

**Mentor-Teacher-Community Toolkit**  
*Resources for Math, Science & Reading*

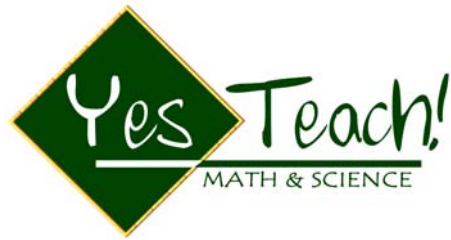
## **Mentoring Program Framework**

**Developed for the Florida Independent College Fund  
and  
The Independent Colleges & Universities of Florida**

by

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**July 2005**

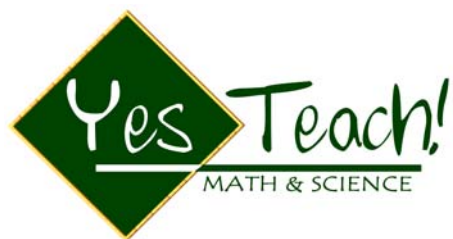


## **MENTOR-TEACHER-COMMUNITY TOOLKIT** *RESOURCES FOR MATH, SCIENCE & READING*

### **MENTORING PROGRAM FRAMEWORK**

In support of the YesTeach! Math & Science – Mentor-Teacher-Community (MTC) Toolkit and Evaluation service agreement, Caliber Associates is pleased to present the Mentoring Program Framework. Caliber shares the commitment of the Florida Independent College Fund (FICF) to recruit, prepare, place and support new math and science teachers throughout Florida. Moreover, the Caliber team shares the YesTeach! belief that mentors, teachers and community members that support and coach students are an invaluable untapped resource. Based on the *Elements of Effective Practice*, developed by the National Mentoring Partnership (MENTOR), the Mentoring Program Framework outlines to educators and communities how to launch, manage, operate and evaluate a mentor program for at-risk elementary and middle school children in math, science and reading. In fulfillment of the aforementioned agreement (product #5), the Mentoring Program Framework consists of two sections including a: (1) How to Get Started Guide – Building, Managing and Maintaining a Quality Mentoring Program; and (2) How to Implement Guide – Operating, Assessing, and Evaluating a Successful Mentoring Program.

The MTC Toolkit project is sponsored by the FICF. The Toolkit was prepared by Dr. Jeanette Hercik, Dr. Jackie Booth, Dr. Stephanie VanDeventer, Mr. Richard Lewis, and Ms. Tara Croan. All opinions are those of the authors and do not reflect the views of the sponsoring organization. Questions and comments should be directed to Dr. Jeanette Hercik at [jhercik@caliber.com](mailto:jhercik@caliber.com).



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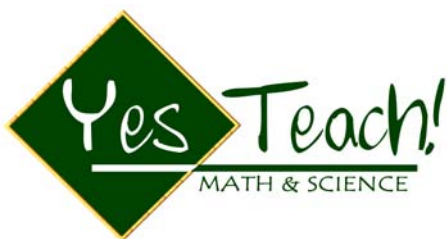
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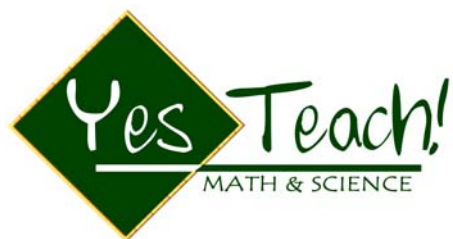
### MENTORING PROGRAM FRAMEWORK

#### INTRODUCTION

In this section of the MTC Toolkit, the Mentoring Program Framework outlines how to launch, manage, operate and evaluate a YesTeach! Math and Science mentoring program for at-risk elementary and middle school children in math, science and reading. Adhering to the *Elements of Effective Practice*, the Mentoring Program Framework consists of two sections including a: (1) How to Get Started Guide – Building, Managing and Maintaining a Quality Mentoring Program; and (2) How to Implement Guide – Operating, Assessing and Evaluating a Successful Mentoring Program. First, the How to Get Started Guide assists administrators, educators and mentors (including FICF institution students, local school teachers, and community volunteers) in designing and planning a mentoring program including defining the target population, types of mentors, mentoring activities, and the structure of the program. The guide also recommends effective strategies for managing a mentoring program from strategic planning to volunteer management. Second, the How to Implement Guide explores and describes effective practices to operate a mentoring program including how to recruit, screen, train, match and support mentors. The Guide also recommends effective strategies for evaluating a mentoring program, monitoring relationships, and measuring success. On the road towards developing a Yes Teach! M&S Mentoring vision and mission, the Program Framework provides a general strategy map for navigating the complex route to an effective mentoring program that achieves stated goals and objectives.

#### **YesTeach! Math & Science Mentoring – Advancing an Innovative Concept**

Based on recent research findings, the YesTeach! M&S Mentoring concept posits that caring adults including teachers and community members are uniquely positioned to volunteer to become mentors—and make a difference in improving outcomes among at-risk children and youth. The role of YesTeach! mentors is to commit to spending time with young people to help support their academic achievement in math, science and reading. Whether YesTeach! M&S Mentoring takes place in a one-on-one, community- or school-based setting, mentors can have a significant impact on improved school performance and positive youth development. Consistently, results of *Big Brothers Big Sisters* research show that students who meet regularly with their mentors are less likely than their peers to skip either a day of school or a class. In addition, results show that youth who meet regularly with their mentors are less likely than their peers to become involved in a variety of problem behaviors including using illegal drugs and drinking.



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### MENTORING PROGRAM FRAMEWORK

#### HOW TO GET STARTED GUIDE

#### ***Building, Managing and Maintaining a Quality Mentoring Program***

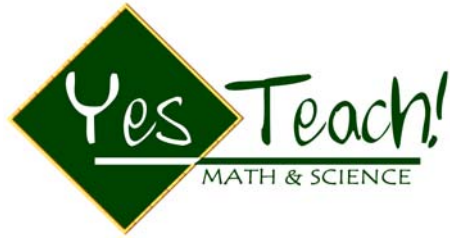
This section of the Mentoring Program Framework serves as a How to Get Started Guide to build, manage and maintain a quality mentoring program. Based on the *Elements of Effective Practice*, the Guide assists administrators, educators and mentors in designing and planning a mentoring program for at-risk elementary and middle school students. The Guide also includes recommendations to effectively manage a mentoring program from strategic planning to volunteer management. In addition, the Guide provides links to tools to develop and direct a successful mentoring program.

#### **Initiating the Elements of Effective Practice**

As previously stated, research findings support mentoring as a positive youth development strategy. The research literature also reveals that mentoring programs are most effective when specific steps are taken to ensure high-quality, lasting relationships. Well-grounded in research and practice, MENTOR recently released a comprehensive toolkit entitled “*How to Build a Successful Mentoring Program Using the Elements of Effective Practice.*” The toolkit provides the most progressive mentoring policies, practices and procedures. The toolkit also focuses on four essential elements including program design and planning, program management, program operations, and program evaluation. In addition, the toolkit offers step-by-step instructions that YesTeach! can follow to frame an effective mentoring program. The following utilizing these instructions to provide guidance on how to initiate a YesTeach! M&S mentoring program including: (1) program design and planning; and (2) program management.

#### **YesTeach! M& S Mentoring—Program Design and Planning Recommendations**

Program design and planning is the first step recommended to frame the YesTeach! M&S mentoring program. Prior to taking this initial stride, a needs assessment is suggested to identify the necessity for a program mentoring at-risk youth in math, science and reading. The assessment can also assist in determining whether FICF member institution students, local school teachers and community members are willing to serve as mentors. In addition, the needs assessment can help determine whether elementary and middle schools and community- and faith-based organizations are able to refer at-risk youth. Finally, the assessment should confirm that the FICF has the



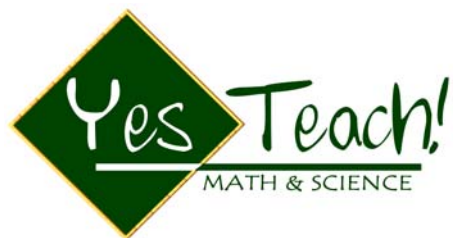
## MENTOR-TEACHER-COMMUNITY TOOLKIT RESOURCES FOR MATH, SCIENCE & READING

### MENTORING PROGRAM FRAMEWORK

organizational capacity, staff commitment, and capability to administer a high-quality mentoring program.

The *Elements of Effective Practice* identifies 12 parameters to begin designing and planning a mentoring program. These parameters were customized to create a firm foundation for framing the following YesTeach! M&S Mentoring program recommendations.

- 1. Define the youth population that the program will serve.** YesTeach! M&S Mentoring should serve at-risk children and youth in elementary and middle school. The type of mentoring is voluntary mentoring and primarily academic with an emphasis on improving math, science and reading skills. Other suggestions include admitting both boys and girls, and targeting schools with large numbers of low-income students.
- 2. Identify the types of individuals who will be recruited as mentors.** YesTeach! M&S Mentoring should recruit college students at FICF member institutions (and other colleges and universities), elementary and middle school teachers, and members of community- and faith-based organizations to serve as mentors.
- 3. Determine the type of mentoring that the program will offer.** YesTeach! M&S Mentoring should offer traditional mentoring (one adult to one young person), group mentoring (one adult to up to four young people), and team mentoring (several adults working with small groups of young people, in which the adult to youth ratio is not greater than 1:4) to meet the needs of mentees.
- 4. Describe the structure of the mentoring program.** In circumstances where a quality mentoring program or organization is present, YesTeach! M&S Mentoring should be integrated into the existing mentoring program and should partner with the organization. YesTeach! M&S Mentoring should stand alone only in circumstances where a quality mentoring program or organization is not present.
- 5. Define the nature of the mentoring activities.** YesTeach! M&S Mentoring activities should aim to promote educational achievement. The program framework is intended to improve academic success in math, science and reading. The activities between the mentor and mentee should be jointly determined by the school and the mentor (e.g., doing class work, homework, or special projects).



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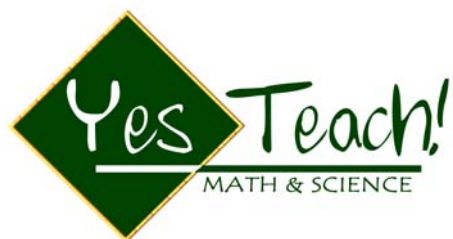
### MENTORING PROGRAM FRAMEWORK

6. **Determine what the program will accomplish and what outcomes will result.** YesTeach! M&S Mentoring will seek to improve school performance and FCAT scores among at-risk youth—particularly in math, science and reading.
7. **Determine when the mentoring will take place.** YesTeach! M&S Mentoring focuses on academic support and program activities should take place during or immediately after school—summer school mentoring and program activities are also recommended.
8. **Determine how often mentors and mentees will meet and how long the mentoring matches should endure.** YesTeach! M&S Mentoring should seek to develop and sustain quality mentoring relationships for the duration of the school year—and up to one year including the summer. At a minimum, mentors and mentees should meet regularly at least once a week or 4 to 5 hours per month for the year.
9. **Decide where mentoring matches primarily will meet.** YesTeach! M&S Mentoring activities should take place in school-based and after-school settings—community- and faith-based settings are also an option.
10. **Decide who program stakeholders are and how to promote the program.** YesTeach! M&S Mentoring stakeholders should include an advisory group, management team, mentors, mentees, parents and guardians. Other stakeholders should include FICF member institutions, school districts, local schools, partner mentoring programs, and community- and faith-based organizations. Still other stakeholders include state and local government agencies and business community partners.
11. **Decide how to evaluate program success.** YesTeach! M&S Mentoring should be evaluated via the use of a comprehensive process and outcome evaluation—well-grounded in rigorous research and strong methodology (see evaluation recommendations).
12. **Establish case management protocol.** YesTeach! M&S Mentoring should establish procedures for the program to regularly contact and communicate with mentors and mentees to assess how well their relationship is progressing, and to offer guidance.

#### Supplemental Tools

Tools to Design and Plan a Mentoring Program

[http://www.mentoring.org/program\\_staff/eep toolkit/design.php](http://www.mentoring.org/program_staff/eep toolkit/design.php)



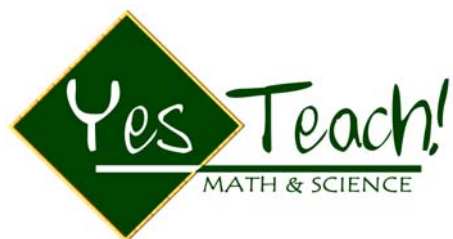
## MENTOR-TEACHER-COMMUNITY TOOLKIT RESOURCES FOR MATH, SCIENCE & READING

### MENTORING PROGRAM FRAMEWORK

#### YesTeach! M& S Mentoring—Program Management Recommendations

Developing program management policies, practices and procedures is the second step recommended to frame an effective YesTeach! M&S mentoring program. While there are multiple components that must be implemented to ensure that a mentoring program is effectively managed, the *Elements of Effective Practice* identifies 8 core program management components including strategic planning, board development, financial management, marketing, staff development, fund development, strategic partnerships, and volunteer management. These components were customized to frame the following YesTeach! M&S Mentoring program management recommendations to ensure that the mentoring program is well-managed.

- 1. Initiate a strategic planning.** YesTeach! M&S Mentoring should initiate a strategic planning process that clearly articulates the program vision, mission, goals and objectives. The development of a strategic plan is recommended to focus on planning from a customer, internal business process, learning and growth, and financial perspective. The strategic planning process is expected to result in a strategy map to determine where the program is going, how to get there, and how to know if the program has arrived.
- 2. Begin the board development process.** YesTeach! M&S Mentoring should begin the board development process with a mentoring advisory group and program committee. The advisory group and program committee are recommended to help guide strategic planning process and the development of the program. The advisory group and program committee must meet regularly to review and improve programming policy and management procedures.
- 3. Develop a Financial Plan.** YesTeach! M&S Mentoring should practice sound financial management principles. Recommendations include the development of a financial plan to start, support and sustain the program. The development of a program budget, identification of a diversified funding stream, and securing funding resources are also essential to financial success. In addition, internal systems for seeking government funding and foundation grants, and managing and auditing program finances are fundamental.
- 4. Design a Marketing Plan.** YesTeach! M&S Mentoring should design a marketing plan to that places emphasis on the need to mentor at-risk youth. Recommendations include a marketing plan that highlights the value of mentoring in math, science and reading to improve school performance. In addition, a public relations and communications plan is suggested to advocate for mentoring and manage program information.



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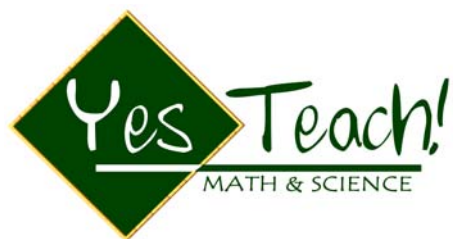
### MENTORING PROGRAM FRAMEWORK

5. **Focus on staff development.** YesTeach! M&S Mentoring should focus on staff hiring, development and training. These staff development activities are recommended to build organizational capacity and knowledge in mentoring. In addition to selecting a highly-qualified management team, the creation of individual staff development plans and ongoing training are suggested to ensure mentoring program success.
6. **Design a fund development plan.** YesTeach! M&S Mentoring should design a fund development plan to raise funds. Recommendations include both financial and resource development plans that allow for diversified fundraising. Determining financial requirements, identifying funding sources, and developing a feasible and cost-effective program are critical to successful fundraising.
7. **Develop Strategic Partnerships.** YesTeach! M&S Mentoring should develop strategic partnerships. Recommendations include partnering with organizations that have a history of providing high-quality services and support to at-risk youth. Public and private sector strategic alliances with agencies, organizations, and businesses can be an invaluable source of mentors, funding, materials and in-kind contributions.
8. **Effectively Manage Volunteers.** YesTeach! M&S Mentoring should effectively manage and monitor all volunteers (e.g., tracking volunteer hours and documenting mentor/mentee matches). Recommendations include a system to monitor program activities and collect information from mentors, mentees and other participants is recommended. These efforts help manage risk, improve customer service, and provide data for program evaluation. Volunteers are essential to the success of mentoring programs along with policies and procedures for recruitment, records management, and recognition.

### Supplemental Tools

Tools to Manage a Program for Success

[www.mentoring.org/program\\_staff/eptoolkit/management.php](http://www.mentoring.org/program_staff/eptoolkit/management.php)



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### MENTORING PROGRAM FRAMEWORK

#### HOW TO IMPLEMENT GUIDE

#### *Operating, Assessing and Evaluating a Successful Mentoring Program*

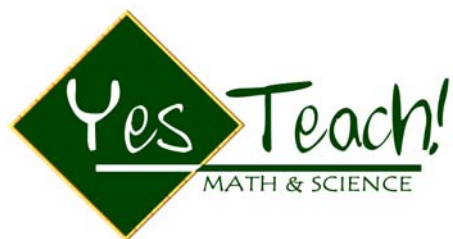
This section of the Mentoring Program Framework serves as a How to Implement Guide to operating, assessing and evaluating a successful mentoring program. The Guide explores and describes strategies to operate a mentoring program including how to recruit, screen, train, match and support mentors. Adhering to the *Elements of Effective Practice*, the Guide also includes guidance on assessing programs and monitoring relationships. In addition, the Guide recommends effective strategies for evaluating mentoring programs and measuring success.

#### **Implementing the Elements of Effective Practice**

As previously mentioned, the MENTOR toolkit focuses on four essential elements including program design and planning, program management, program operations, and program evaluation. In addition to checklists to see how well mentoring program implementation is progressing, the toolkit offers step-by-step instructions that YesTeach! can follow to frame an effective mentoring program. The following utilizes these instructions to provide guidance on how to implement a YesTeach! Math and Science mentoring program including: (1) program operations; and (2) program evaluation.

#### **YesTeach! M& S Mentoring—Program Operations Recommendations**

Developing program operations is the third step recommended to frame an effective YesTeach! M&S mentoring program. In support of the program vision and mission, program operations define policies, practices and procedures to achieve stated goals and objectives. Program operations should be based on established mentoring procedures including: arranging an introduction between mentors and mentees; ensuring that mentors, mentees and parents/caregivers understand and agree to the terms and conditions of program participation; bringing mentors and mentees together for mentoring activities that fall within the program parameters; providing safe locations and circumstances; and providing resources and materials for activities. According to the *Elements of Effective Practice*, among the essential functions of program operations are processes to recruit, screen, train, match, and support mentors. The following tailors these processes to outline YesTeach! M&S Mentoring program operation recommendations to ensure strong, everyday operations.



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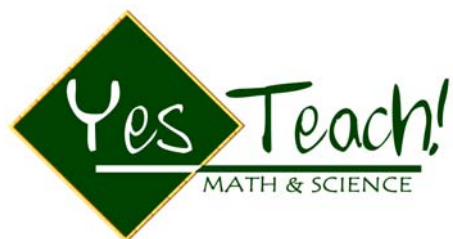
### MENTORING PROGRAM FRAMEWORK

- 1. Develop a recruitment and marketing campaign.** YesTeach! M&S Mentoring should design a recruitment and marketing campaign to recruit mentors, mentees and other volunteers. Recommendations include recruiting quality mentors from FICF member institution students, elementary and middle school teachers, and members of community- and faith-based organizations. YesTeach! should also define eligibility criteria for participants including both mentors and mentees. A mentor position description is suggested to define requisite qualifications and attributes. In addition, YesTeach! must provide a clear description of mentor roles and responsibilities, activities and functions, and time commitments.
- 2. Carefully screening mentors and mentees.** YesTeach! M&S Mentoring must develop procedures to carefully screen prospective volunteer mentors to improve program quality. Recommendations include conducting background checks to help ensure the safety of children and youth. Written applications, reference checks, and face to face interviews are also suggested. In addition, potential mentees should be screened.
- 3. Invest in training.** YesTeach! M&S Mentoring should invest in initial and ongoing training. Recommendations include training to reinforce mentor roles and responsibilities, and to manage mentee expectations. Suggested training events should: orient and train mentors, mentees and parents/caregivers; provide an overview of the program; clarify roles, responsibilities and expectations; and discuss how to handle a variety of situations.
- 4. Match mentors and mentees.** YesTeach! M&S Mentoring should carefully match mentors and mentees. Recommendations include matching based on similar interests to help establish strong, effective and lasting mentoring relationships.
- 5. Provide ongoing support.** YesTeach! M&S Mentoring should provide ongoing mentor support. Recommendations include regular communication, supervision, recognition and monitoring to sustain healthy, safe and rewarding mentoring relationships.

### Supplemental Tools

Tools to Structure Effective Program Operations

[www.mentoring.org/program\\_staff/eep/toolkit/operations.php](http://www.mentoring.org/program_staff/eep/toolkit/operations.php)



## MENTOR-TEACHER-COMMUNITY TOOLKIT RESOURCES FOR MATH, SCIENCE & READING

### MENTORING PROGRAM FRAMEWORK

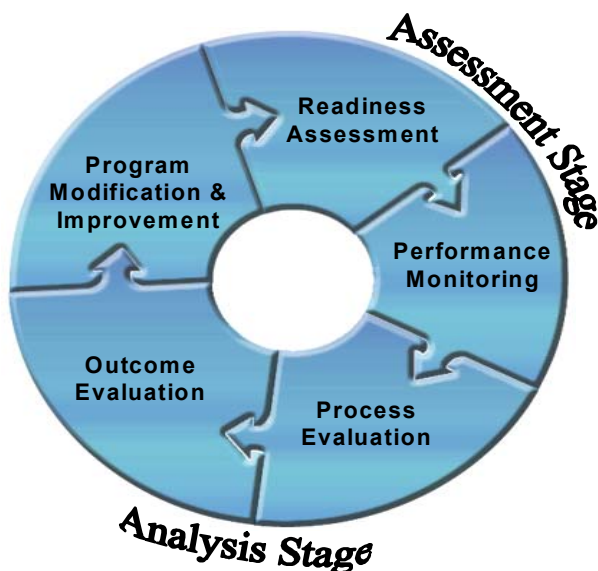
#### YesTeach! M& S Mentoring—Program Evaluation Recommendations

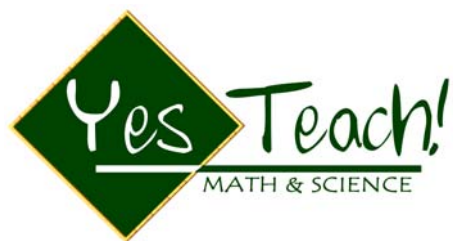
Program evaluation is the fourth step recommended to frame an effective YesTeach! M&S mentoring program. Rigorous research ensures that programs are safe and effective, that goals and objectives are being reached, and that financial resources are appropriately invested. Additionally, strong evaluation methodology is a prerequisite for accessing most government and foundation funding streams, and for becoming a nationally recognized best practice. Adhering to the *Elements of Effective Practice*, the following recommends a comprehensive evaluation strategy to measure YesTeach! M&S Mentoring program success.

#### Evaluation Cycle

Exhibit 1. illustrates the recommended evaluation method which consists of two stages including assessment and analysis. First, the assessment stage serves to ensure that YesTeach! M&S Mentoring is prepared for program evaluation and includes two steps involving readiness assessment and performance monitoring. Second, during the analysis stage, the YesTeach! M&S Mentoring program evaluation is conducted in two steps involving process evaluation analysis and outcome evaluation.

EXHIBIT 1. EVALUATION CYCLE





## MENTOR-TEACHER-COMMUNITY TOOLKIT RESOURCES FOR MATH, SCIENCE & READING

### MENTORING PROGRAM FRAMEWORK

#### **The Assessment Stage: Preparing for Program Evaluation**

The Assessment Stage is designed to ensure that YesTeach! M&S Mentoring is prepared for rigorous program evaluation. The steps with this stage provide detailed information on activities to access program evaluation readiness and procedures to monitor program performance.

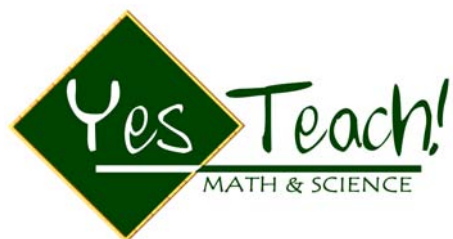
##### ***Step 1. Readiness Assessment***

Prior to conducting the YesTeach! M&S Mentoring evaluation, a readiness assessment is recommended to set the stage for program evaluation. Readiness assessment involves a systematic procedure for deciding whether program evaluation is justified, feasible, and likely to provide useful information. Results of the readiness assessment provide an in-depth analysis of program goals, intervention strategies, data availability, and resources. Using basic principles of program evaluation, readiness assessment seeks to answer two questions:

- **Should the program be evaluated?** Identify and establish a logical link between program goals, participants, components and expected outcomes to assess whether the program should be evaluated. This results in the development of a logic model.
- **Is the program *ready* to be evaluated?** Determine the program's ability to support an evaluation (e.g., resources, data availability, and commitment of staff).

The research questions to be clarified are largely determined by the audience for YesTeach! M&S Mentoring evaluation findings (e.g., school planners, policymakers, and service providers). Evaluation questions should address whether mentoring program activities and services effectively recruit, screen, train, match and support mentors and mentees. In theory, the more positive outcomes YesTeach! M&S Mentoring can empirically demonstrate, the more funding resources will be available.

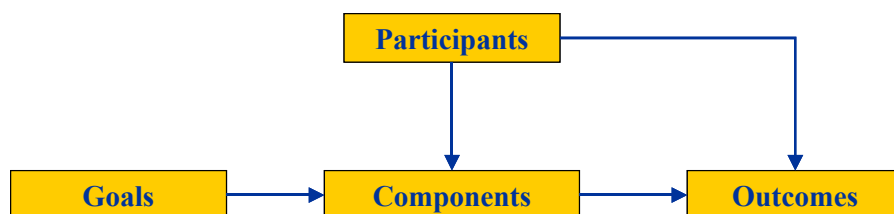
The development of a YesTeach! M&S Mentoring logic model lays out the expected causal linkages between program components, participants, outcomes and program goals. The logic model will provide a basic description of the program, establish the temporal sequences of program interventions (inputs), identify expected program outputs, and establish potential outcomes. The YesTeach! M&S Mentoring logic model will also serve as a program blueprint to determine key evaluation features, thereby guiding the selection of the evaluation design. The simplified model below illustrates the core components of a logic model (Exhibit 2).



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### MENTORING PROGRAM FRAMEWORK

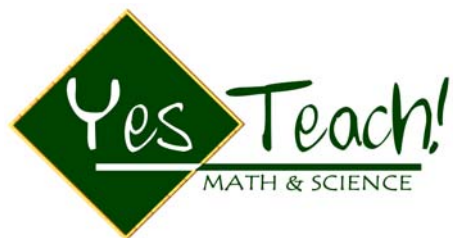
EXHIBIT 2. SIMPLIFIED LOGIC MODEL



The selection of the appropriate YesTeach! M&S Mentoring evaluation design involves choosing strategies to compare program outcomes to what would have happened without the program. The evaluation design will examine changes in outcomes, program participants, or groups including program participants. Comparisons of YesTeach! M&S Mentoring participants and non-participants should be conducted both during program participation and after program completion to estimate correlations between outcomes and differences in services received. The appropriate evaluation design will, to the extent possible, rule out alternative explanations for any observed differences between participants and non-participants.

#### ***Step 2. Performance Monitoring***

As part of the YesTeach! M&S Mentoring assessment, performance monitoring is recommended to observe program evaluation progress over time. Performance monitoring provides information on key aspects of how the program is operating and the extent to which specified program objectives are being attained. YesTeach! M&S Mentoring performance monitoring also focuses attention on specific desired outcomes and highlights program accomplishments. In addition, performance monitoring stimulates communication among service providers and the public. YesTeach! M&S Mentoring performance monitoring results identify barriers to program implementation, participant progress, and measures of success. Moreover, performance monitoring provides program managers with feedback to identify problems, take timely action, and assess whether actions have led to improvements.



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In general, YesTeach! M&S Mentoring performance monitoring is an ongoing process that seeks to collect specific data on program inputs, activities, outputs, and outcomes. Specifically, performance monitoring measures key aspects of: (1) how the program is operating (e.g. participant frequency counts, statistical averages, ratios, or percentages); (2) whether, and to what extent, pre-specified program objectives are being attained (e.g. comparing numbers of participants served to target goals); (3) service quality (e.g. collecting data on participant/client satisfaction); and (4) program effectiveness and efficiency (e.g. assessing overall program performance).

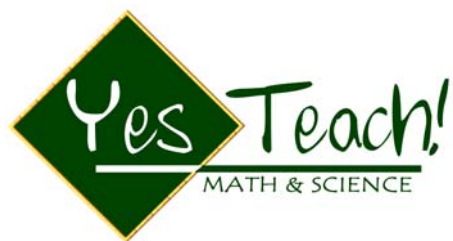
#### **The Analysis Stage: Conducting the YesTeach! Process Analysis and Outcome Evaluation**

The Analysis Stage is designed to ensure that YesTeach! M&S Mentoring is evaluated in a manner that combines rigorous research and strong methodology. The steps with this stage provide detailed information on the process involved in conducting a comprehensive outcome evaluation.

#### ***Step 3. Process Evaluation***

The initial analysis step recommended to conduct the YesTeach! M&S Mentoring evaluation is process evaluation. Process evaluation answers questions about how the program operates and documents the procedures and activities undertaken in service delivery. Process evaluation also identifies problems faced during service delivery and assists in developing strategies for overcoming programmatic difficulties. In addition, process evaluation is useful to practitioners and service providers in replicating or adapting promising program strategies. YesTeach! M&S Mentoring process evaluation results produce a systematic, focused plan for collecting data to: (1) determine whether the program model is being implemented as specified and, if not, how operations differ from those initially planned; (2) identify unintended consequences and unanticipated outcomes; and (3) understand the program from the perspective of participants, providers, and communities.

Systematic procedures to collect YesTeach! M&S Mentoring program process evaluation data may include the use of case studies. A detailed case study analysis will determine how the program is operating, what barriers to program implementation have been encountered, what strategies are most effective, and what resources and skills are necessary to replicate the program. Case study results provide guidance to program planners and policymakers interested in identifying key program elements and generating hypotheses about program impact can be tested.

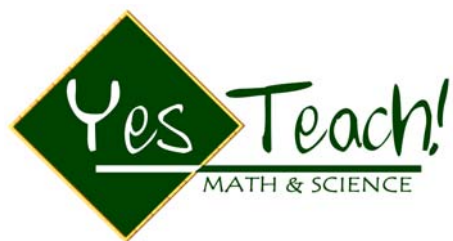


## MENTOR-TEACHER-COMMUNITY TOOLKIT RESOURCES FOR MATH, SCIENCE & READING

### MENTORING PROGRAM FRAMEWORK

While case studies are designed to compare program models across sites, they can also be used to observe site-specific variations in programs, settings, and clients. The YesTeach! M&S Mentoring case studies approach demands careful analyses of potential causal models and the collection of qualitative data to elaborate the causal links at each site. The aforementioned logic model guides the development of case studies in the identification of samples, interview topics, and key data elements. The suggested YesTeach! M&S Mentoring case study approach represents a strategy to: (1) document program inputs and activities; (2) test differences in the impact of service outputs and outcomes; and (3) determine whether the program is successful in achieving stated goals and objectives.

The YesTeach! M&S Mentoring process evaluation method should involve varied approaches for collecting case study data. Among these approaches are: (1) semi-structured interviews with staff and participants; (2) on-site researcher observations of program activities; and (3) focus groups with stakeholders. First, semi-structured interviews allow for the discovery of unanticipated factors associated with program implementation and outcomes. While interview protocols include specific questions regarding program issues and practices, respondents are given the freedom to discuss the full reality of the program experience. Second, on-site researcher observations provide a method for validating information collected during interviews. These observations are guided by site visit protocols designed to ensure that the interview information is verified and that consistent procedures for collecting program data are used across sites. Third, focus groups seek to understand perceptions of the program through group discussions guided by one researcher acting as facilitator and another researcher present to take detailed notes. Several general questions are selected to guide open-ended discussions of program processes. The goals of the discussions may vary from achieving group consensus to emphasizing points of divergence regarding program policy, procedures, and practices. Results include a summary of the discussion, substantive suggestions to foster program success, and a short-term action plan. In addition, semi-structured interview, on-site researcher observation, and focus group data should be supplemented by quantitative data on YesTeach! M&S Mentoring program operations and performance collected from available records and reports (e.g., the number of new matches, types of activities, length of matches, frequency and duration of meetings, and perceptions of the mentoring relationship).



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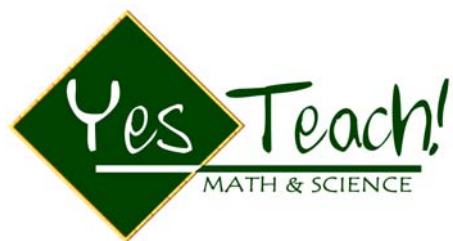
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#### ***Step 4. Outcome Evaluation***

The final analysis step recommended to conduct the YesTeach! M&S Mentoring evaluation is outcome evaluation. Outcome evaluation focuses on the questions of causality and whether the program had an impact on participants. Did the program have its intended effects? If so, who was helped and what activities or characteristics of the program created the outcome? Did the program have any unintended consequences, positive or negative?

The YesTeach! M&S Mentoring outcome evaluation should examine changes in outcomes among program participants and compare results to individuals not exposed to the program. As previously mentioned, selecting the appropriate outcome evaluation design involves identifying the method that offers the strongest capacity for isolating the independent causal effects of the program. Because the random assignment of mentors and mentees to participate in the program is not feasible, a matched comparison group design is suggested as an alternative. This approach involves ensuring that treatment and comparison groups are as similar as possible. Ideally the comparison group used in this study should include participants and non-participants attending the same school that are demographically similar. The evaluation strategy, however, will have to be flexible enough to accommodate Florida's public school system and may have to collect data on mentees from the same districts rather than the same school.

The YesTeach! M&S Mentoring outcome evaluation may also involve conducting a cost analysis and a pre-/post-program comparison of participants and/or non-participants. Among the data gathering approaches are: (1) collecting individual and aggregate level program participant data; and (2) conducting surveys of program participants and service providers. First, individual program record data are reviewed against the aforementioned logic model to determine whether adequate information on key outcome variables is available. Aggregate statistics may also be obtained from the program and other agencies with information on outcomes among groups of participants. This method involves the collection of both qualitative and quantitative outcome data. These data include individual program participant records of activities, outputs, and outcomes. While these data are routinely collected at the end program participation, the collection of data during program participation may be necessary to ensure sufficient numbers of program participants. Additionally, data collected during participation can sometimes illustrate even greater impact than data collected at project completion. For these reasons, collecting data at multiple points in time is recommended.



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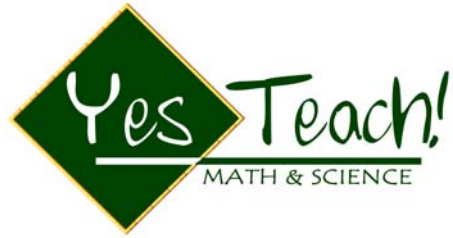
### MENTORING PROGRAM FRAMEWORK

Second, representative samples of YesTeach! M&S Mentoring participants and service providers should be surveyed. Survey results are expected to yield invaluable information on: the amount of intervention each individual received; when the intervention occurred; and the outcomes. In addition, survey data describing perceptions of program participants and providers should be recorded and examined. These data are necessary for post-program comparisons within and across sites. The outcome evaluation demands a comprehensive analysis of program record, survey, and cost data to estimate correlations between outcomes for participants and the duration, type, and intensity of program services received. Finally, a quasi-experimental study design is recommended to examine the long-term effects of YesTeach! M&S Mentoring on mentees, mentors, schools, and communities (e.g., mentees' reports of their grades, behavior and psychological functioning; teacher reports of mentees' classroom behavior; mentors' reports of their well-being; and parent-child relationships).

#### ***Step 5. Program Modification and Improvement***

As described in Exhibit 1, the YesTeach! M&S Mentoring evaluation design is built on a construct of continuous feedback and program improvement based on evaluation findings. When engaging in evaluation activities, evaluators and staff should be mindful of creating strategies for incorporating feedback into program improvement, rather than completing evaluation activities for the sake of evaluation alone.

In summary, the YesTeach! M&S Mentoring program evaluation measures performance and potentially provides empirical evidence that resources directed toward mentoring at-risk youth improves school performance. An evaluation team is recommended to conduct the aforementioned assessment and analysis including the following: determining the design of the evaluation; developing performance indicators and data collection instruments; collecting, analyzing, and interpreting data; and preparing reports on evaluation findings. The suggested evaluation team should include an outside evaluator supported by an in-house evaluation team. The outside evaluator should serve as the team leader and should come from a local college or university, consulting firm, or research institute. Among the advantages of using an outside evaluator supported by an in-house evaluation team are reduced costs. Other advantages are that results may be perceived as more objective by potential funders. Still other advantages are that the evaluators' expertise conducting independent evaluations combined with the in-house teams organizational experience is expected to expedite all stages of the evaluation.



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**MENTORING PROGRAM FRAMEWORK**

**Supplemental Tools**

Tools to Establish Evaluation Criteria and Methods

[www.mentoring.org/program\\_staff/eptoolkit/evaluation.php](http://www.mentoring.org/program_staff/eptoolkit/evaluation.php)