

Lessons learned from the implementation of the Mentoring Enhancement Demonstration Program



NATIONAL
MENTORING
RESOURCE CENTER
A Program of **OJJDP**

Janet Forbush and Roger Jarjoura
American Institutes for Research

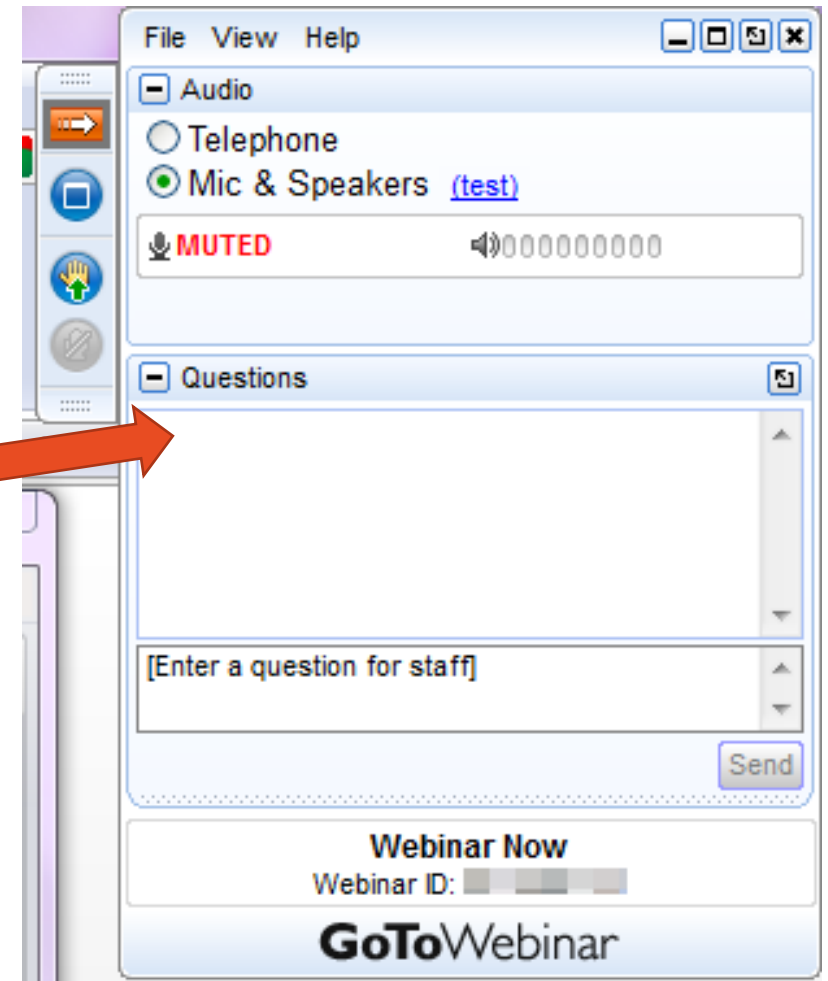
Welcome!

- This is a special webinar event about a very special research project
- Our presenters today:
 - Janet Forbush – Independent Consultant, Mentoring Program Development & Evaluation
 - Roger Jarjoura – Principal Researcher at AIR
- Today we focus on implementation and enhancements developed
- November 30th we dive deep into outcomes and results



Housekeeping...

- All attendees muted for best sound
- Type questions and comments in the question box
- We will pause halfway through and at the end for Q&A
- Session is being recorded and slides will be shared



NATIONAL MENTORING RESOURCE CENTER | NOVEMBER 2018

LESSONS LEARNED FROM THE IMPLEMENTATION OF THE MENTORING ENHANCEMENT DEMONSTRATION PROGRAM

Janet Forbush and Roger Jarjoura

MAKING
RESEARCH
RELEVANT

Acknowledgements

- Senior Design Team: Roger Jarjoura, David Altschuler, Janet Forbush, Carla Herrera, Thomas Keller, Manolya Tanyu
- Analysts at AIR: Konrad Haight, Jessica Meckes, and Neal Kar, and Portland State: Martha McCormack
- Special thanks to Allison Smith and Alex Dopp from the University of Arkansas for their work on the cost analysis that we included in this report.
- We acknowledge the collaboration with Jennifer Tyson, from the Office of Juvenile Justice and Delinquency Prevention, and David DuBois, from the University of Illinois-Chicago
- Data Management Team: Kay Logan (Portland State University), and from AIR, Konrad Haight, Nick Read, Nathan Zaugg, Allyson Pakstis, and Christina Murphy
- And of course, all of the staff at each of the MEDP sites!

Disclaimer

This project was funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) through an interagency agreement with the Library of Congress to the American Institutes for Research (Grant # LCFRD12C0016). The views expressed here are those of the authors and do not necessarily represent the official policies of the U.S. Government.

The Mentoring Enhancement Demonstration Program (MEDDP)

DuBois et al. (2011)
Meta-Analysis



OJJDP developed solicitation for MEDDP focused on three of six key moderators of program effectiveness:

- The program included an advocacy role for mentors.
- The program included a teaching/information provision role for mentors.
- Mentors and youth were matched in the program based on similarity of interests

A demonstration approach to understand if and how a general strategy (i.e., encourage and support teaching and/or advocacy in programmatic mentoring relationships) could change local practice and influence youth outcomes.

Context of Structure

- Foundation of DuBois et al. (2011) meta-analysis
- Consultation of DuBois with OJJDP personnel (funder)
- Relationship between OJJDP & Library of Congress
- Creation of solicitation announcement (included evaluation requirement)

Exploration of Research Team Key to Setting Structure

- Learning about expectations of funder and ways to collaborate
- Building relationship with funder on the project
- Learning about grantee collaboratives and participating agencies' experience in evaluation studies

Cultivating – Fundamental Component of MEDP Strategy

- Regular/consistent communication
- Communication with sites around challenges/expectations from research team
- Intentional TTA regarding research design/approach/facilitation
- Encouragement

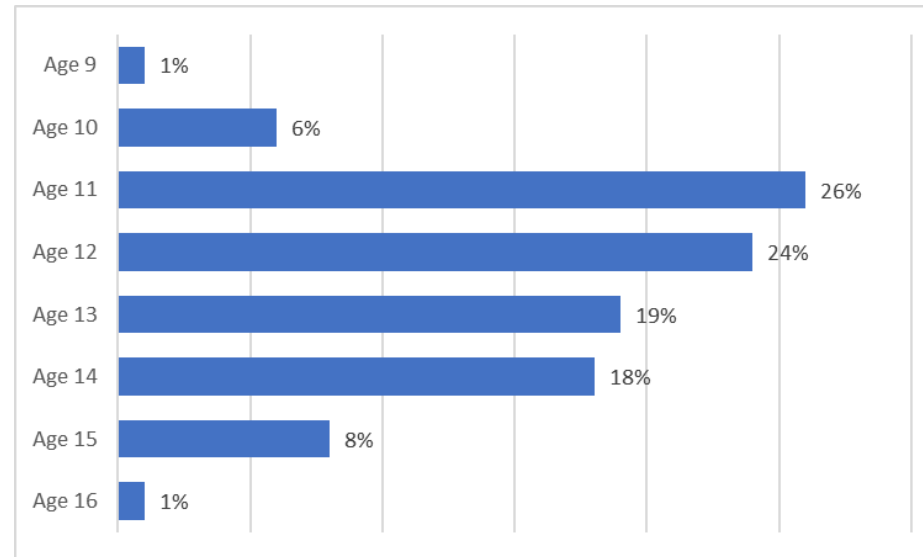
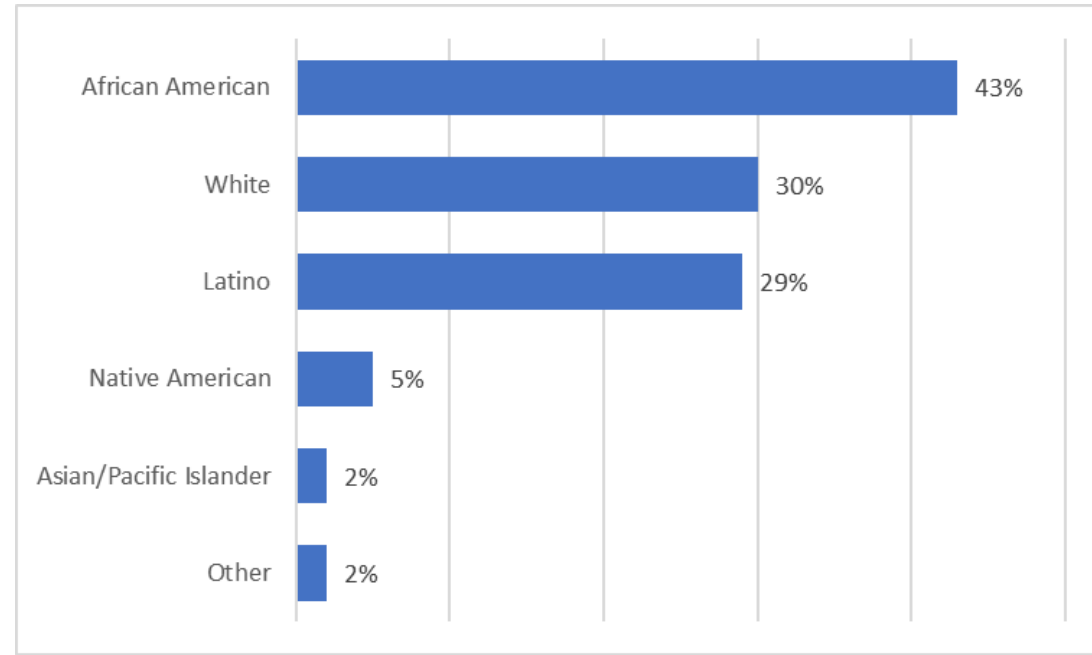
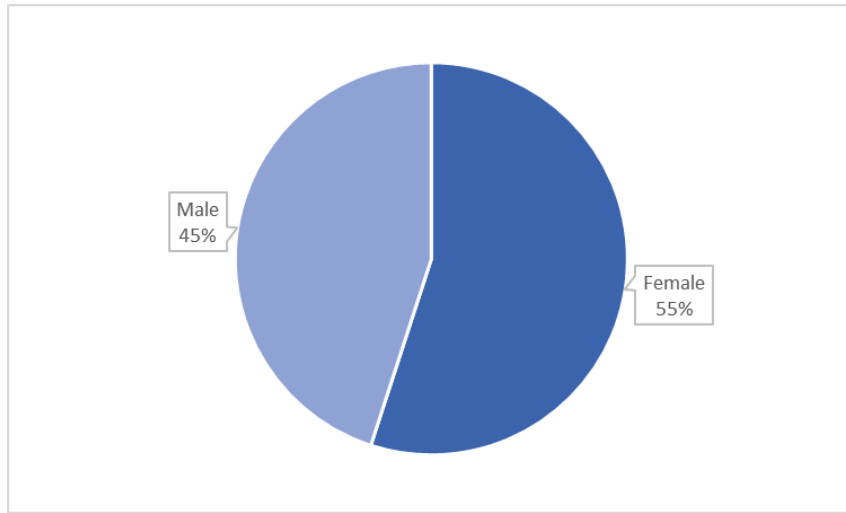
Strategic Approach to Information Sharing

- Team is comprised of agencies, collaboratives, research team and funder
- Demonstration project – notable investment of OJJDP
- Learning to use findings to inform program practices – our answer was more consistent support

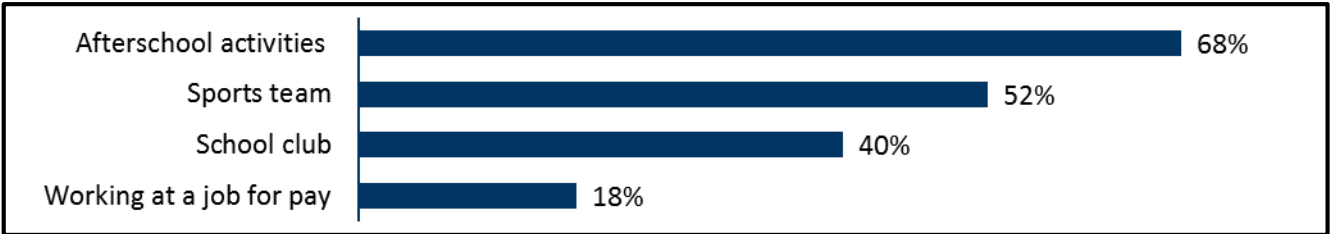
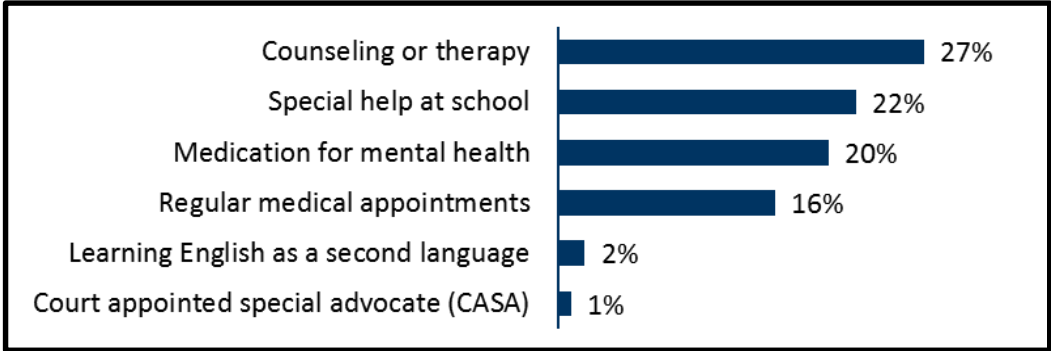
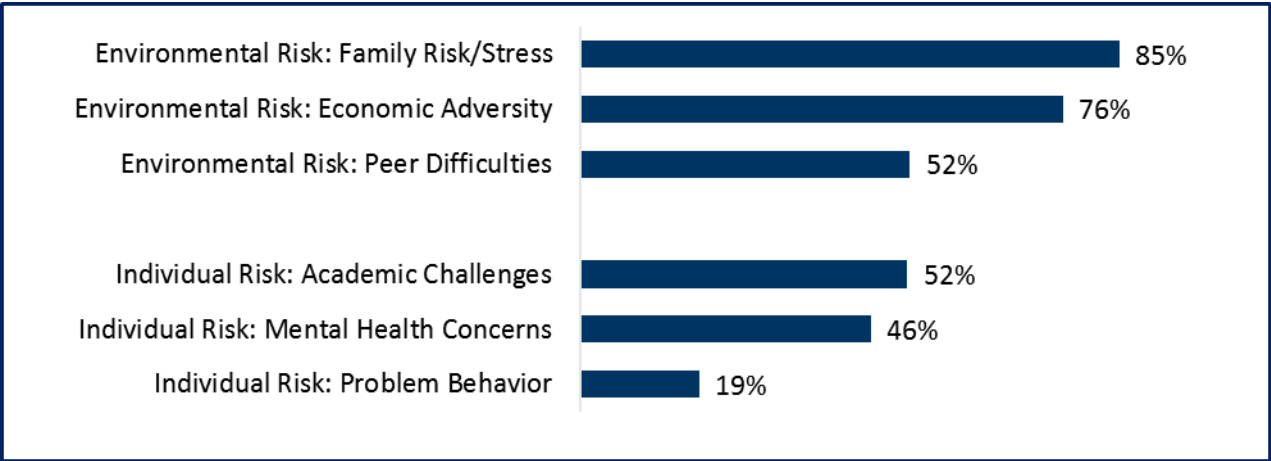
Some Additional Requirements

- A structured relationship between a volunteer adult and one or more youth, with one-on-one or group-mentoring
- Established program sites
- Collaborative must implement a specific program design consistently across all sites
- Must serve 75-100 new/additional youth per site within the first year of implementation in each of the program sites.
- Target age group is 12 to 14 years old

The Youth in the Study



More about the MEDP Youth at Baseline



The MEDP Mentors

Females
57%

Average
Age
32

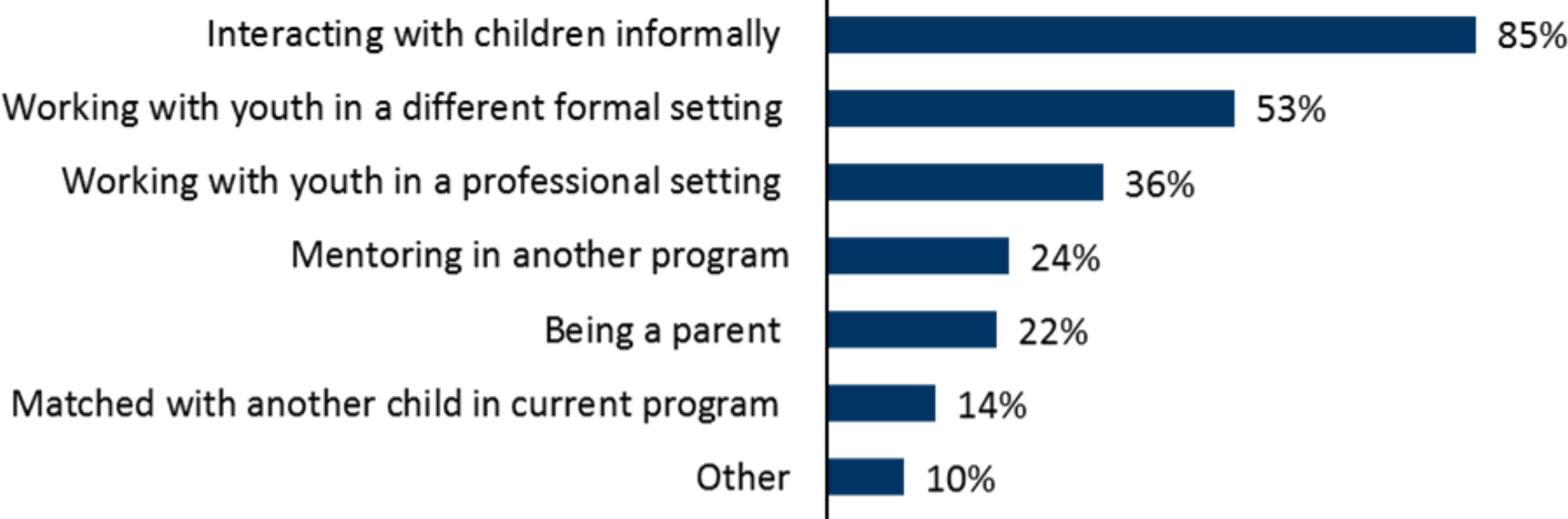
Single
61%

Whites 63%
African Amer. 20%
Latino 15%

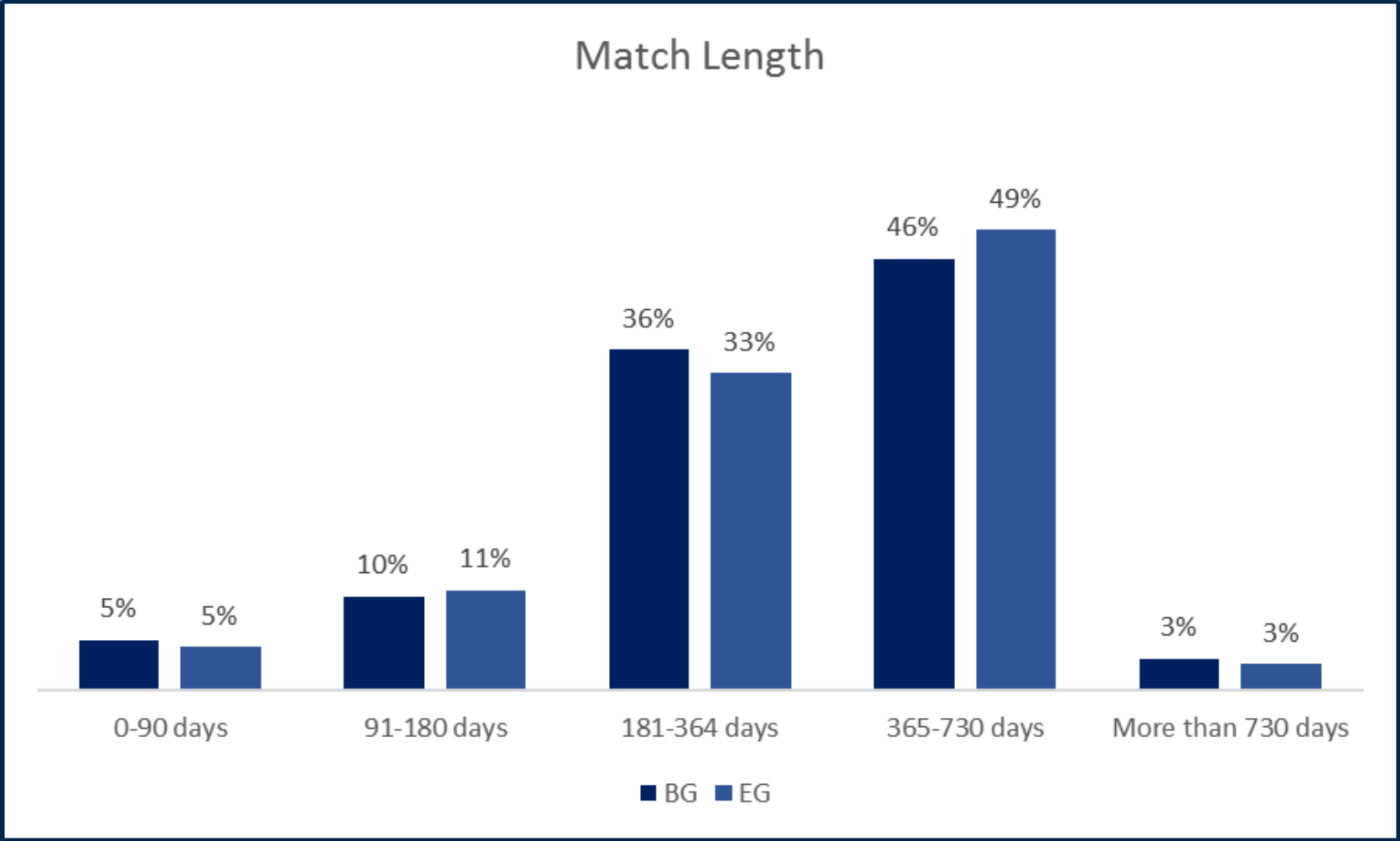
Employed
81%

College
Students
31%

More on the Background of the Mentors



Characteristics of the Matches



Youth and Mentor had same race/ethnicity in 53% of matches

Youth and Mentor had same gender in 97% of matches

Characteristics of the Collaboratives

Setting		Program format		Size of mentoring program (number of matches served annually)				Structure
School-based	Community-based	One-on-one	Group	100 or fewer	101–400	401–1,000	More than 1,000	Mentoring is primary activity of all agencies
4	10	10	3	4	6	5	3	6

The Collaboratives

- Variable how much the collaborating agencies had already worked together
- Left to the collaboratives to work out the nature and extent of partnerships
- The evolution unfolded differently across the ten collaboratives with varied degrees of formality, e.g., whether there was a coordinator

Collaboration

- The collaboratives varied on the nature of and the extent to which there is demonstrable collaboration exhibited among the program sites
- In our analysis we assessed:
 - LEADERSHIP and GOVERNANCE by the lead or prime agency,
 - SHARED VISION on the intended mentoring enhancements by the sites
 - CAPACITY AND STRUCTURE as reflected in the adequacy and stability of staffing in each of the sites

Leadership and Governance

- Who the key personnel were mattered
- The involvement of the executive leadership in the grantee organization
- Differences in organizational culture and program practices among partners
- Extent of mentoring experience
- Presence of full-time project director
- Stability among key personnel in lead agency

Shared Vision

- At least one highly competent staff person in each of the partners was important for fidelity
- Creation of tools to guide implementation
- Agreement across partners on the enhancements
- Partners part of same national affiliate organization
- Nature and diversity of communities served
- Start up trainings and collaborative meetings around content of enhancements

Capacity and Structure

- Changes in leadership and key staff were a limiting factor
- Size of programs—number of participating staff
- Staff turnover for those supporting the matches created unevenness
- Staff experience with mentoring and youth development
- Communication among partners

The Distribution of Enhancements

Training		Match support			Peer mentor support		Match activities	
New In-person trainings	New online trainings	Focused mentor support to promote T/A	Focused practices (e.g., sparks, goal setting)	More frequent staff contact with mentor	Online Support Efforts	In-person mentor groups	Program-Sponsored match activity	Group activities with matches
6	6	8	7	3	4	3	4	5

Two of the collaboratives proposed 3 enhancements

There were three collaboratives planning 4 enhancements

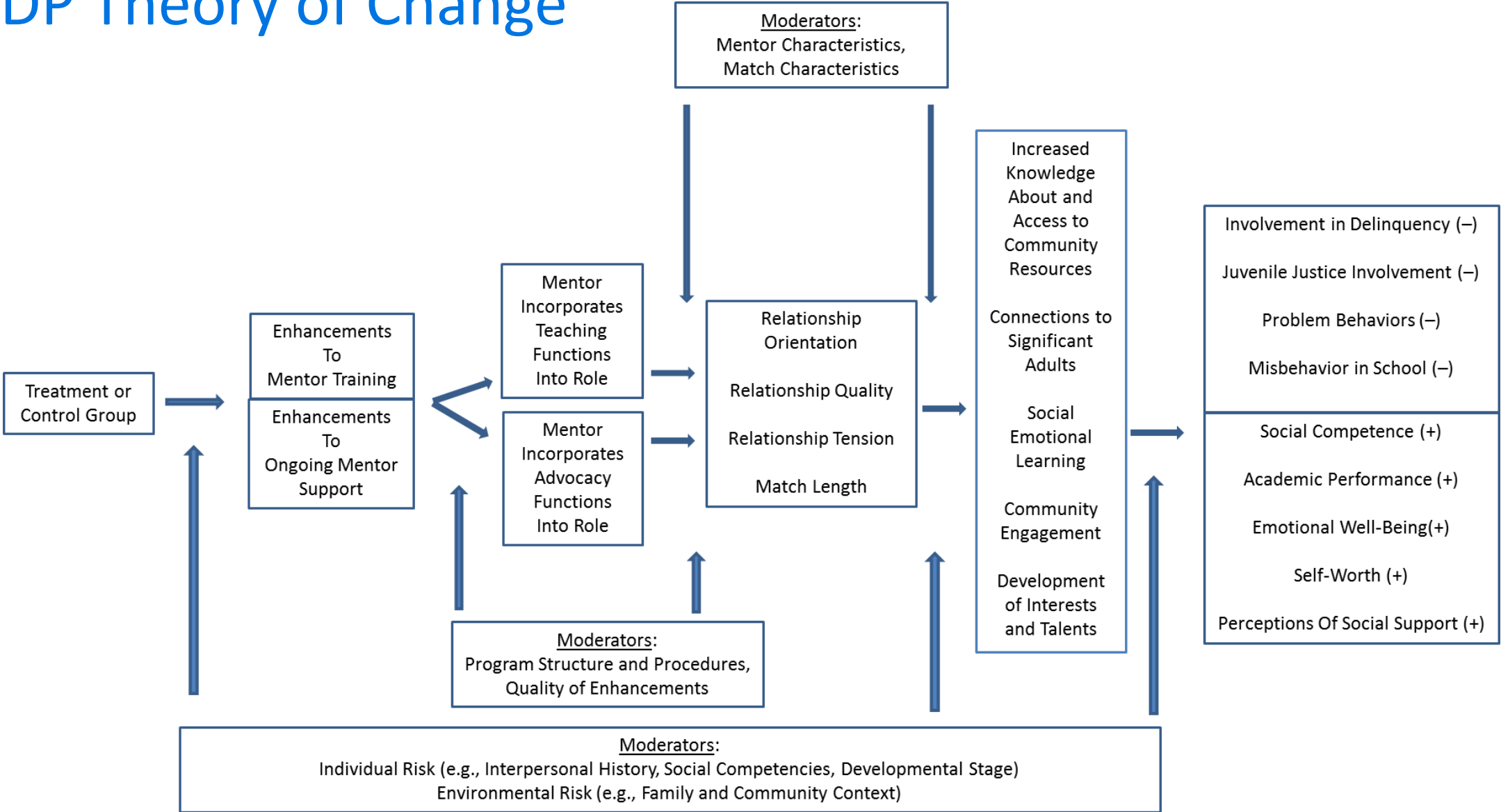
Three collaboratives planned to implement 5 enhancements

Two of the collaboratives proposed 6 or 7 enhancements

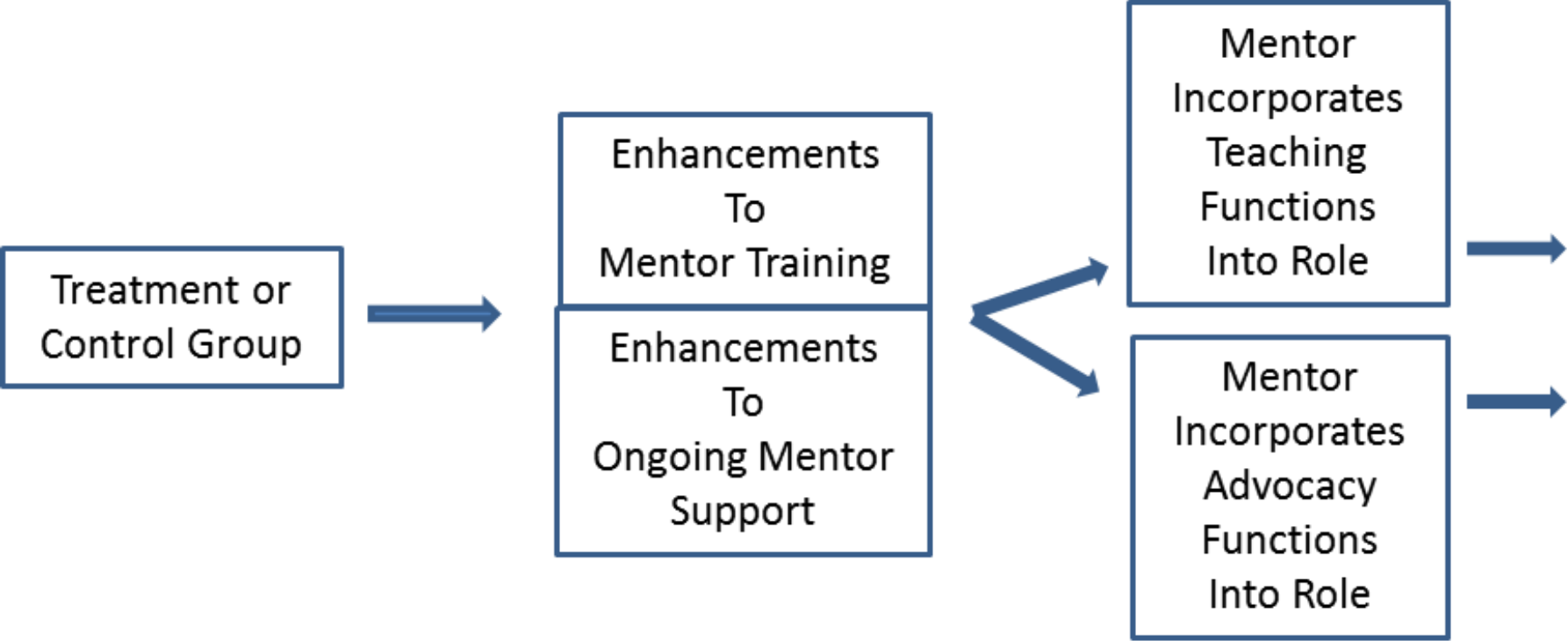
Extent of Implementation

- Four collaboratives achieved only partial implementation of the enhanced practices
- Six collaboratives implemented the enhancements fully
- Two of those six needed to make adaptations in enhancements to fully implement

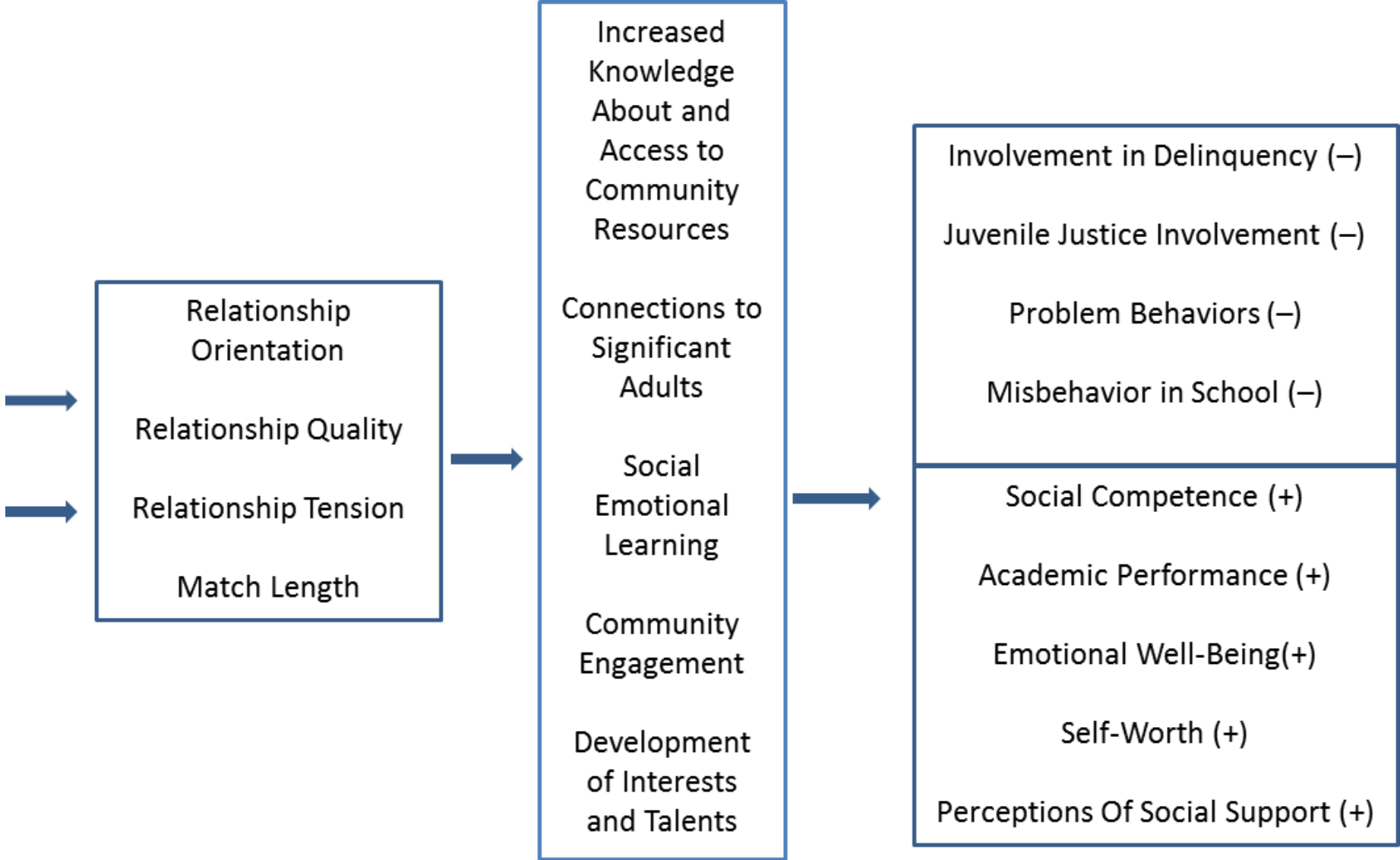
MEDP Theory of Change



Looking at the First Three Boxes:



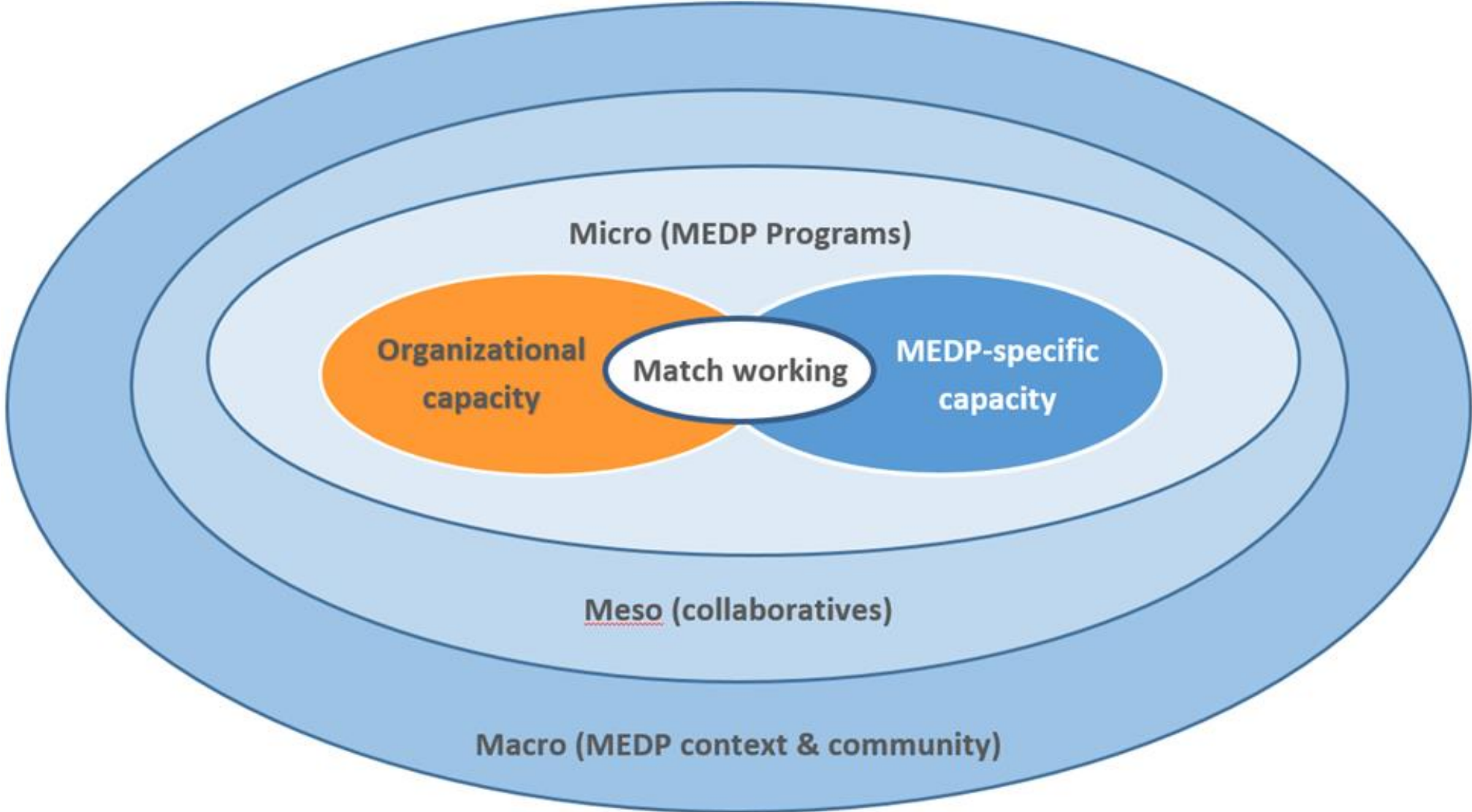
Looking Closer at the Outcomes



Key Challenge to Implementation

Mentor Participation (i.e., Attendance, Engagement)

Ecological Framework as Applied to the MEDP Implementation



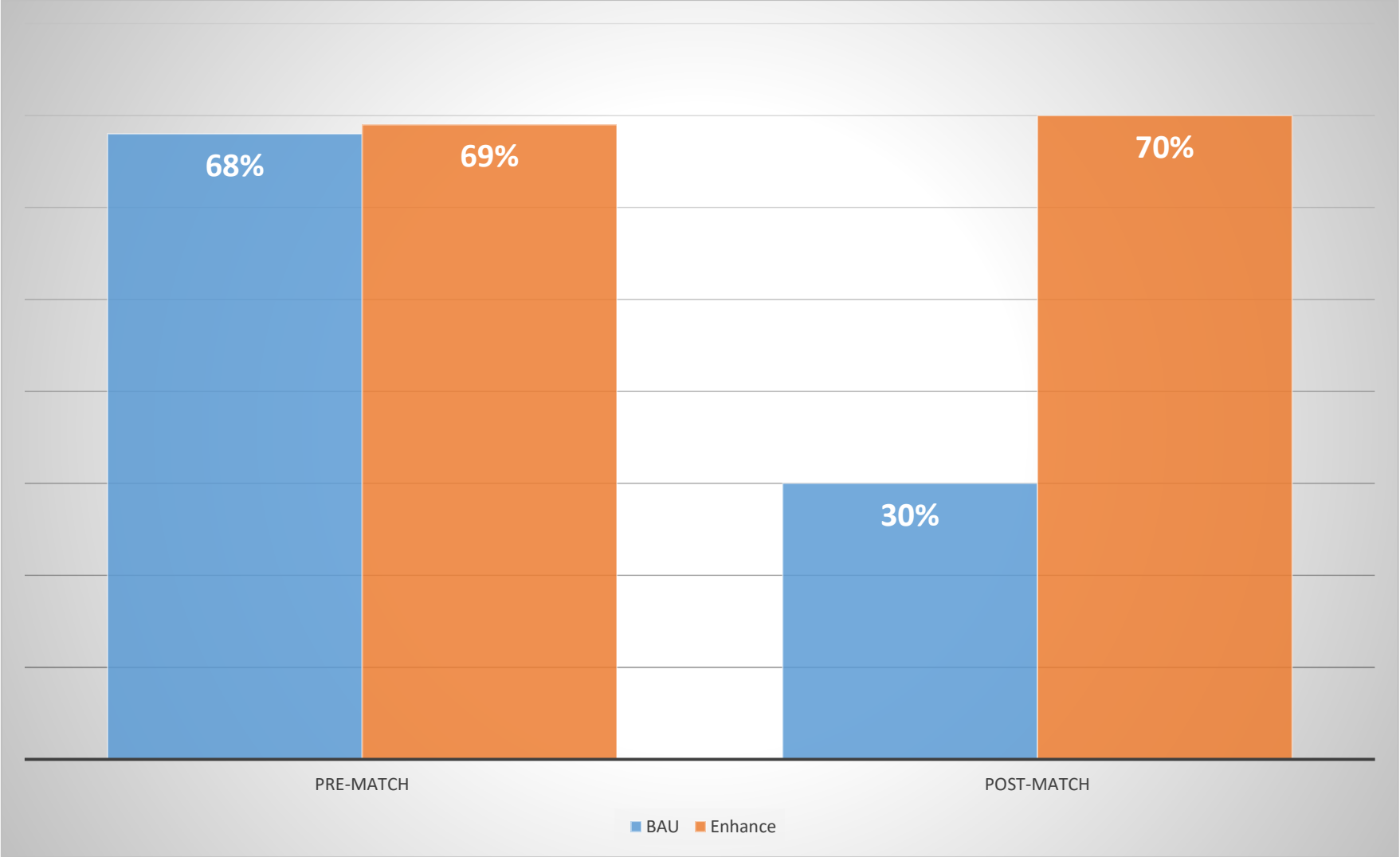
Dimensions of Teaching and Advocacy in Mentoring Relationships

Teaching	Curricular	Instructing —leading a planned group learning activity
		Tutoring —providing individualized assistance focusing on schoolwork
	Contextual	Influencing —structuring activity to develop skill or convey lesson prioritized by program or mentor
		Responding —structuring activity to develop skill or knowledge valued or desired by mentee
		Embedding —capitalizing on opportunities to share knowledge or practice skills during activities primarily designed for other purposes (i.e., incorporating “teachable moments”)
	Advocacy	Contact
Representing —speaking on behalf of mentee in decision-making situations		
Empowering —coaching mentee on how to advocate for self		
	Connect	Facilitating access to community resources mentee would not obtain otherwise
	Cheer	Showing up to enthusiastically support mentee interests and activities

Costs of MEDP

- Overall differences in per capita costs between the EG and BG groups were small, with enhanced mentoring tending to be slightly more expensive.
- EG per capita mean = \$2,127.72; BG per capita mean = \$2,060.57
- Higher costs associated with
 - Staff time to supervising matches
 - Postmatch trainings
 - Activities and events for EG matches

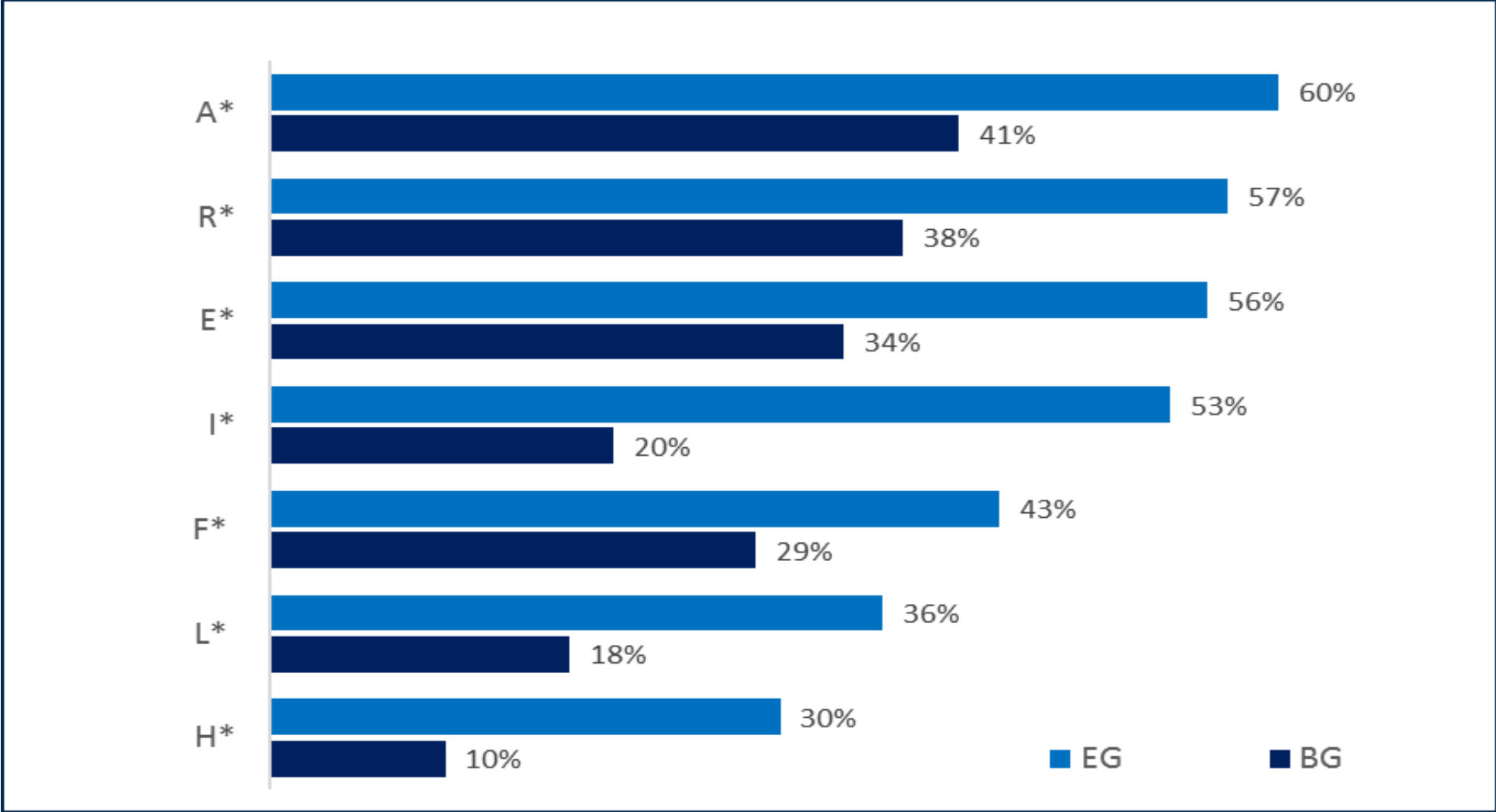
Mentor Participation in Trainings



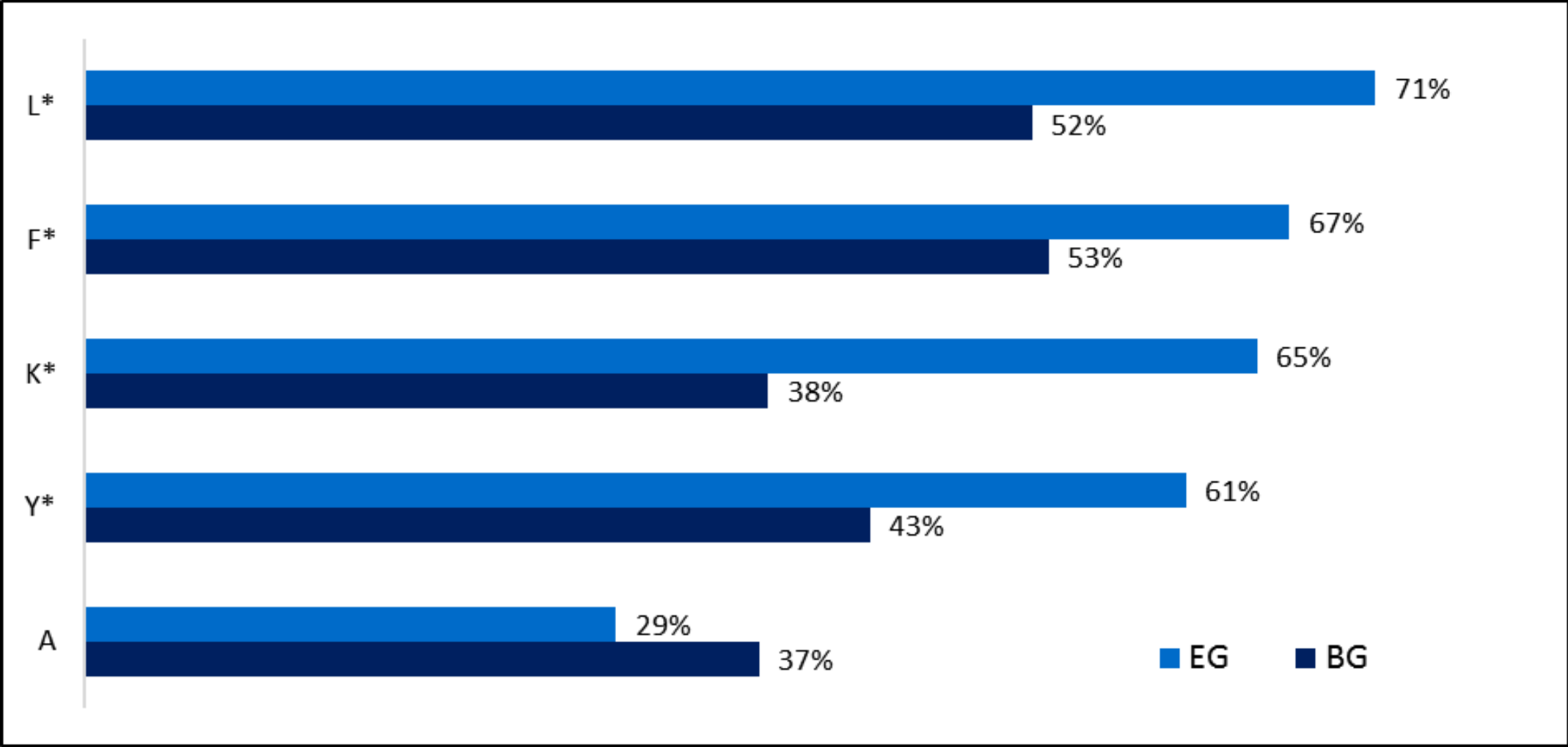
Match Support by Staff

- EG mentors spent about 50% longer than BG mentors in match support conversations with program staff

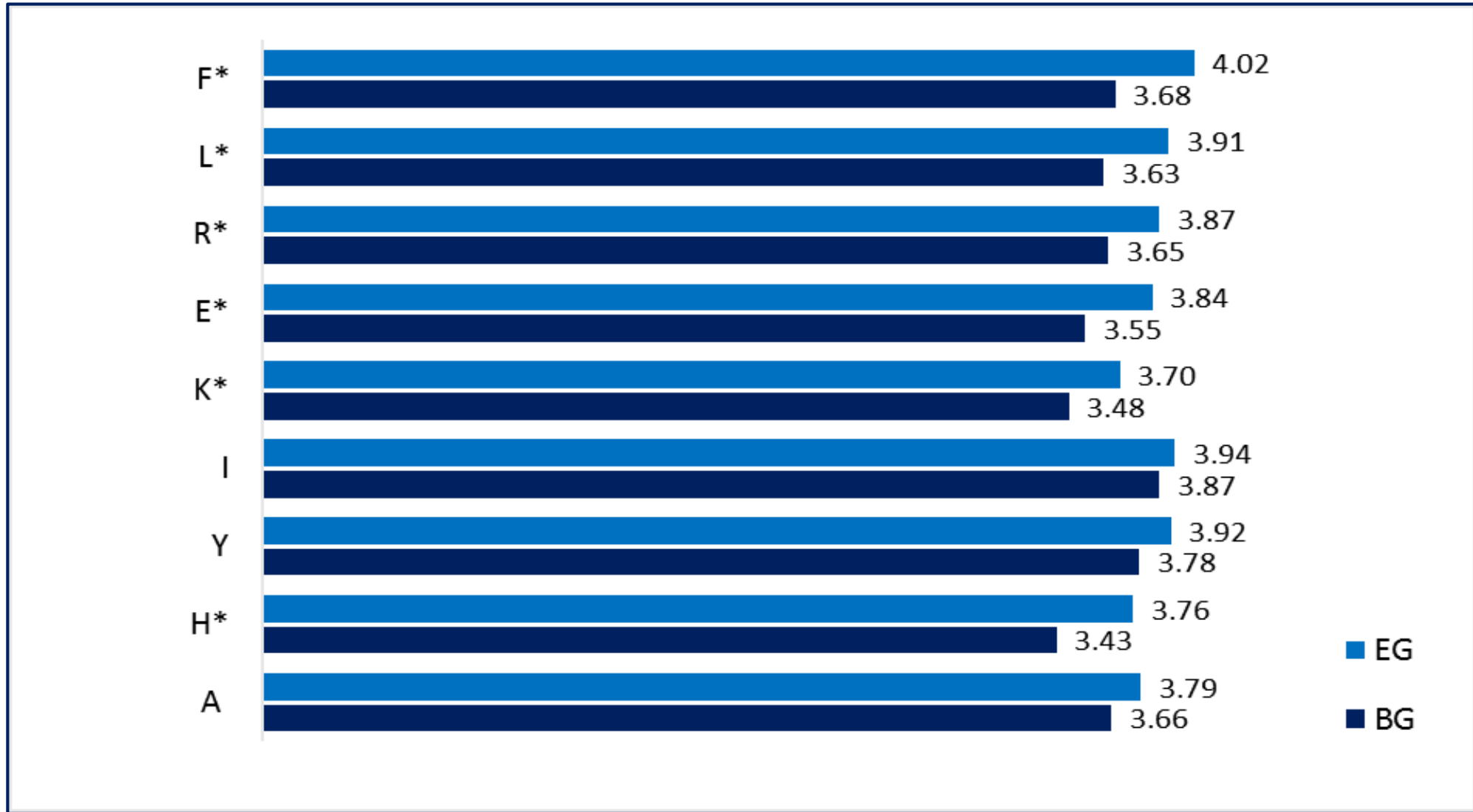
Participation in Mentor Support Activities



Participation in Program-Sponsored Activities



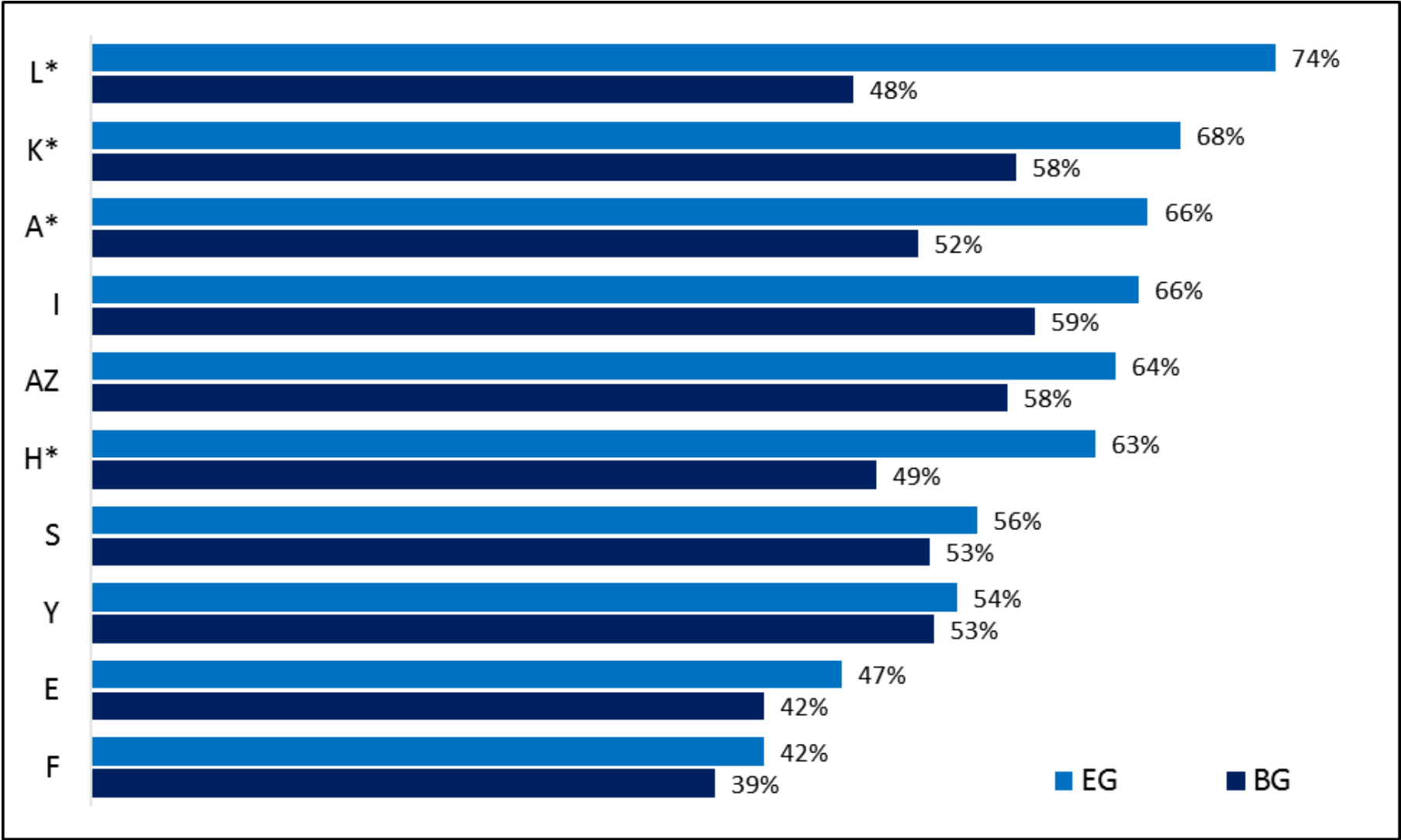
Teaching/Advocacy-Related Staff Support



Incorporation of Teaching/Advocacy Functions

- Mentors reported most frequently incorporating teaching functions than advocacy functions into their roles.
- EG youth were more likely than BG youth to report that their mentor was trying to help them reach goals.
- The content of EG mentors' discussions with their mentees around goals also differed from those of BG mentors, suggesting a more planned approach to goal attainment among the EG matches.
- EG mentors were more likely than BG mentors to agree that their program assisted them in supporting the youth's spark development.

Mentor Reports of Goal Setting



How Did the Mentors Experience the Enhancements?

- EG mentors that attended the enhanced training sessions found them helpful and used tips or pointers offered in these sessions.
- EG mentors reported significantly higher levels of agreement than did BG mentors to the statement: “Program staff have provided suggestions on what I can do with my mentee.”
- Mentors who attended program-sponsored match activities with their mentees found these activities helpful in strengthening their relationships with their mentees. In this respect, there were no significant differences between EG and BG mentors.
- EG mentors rated interactions with other mentors as part of their enhancements as helpful.

Factors Affecting Implementation

	Strong Implementation (6 collaboratives)	Mixed Implementation (4 collaboratives)
Context	<ul style="list-style-type: none"> • Well-established mentoring programs • Homogenous mentoring structures • Enhancements align with agency resources and matches served in the program 	<ul style="list-style-type: none"> • Mentoring is not the primary program component • Heterogeneity of mentoring structures • Enhancements are a stretch for the agency and the matches served
Readiness	<ul style="list-style-type: none"> • Program coordinator w. decision making authority • Leadership support • Staff training & monitoring • Fidelity to enhancements is emphasized • Staff has skills/experience working with mentors 	<ul style="list-style-type: none"> • Program coordinator has limited authority • Agency leadership is not always tuned into staff needs • Staff monitoring of quality is limited • Fidelity to intervention is not well understood • Staff has limited/no experience in mentoring

How Did MEDP Increase Capacity?

- Enhanced and new materials and tools for training mentors
- Match support and monitoring checklists
- Resources for mentors
- Increased capacity to recruit volunteers and families in the community
- Increased capacity to serve older youth
- Increased agency capacity to support staff
- Increased capacity to use technology
- Networking and partnership with other agencies

Key Learning: Increase the Dosage

- It matters if you increase how much training is provided
- It matters how much contact staff have with mentors
- It matters how much time match spends together focused on advocacy and teaching functions



JANET FORBUSH

CONSULTANT, MENTORING PROGRAM DEVELOPMENT & EVALUATION

JANETFORBUSH@GMAIL.COM

ROGER JARJOURA

PRINCIPAL RESEARCHER, AMERICAN INSTITUTES FOR RESEARCH

RJARJOURA@AIR.ORG

THANK YOU

MAKING
RESEARCH
RELEVANT

Next Steps

- Sign up for the November 30th webinar on the NMRC website at www.nationalmentoringresourcecenter.org
- Look for link to the recording and slides next week
- And remember, you can request free technical assistance to implement your own enhancements through the NMRC

