share any ***good/positive*** experiences that you have had with your mentoring program so far, please write about it below.

_____

_____

If you'd like to share any ***bad/negative*** experiences with your mentoring program so far or if you have ideas about how your program could be better, please write about it below.

_____

_____

72

Mentee Follow-up Survey

Dear Mentee,

Thank you for participating in our mentoring program! We would like to know more about how you feel about your mentor(s) and being in this program.

Please complete the following questions. If you have any questions about the survey, please ask your parent/guardian or someone who works at the mentoring program.   **THANK YOU** ☺

❑ **No**, I do not have any adults like this in my life   ☐ **Yes**, I do have an adult like this in my life

If yes, how many adults do you have like this in your life right now ? _____

If yes, is one of these adults your   ☐ **No**   ☐ **Yes**   mentor?

II. Overall, what grades are you getting in school in the last six months? Please check a box below.

Mostly A's	Mostly A's and B's	Mostly B's	Mostly B's and C's	Mostly C's	Mostly C's and D's	Mostly D's	Mostly D's and F's	Mostly F's
☐	☐	☐	☐	☐	☐	☐	☐	☐

* If your school does not use grades on A, B, C, D, F scale: A's are grades between 90-100; B's are grades between 80-89; C's are grades between 70-79, D's are grade between 60-69, and F's are grade between 0 and 59

III. **Instructions**: Think about your attendance at school in the last 6 months. Circle the answer that sounds like you.

How often were you…	Never	Rarely	Sometimes	Often
4. Absent from school *for any reason* (excused or unexcused)	1	2	3	4
5. Absent from school for an *unexcused* reason	1	2	3	4
6. Late for school	1	2	3	4

73

IV. Instructions: Think about your mentor. If you have more than one mentor in your program, think about the one you feel closest to. Read each question below and then choose the answer that describes how you feel.

	Not at all close	A little close	Moderately close	Close	Very close
1. How close do you feel to your mentor?	1	2	3	4	5

	Not at all satisfied	A little satisfied	Moderately satisfied	Satisfied	Very Satisfied
2. How satisfied do you feel with your relationship with your mentor?	1	2	3	4	5

V. Instructions: Choose how much you agree or disagree with each of the following sentences:

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1. I like having a mentor.	1	2	3	4	5
2. I thought that having a mentor would be more fun than it is.	1	2	3	4	5
3. My mentor and I like the same things.	1	2	3	4	5
4. My mentor seems stressed out when we're together.	1	2	3	4	5
5. My life has gotten better since I started meeting with my mentor.	1	2	3	4	5
6. I sometimes feel frustrated with how little things have changed in my life since I got a mentor.	1	2	3	4	5
7. My mentor and I don't seem to have anything to talk about.	1	2	3	4	5
8. I think my mentor and I are a good match.	1	2	3	4	5
9. I think that my mentor wants to do other things than spend time with me.	1	2	3	4	5
10. I want to do other things instead of spending time with my mentor.	1	2	3	4	5
11. I feel close to my mentor.	1	2	3	4	5

VI. Instructions: Think about the main parent or person who takes care of you. Now think about that person and answer the following questions, even if the person you are thinking of is not your biological parent (like an aunt, or foster parent).

	Almost never or never true	Not very often true	Sometimes true	Often true	Almost always or always true
10.My parent respects my feelings.	1	2	3	4	5
11.I feel that my parent does a good job.	1	2	3	4	5
12.My parent accepts me as I am.	1	2	3	4	5
13.My parent expects too much from me.	1	2	3	4	5
14.When we talk about things, my parent cares about what I think.	1	2	3	4	5
15.My parent trusts me.	1	2	3	4	5
16.My parent understands me.	1	2	3	4	5
17.When I am angry about something, my parent tries to be understanding.	1	2	3	4	5
18. I trust my parent.	1	2	3	4	5

VII. Instructions: Read the following sentences. Rate how much you *agree* or *disagree* that each statement is like **you.**

	Strongly Disagree	Disagree	Somewhat Agree/ Disagree	Agree	Strongly Agree
5.When I see that something that needs to be done, I try to get my friends to work on it together.	1	2	3	4	5
6.If I am in a group, I try to make sure that everyone in the group feels good.	1	2	3	4	5
7.Once I know that something needs to be done, I am good at planning how to do it.	1	2	3	4	5
8.When I see something wrong or unfair, I try to change it.	1	2	3	4	5

Overall, how much do you like your mentoring program so far? (Circle one)

a) Don't like it at all   b) Like it a little   c) Like it   d) Like it a lot   e) Love it

Would you tell your friends to join your mentoring program? (Circle one)

a) Definitely Not   b) Maybe   c) Definitely Yes

If you would like to share any *good/positive* experiences that you have had with your mentoring program so far, please write about it below.

_____

_____

_____

If you'd like to share any *bad/negative* experiences with your mentoring program so far or if you have ideas about how your program could be better, please write about it below.

_____

_____

_____

Qualitative Staff Interview

Program ID:_____ Date:_____ IDs of interviews: _____

Program history and model:

First, I'd like to ask you a few basic questions about the history of your mentoring program and the model you use. Some mentoring programs offer mentoring to individuals across the life span, but in this interview, we are only interested in mentoring that you offer to youth under 18 years of age.

1. Which of the following describes your organization or agency? (Select all that apply)

Direct service mentoring program	O	Higher education	O
State government	O	Nonprofit-National	O
Local government	O	Nonprofit-Regional	O
School or school system	O	Nonprofit-State	O
Faith-based organization	O	Nonprofit-Local	O
Residential/treatment facility	O	Federal Government	O
Afterschool programming	O	Business or corporation	O

   Other: _____

2. How many mentoring programs are administered by your agency? _____ (number)
   (If the agency has more than one mentoring program, then the questions in the rest of the interview will be asked about each program.)

3. Which of the following describes the location(s) where mentoring takes place in your mentoring program? (select all that apply)

Community-based (mentor and mentee meet at places in the community)	O
Community organization-based (mentor and mentee meet at community organizations such as Boys and Girls Club, YMCA, YWCA, etc.)	O
School-based (mentor and mentee meet at the mentor's or mentee's school)	O
Workplace (mentor and mentee meet at the mentor's workplace)	O
Faith-based (mentor and mentees spend time together at a religious institution)	O
E-mentoring (mentor and mentee communicate primarily through the internet)	O

   Other: _____

77

4. Which of the following describes your mentoring program? (Select all that apply)

One-to-one mentoring (one mentor is matched with one mentee)	O
Group mentoring (one mentor works with a group of mentees)	O
Team group mentoring (at least two mentors work with a group of mentees)	O
Peer group mentoring (youth mentors who are older, but close in age to mentees)	O

Other: _____

5. How many years has your agency been offering a mentoring program?

Program description and model:

Next, I'd like us to discuss more about the design and composition of your mentoring program or programs?

1. Can you tell us more about your mentoring program model?

(make sure to get details about whether they are one-to-one site-based and what the site is or the sites are, one-to-one community-based, e-mentoring, group- and site-based, and others; maybe they offer more than one type of mentoring program)

2. How is your mentoring program designed?

3. Does your mentoring program design reflect the needs of your community? If yes, please describe how.

4. Does your organization solely provide mentoring services or do you do other things as well?
      If multi-functional, what are the other services you provide?
      Are any of those services incorporated into your mentoring program?
      How so?

5. What populations of youth does your mentoring program serve? (make sure to get the age range, gender, race, ethnicity, religious affiliation, and then, details about the special populations they recruit and serve)
Does your mentoring program target certain special populations for services (COIP, foster care)?
Are there any populations of youth that you exclude from your mentoring program? (If yes, which ones and why?)

78

For each population, are there any adjustments or enhancements to your program model that you are implementing that are designed to address the needs of that population? (follow-up prompts might be: do you have a tailored or specific curriculum that you deliver to youth in a special population? Who delivers it? Are the mentors involved in the curriculum and if so, how?; do you have specific goals for a special population?; did you seek out specific funding to serve this population and if so, what did you use the funds to do?; do you offer special training to staff, mentors, mentees, or parents or mentees; and if yes, describe it?)

6. Do you also try to recruit special populations of mentors? (ask them to describe the age range, gender, race, ethnicity, religious affiliation, and special groups that they recruit)

Program history including during the MYL award:

1. When you first heard about the MYL grant and Initiative, how **excited** were you and others in your mentoring program to be a part of it?

(Examples of follow-up questions:

- What excited you about it? (e.g., More resources, more funds, being part of a movement, being selected as special or innovative, or competent, being on the cutting edge, being recognized as an honor, being able to serve more youth, being able to serve youth better)
- How universal within your organization were your feelings about the Initiative? (e.g., if this person was excited about it, did others feel the same way)
- Did staff express or voice their excitement?

2. Did you have **reservations or concerns** about participating in the MYL Initiative?

(Examples of follow-up questions:

- What types of concerns did you have? (e.g., not enough funds, time, or knowledge to do the work, wasn't sure if the activities would be effective or not)
- How universal within your organization were your concerns about the Initiative?
- Did staff express or voice their concerns?

3. How **familiar** were you with the purpose and objectives of the MYL Initiative when it started?

Examples of follow-up questions:

- What did you expect the Initiative would be like?
- What was your understanding of what would be expected of your mentoring program and staff as participants in this Initiative?
- Was your initial understanding accurate? How was it different than the reality?
- Did the Initiative meet your expectations?
- Did the goals of the Initiative change over time?
- Were these changes communicated to you? (were they clear, accurate, understandable?)
- Did the strategies and methods change over time?
- Were these changes communicated to you? (were they clear, accurate, understandable?)

4. When you learned that participating in the Initiative would involve changing some of your standard operating procedures and program practices, how **open** did you or others at your agency feel about these requirements?

Examples of follow-up questions:
Did you think that the new or modified program practices were a good fit for your mentoring program?
How easy or hard did you think it would be to make these changes?

5. How **ready** or prepared overall was your agency to implement the tasks outlined in your subaward from the national LF office related to this grant?

Specifically, how prepared were you to implement the activities included in the MYL Project? (ask specific follow-up questions about each aspect of the Initiative):

1. EQUIP self-assessment questionnaire
2. Webinars about mentoring
3. Webinars about the MYL Initiative
4. Collect data from mentors, mentees, and the parents or guardians of mentees
5. Attend in-person training or training-of-trainers workshops
6. Work with regional coaches
7. Manage subawards
8. Utilize Mentoring Central mentor trainings
9. Changing one or more of your program practices

6. Are there other things that LF could do in the future to help local mentoring programs be more prepared or ready to participate in an Initiative of this type?

7. How much turnover did you have in your mentoring program during the implementation of the MYL Initiative? (Describe answers.)

Follow-up questions:

How much turnover at the Executive level?

How much turnover at the Regional Coach level?

How much turnover at the Match Support level?

[Any other specific roles?]

Was turnover related in any way to the MYL Initiative?

How has turnover at each level impacted your programs' progress in implementing the MYL-related activities?

Program engagement in staff training and MYL Initiative:

The first part of the MYL Initiative included training in webinars about the history and content of the Elements of Effective Practice for Mentoring or the EEPM. A series of six webinars were conducted – one for each of the Standards, as well as background training on the history, research, and design of the EEPM. In addition, you completed EQUIP, a web-based questionnaire that asked questions about whether or not your mentoring program implemented each of the benchmark and enhancement practices in the EEPM. I'd like to discuss the EEPM and EQUIP with you next.

1. How **satisfied** were you all in learning about the EEPM in a webinar format? In other words, would you have preferred a different method of learning about the EEPM?

2. Did you feel like you had a thorough enough **understanding** of the EEPM after attending the webinars and reading the document to make changes to your program?
   (Follow-up questions:)
   If no, what was missing from your training? What more did you need to know?
   Was the training sufficient for you to feel competent to make changes to your program?

3. Was learning about the EEPM **useful** to you in designing or modifying your mentoring program practices?
   No   Yes

   (Follow-up questions:)

   - If yes, in what ways, has the EEPM been useful to you and your program?
   - If no, why do you think that learning about and having access to the EEPM was not helpful to you?

4. 4. Were you able to watch all of the webinars? If not, what barriers got in the way of watching the webinars?

5. Having completed the webinars, do you think all mentoring program staff members should be trained in the EEPM?

Program engagement in the self-assessment process:

In the first year of the MYL project, after you completed EQUIP, you were asked to fully implement the benchmark practices for one Standard over the course of the year.

Assessment phase:
We have several questions about your experience in completing EQUIP..

1. Who at your agency helped you with this process? Who completed it?
2. What did you do to prepare for completing the online questionnaire?
3. Approximately, how long did it take you to complete the questionnaire?
4. How easy was it to complete EQUIP?
5. Are there things you would change about the process?
6. What resources did you have that helped you to complete the self-assessment?
7. What barriers did face in completing the questionnaire?
8. What else would be helpful for agencies to do to prepare before completing a self-assessment survey?
9. Did you learn anything about mentoring program implementation or quality from completing EQUIP?
10. How useful was that experience?
11. How useful was your individual EQUIP report to you?

During MYL, you were also provided you with an anonymized cross-site EQUIP report so that you could compare your implementation of the EEPM benchmarks and standards to the practices of your peers.

12. How **useful** was the anonymized cross-site EQUIP report to you in understanding your network?
    o In designing your program goals?
    o In motivating you to improve your program quality?
    o In asking questions and working with your regional coach?

13. How **practical** would it be to make program self-assessment a regular part of your agency's practices?
    o If not practical, why not?

82

   o If not practical, what would make it possible for your program to complete program self-assessments on a regular basis (e.g., annually or every other year).
14. Having completed the program self-assessment questionnaire, do you think **all** mentoring programs should complete one?

<u>Program change phase:</u>

Next, I want to ask you a few questions about the bulk of the MYL Initiative. I'm particularly interested in what it was like to try to change your program practices after completing the EQUIP program self-assessment and receiving feedback in terms of both individual and group reports and discussions with your Regional Coach.

1. What did you do to **prepare** for making changes in your program practices?
2. What elements of the process made it **easy** to implement new or modified practices?
3. Who at your agency **helped** with this process? Who completed it?
4. What did you think about the **prioritization** of meeting one Standard first and being able to select the Standard of interest to your program?
5. Are there **other** Standards or Benchmarks that you would like to change that you have not yet addressed?
6. What were the **steps** that you went through in changing your program practices?
7. Was the process **helpful** to your program?
8. Did the changes improve your services to mentees, mentors, and family members?
9. How did people within your agency **work together** to make changes in your policies and practices?

  The national office of the Leadership Foundations believed that it was important to provide you with resources to support change in your program practices.

  There were primarily 3 sets of resources that were provided to you.

  First, you were provided with access to online training courses for mentors, mentees, and parents.

  Second, you were provided with training and materials to conduct an in-person workshop with mentors called Building Your Mentoring Skills.

  Third, you were provided with regular contact with a Regional Coach to discuss and plan for any program changes that you selected to do.

10. How useful or helpful were the online training courses in preparing people to participate in a mentoring relationship? How important do you think it is that mentors (mentees and parents) get trained before being matched?
11. Did you take the training? What did you think about it for preparing staff? How important do you think it is that staff members get trained?
12. Did you use the courses with all of your new mentors? How about mentees and their parents? (Follow-up questions: if not, why not?)
13. What barriers prevented universal use of the online training courses?

14. How useful or helpful was the in-person BYMS workshop in preparing and training your mentors?
15. How important do you think it is that mentors get this training?
16. Since you were trained in BYMS, do you train all mentors?
17. What barriers prevent universal delivery of the BYMS training workshop?

Next, I'm going to ask some questions about your experiences working with your Regional Coaches:

18. What resources did you want or need from either your Regional Coach or the National Leadership Foundations office when you were trying to change your practices?
    a. Did you communicate to people inside and outside of your organization that you needed these resources?
    b. Did you receive resources after requesting them?
19. How useful or helpful were your Regional Coaches?
20. How important do you think it is that mentoring program staff members have access to a coach when trying to change their program practices?
21. Did you meet with your Regional Coach regularly?
22. What barriers prevented your having regular meetings with your Regional Coach?

Overall appraisal of the Initiative:

1. What are your frustrations, if any, with MYL Initiative ?
    a. How would you change the Initiative ,so that it is easier to implement in the future?
2. What are the challenges you have faced in creating and sustaining a high quality mentoring program?

Beliefs about program change:

How much do you believe that the changes or enhancements that you made in your program practices will result in:

- better services for youth participating in your mentoring program?
- more positive outcomes for the youth participating in your program?
- your program running more smoothly?
- your staff being better trained?
- your staff being professionalized?
- greater retention?
- understanding your program model better?
- setting specific goals for your program and your matches?
- increases in your staff's sense of engagement in designing and implementing your program practices?
- Increases in the engagement of your mentees in their mentoring relationships?
- increases in the engagement of your mentors in their mentoring relationships?
- increases in the engagement of the parents or guardians of your mentees in supporting their child's mentoring relationship?
- thinking about your program in a new way?
- helping to better justify your decisions and program practices to your stakeholders and funders?

Program sustainability

What sort of resources would your program need to sustain the MYL Initiative (after the project ends)?

Expansion (Value)

How do you plan to use the information from the MYL experience to your and your agency's future benefit? (e.g., grant funding, staff efficiency, engage staff).

Participant ID:_____ Program ID:_____ Date:_____

First, we'd like to ask you a few questions about your demographic, educational, professional, and mentoring background.

<u>Demographic questions:</u>

1. What is your age in years? _____

2. What is your sex?

Male	Female
O	O

3. Are you Hispanic or Latino or Latina?

Yes, I am Hispanic or Latino or Latina	O
No	O

4. What is your race? Please all that apply.

White/Anglo/Caucasian	O
Black/African American	O
American Indian/Alaska Native	O
Asian	O
Native Hawaiian or other Pacific Islander	O

Other: _____

<u>Educational background:</u>

5. What is the highest level of education that you have completed?

Elementary school	O
Some high school	O
High school or GED	O
Some college	O
Two-year college degree	O
Four-year college degree	O
Master's degree	O
Ph.D. or M.D. or DDS or JD	O

6. What was your major or majors in college?

<u>Professional background</u>:

7. What is your profession or area of expertise? _____

8. What is your job title in your mentoring program? _____

9. Do you have responsibilities at your mentoring program related to the following activities:
    a. Recruitment of mentors
    b. Recruitment of mentees
    c. Screening of mentors
    d. Screening of mentees
    e. Training of mentors
    f. Training of mentees
    g. Training of the parents or guardians of mentees
    h. Matching mentors and mentees
    i. Initiating mentoring relationships
    j. Monitoring mentoring relationships
    k. Providing ongoing support to mentors
    l. Providing ongoing support to mentees
    m. Providing ongoing support to the parents or guardians of mentees
    n. Facilitating the closure of mentoring relationships

10. Do you have other responsibilities at your mentoring program? Describe below.

11. How long have you been working at this mentoring program (not just at your agency)?

12. Why did you choose to work at a mentoring program?

13. What impact did you expect mentoring to have on the youth that you serve?

<u>Mentoring background</u>:

14. Have you ever been a formal mentor to a child or adolescent (meaning been matched to a youth in a formal mentoring program)?

    a. If no, skip to next question.
    b. If yes,
        1. How many youth have you formally mentored?
        2. How long did your longest formal mentoring relationship last?
        3. Are you currently a formal mentor to a child or adolescent?

        4. How many youth are you formally mentoring currently?

15. Have you ever been a mentor to a child or adolescent in an informal or natural mentoring relationship (where you have been a consistent, supportive, helpful friend to a youth, but you are not working together as part of a formal mentoring program)?

a. If no, skip to next question.

b. If yes,

      1.   How many youth have you informally mentored?

      2.   How long did your longest informal mentoring relationship last?

      3.   Are you currently an informal mentor to a child or adolescent?

      4.   How many youth are you informally mentoring currently?

Work Engagement					
Please rate your agreement with the following statements.					
	Strongly Disagree	**Disagree**	**Undecided**	**Agree**	**Strongly Agree**
1. At my work, I feel engaged with what I'm doing.	(1)	(2)	(3)	(4)	(5)
2. My job inspires me.	(1)	(2)	(3)	(4)	(5)
3. I am enthusiastic about my job.	(1)	(2)	(3)	(4)	(5)
4. Most days, I feel like going to work.	(1)	(2)	(3)	(4)	(5)

Affective Organizational Commitment					
Please rate your agreement with the following statements about your workplace.					
	Strongly Disagree	**Disagree**	**Undecided**	**Agree**	**Strongly Agree**
1. I would be very happy to spend the rest of my career in this organization.	(1)	(2)	(3)	(4)	(5)
2. When problems arise at work, I feel committed to helping solve them.	(1)	(2)	(3)	(4)	(5)

3. **This organization has a great deal of personal meaning for me.**	(1)	(2)	(3)	(4)	(5)
4. **I feel a strong sense of belonging to my organization.**	(1)	(2)	(3)	(4)	(5)

Program engagement in staff training and MYL approach:

Today, we would like to discuss how you engaged in changing your program practices as part of the MYL project.

We're going to start with some questions about the standards for the field and then, discuss some of the activities and resources you used in your QI/quality improvement process.

The Elements of Effective Practice for Mentoring (EEPM) supply a list of benchmark and enhancement program practices in the areas of mentoring recruitment, screening, training, matching, and closure. Many of these benchmarks have often been supported by research or focus on protecting the safety of mentees.

1. Before MYL started, were you aware of the existence of the 4th edition of the EEPM?

    1 = no 2 = somewhat 3 = yes

    If 1 is a 1, then skip:

    If 1 is a 2 or 3, then ask:

    Before the MYL Initiative started,
    a. How useful was the EEPM to you in your specific job?
        1 = not at all   5 = extremely
    b. How informative was the EEPM to you when you read or learned about it?

        1 = not at all   5 = extremely

    c. How many of your program's policies and practices were informed by the EEPM?
        1 = none 2 = some or a few   3=about half   4 = many 5 = most or all   DK = don't know

2. How enthusiastic were you to learn about the 4th edition of the EEPM in detail during the MYL Initiative?

    1 = not at all enthusiastic   5 = extremely enthusiastic

    During the MYL Initiative,
    a. How useful was the EEPM to you in your specific job?
        1 = not at all   5 = extremely
    b. How informative was the EEPM to you when you read or learned about it?

89

1 = not at all   5 = extremely

c. How many of your program's policies and practices were informed by the EEPM?
1 = none 2 = some or a few   3=about half   4 = many 5 = most or all   DK = don't know

	Concerns for change (Overall)
	Which of the following describe the concerns you had <u>while participating</u> in the MYL Initiative related to changing or modifying your mentoring program practices? (*select all that apply*)
1.	We didn't have enough staff
2.	Our staff didn't have enough time
3.	It cost more money than what we were paid in the subaward
4.	The results of the program self-assessment provided suggestions that we did not have the capacity to address at this time
5.	We didn't have enough information or expertise to change or modify our program
6.	The results of the evaluation will reveal weaknesses to our board or funders
7.	We already have to complete too much paperwork for the subaward
8.	Other: _____ _____

	Motivations for program change (Overall)
	Which of the following describe your motivations for participating in the MYL Initiative, especially in changing or modifying your program practices? (*select all that apply*)
1.	Align our program to the highest standards of mentoring practices
2.	Increase the effectiveness of our practices for achieving positive match outcomes.
3.	Improve staff retention
4.	Increase funding for our program
5.	Report on our progress to our board or funders
6.	Report on our progress to parents/guardians/mentors/mentees

7.	Engage our staff in organizational decisions and planning
8.	Save money by increasing the efficiency of our practices.
9.	Improve the outcomes for our mentored youth.
10.	Other: _____ _____

One central component of the Mentoring Youth for Leadership Initiative included completing parts of the EQUIP process which stands for the Elements Quality Improvement Process. Either you or someone at your mentoring program completed the online EQUIP program practices self-assessment questionnaire. After completing the questionnaire, you reviewed your EQUIP report; selected a Standard for your program to fully implement; and then, changed or modified your program practices accordingly. Please respond to the following items related to completing these activities related to EQUIP.

1. How ready and prepared did you feel to complete the EQUIP activities?	Not Prepared (1)	(2)	(3)	(4)	Very Prepared (5)
2. How helpful was the information included in EQUIP?	Not at All Helpful (1)	(2)	(3)	(4)	Very Helpful (5)
3. How satisfied were you with the information contained in the EQUIP materials (e.g., reports)?	Not at All Satisfied (1)	(2)	(3)	(4)	Very Satisfied (5)

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I improved the quality of my mentoring program by completing the EQUIP activities.	(1)	(2)	(3)	(4)	(5)
2. EQUIP included information that we thought was important and a priority for our mentoring program.	(1)	(2)	(3)	(4)	(5)

3. In order to adequately change or modify my mentoring program, I needed more feedback and guidance than what I received from the EQUIP activities.	(1)	(2)	(3)	(4)	(5)
4. Completing the EQUIP activities will help to improve the quality of mentoring relationships in my mentoring program.	(1)	(2)	(3)	(4)	(5)
5. Completing the EQUIP activities will help to improve mentee outcomes in my mentoring program.	(1)	(2)	(3)	(4)	(5)
6. I think the EQUIP activities were valuable.	(1)	(2)	(3)	(4)	(5)
7. I would recommend EQUIP to other mentoring programs.	(1)	(2)	(3)	(4)	(5)
8. I think that requiring the completion of EQUIP on a regular basis (e.g., every other year) is instrumental to improving the quality of my mentoring program.	(1)	(2)	(3)	(4)	(5)
9. The EQUIP materials and activities were better than other resources I have used so far to improve my mentoring program.	(1)	(2)	(3)	(4)	(5)

Integration

What potential barriers do you see as inhibiting your mentoring program from continuing to complete the EQUIP activities when the MYL Initiative ends?

1.	Amount of time involved in completing the program self-assessment questionnaire
2.	Amount of time involved in changing or modifying program practices
3.	Cost
4.	Lack of staff interest in this practice
5.	Lack of support from my board or our funders
6.	Lack of support from the program management or supervisors at my mentoring program
7.	Other:_____

92

A second central component of the Mentoring Youth for Leadership Initiative included engaging in consistent consultation with Regional Coaches about progress and strategies for changing or modifying your program practices. Please respond to the following items related to consulting with regional coaches.

1. How ready and prepared did you feel to utilize help from Regional Coaches?	Not Prepared (1)	(2)	(3)	(4)	Very Prepared (5)
2. How helpful was the information about how to change and support changes in your program practices that you received from your Regional Coaches?	Not at All Helpful (1)	(2)	(3)	(4)	Very Helpful (5)
3. How satisfied were you with the information about how to change and support changes in your program practices that you received from your Regional Coaches?	Not at All Satisfied (1)	(2)	(3)	(4)	Very Satisfied (5)

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I improved the quality of my mentoring program based upon the input and feedback I received from my Regional Coach.	(1)	(2)	(3)	(4)	(5)
2. My Regional Coach worked with our program on topics and issues that we thought were important and a priority for us.	(1)	(2)	(3)	(4)	(5)
3. In order to adequately change or modify my mentoring program practices, I needed more feedback and guidance than what I received from my Regional Coach.	(1)	(2)	(3)	(4)	(5)

93

4. Recommendations provided by my Regional Coach will help to improve the quality of my program's mentoring relationships.	(1)	(2)	(3)	(4)	(5)
5. Recommendations provided by my Regional Coach will help to improve mentee outcomes.	(1)	(2)	(3)	(4)	(5)
6. I think the feedback and information I received from my Regional Coach was valuable.	(1)	(2)	(3)	(4)	(5)
7. I would recommend that other mentoring programs receive consultation, training, and technical assistance from Regional Coaches or other external consultants.	(1)	(2)	(3)	(4)	(5)
8. I think consulting with Regional Coaches or other support staff is instrumental to improving the practices of my mentoring program.	(1)	(2)	(3)	(4)	(5)
9. Consultations with my Regional Coach were better than other coaching or technical assistance resources I have used so far to improve the quality of my mentoring program.	(1)	(2)	(3)	(4)	(5)

Integration

What potential barriers do you see as inhibiting your program from consulting with Regional Coaches or an external technical assistance provider after the end of the project period?

1.	Amount of time involved to prepare for consultation
2.	Amount of time involved to participate in consultation
3.	My Regional Coach may be unavailable
4.	The cost of paying for coaching or technical assistance
5.	Lack of support from the program management or supervisors at my mentoring program
6.	Lack of support from the board or funders of my mentoring program
7.	Lack of staff interest

94

8.	Other:_____

A third central component of the Mentoring Youth for Leadership Initiative included requiring mentors to complete Mentoring Central's *Building the Foundation* (BTF) online mentoring training course. Please respond to the following items related to the online BTF course.

	Not Prepared (1)	(2)	(3)	(4)	Very Prepared (5)
1. How ready and prepared did you feel to incorporate the BTF course into your training protocol with prospective mentors?	Not Prepared (1)	(2)	(3)	(4)	Very Prepared (5)
2. How helpful was the information included in the BTF course for training and preparing pre-match volunteers to be effective and safe mentors?	Not at All Helpful (1)	(2)	(3)	(4)	Very Helpful (5)
3. How satisfied were you with the information contained in the BTF course for preparing your volunteers to be effective and safe mentors?	Not at All Satisfied (1)	(2)	(3)	(4)	Very Satisfied (5)

Please rate your agreement with the following statements.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
10. I improved the quality of my mentoring program by requiring mentors to complete the BTF course.	(1)	(2)	(3)	(4)	(5)
11. The Mentoring Central BTF course included topics that were important for our mentors to learn.	(1)	(2)	(3)	(4)	(5)
12. In order to adequately prepare volunteers to participate in my mentoring program, I need the BTF course to include more information.	(1)	(2)	(3)	(4)	(5)

13. Mentors' completion of the BTF course will help to improve the quality of mentoring relationships in my mentoring program.	(1)	(2)	(3)	(4)	(5)
14. Mentors' completion of the BTF course will help to improve mentee outcomes in my mentoring program.	(1)	(2)	(3)	(4)	(5)
15. I think the BTF course was valuable.	(1)	(2)	(3)	(4)	(5)
16. I would recommend the BTF course to other mentoring programs to use with their volunteers.	(1)	(2)	(3)	(4)	(5)
17. I think that requiring mentors to complete the BTF course is instrumental to improving the quality of my mentoring program.	(1)	(2)	(3)	(4)	(5)
18. The BTF course was better than other resources I have used so far to improve pre-match mentor training.	(1)	(2)	(3)	(4)	(5)

Integration

What potential barriers do you see as inhibiting your mentoring program from continuing to require volunteers to complete the BTF course before beginning their mentoring relationships when the MYL Initiative ends?

1.	Amount of time involved to enroll mentors in the course and track their completion
2.	Lack of interest from mentors
3.	The cost of paying for the online training
4.	Lack of staff interest in this practice
5.	Lack of support from my board or our funders
6.	Lack of support from the program management or supervisors at my mentoring program
7.	Other:_____