

# Findings from the Outcome Evaluation of the Mentoring Enhancement Demonstration Program



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

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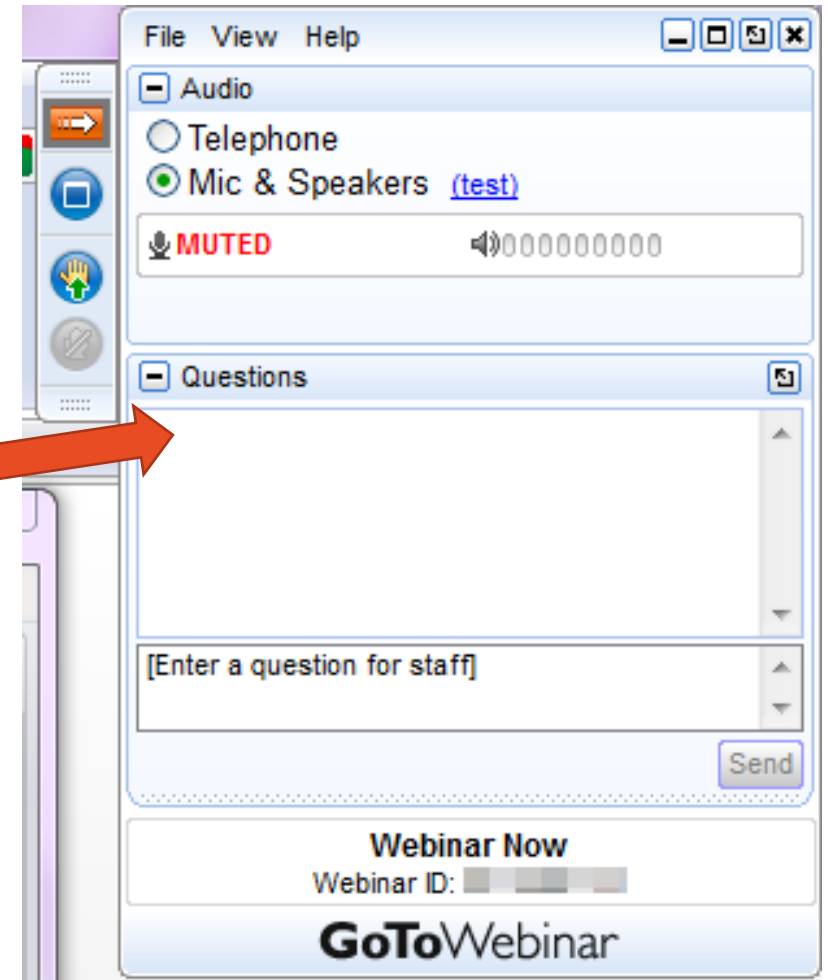
# Welcome!

- This is the second in a two-part webinar series on the MEDP
  - A recording of the first session is available on the NMRC website
- Our presenters today:
  - Tom Keller – Professor for Children Youth and Families, School of Social Work, Portland State University
  - Roger Jarjoura – Principal Researcher at AIR
- Today we focus on outcomes from the application of programmatic enhancements



# 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



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# FINDINGS FROM THE OUTCOME EVALUATION OF THE MENTORING ENHANCEMENT DEMONSTRATION PROGRAM

Thomas Keller and Roger Jarjoura

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MAKING  
RESEARCH  
RELEVANT

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# 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; Portland State: Martha McCormack; and Boston University: Alison Drew
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- 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
- Staff at each of the MEDP sites!

# Acknowledgement/Disclaimer

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# The Mentoring Enhancement Demonstration Program (MEDDP)

DuBois et al. (2011)  
Meta-Analysis

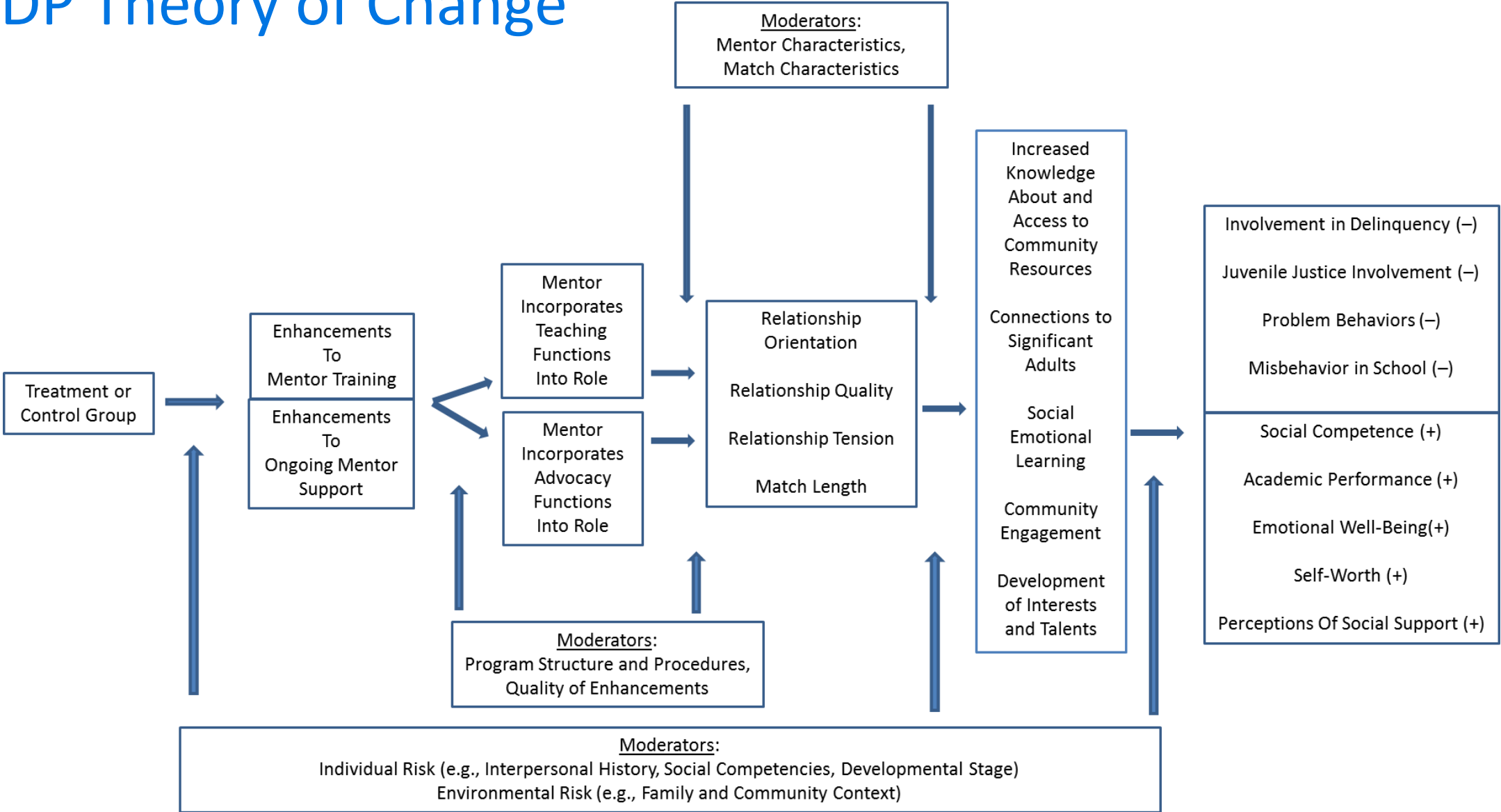


OJJDP developed a solicitation for MEDDP focused on three of six key moderators of program effectiveness:

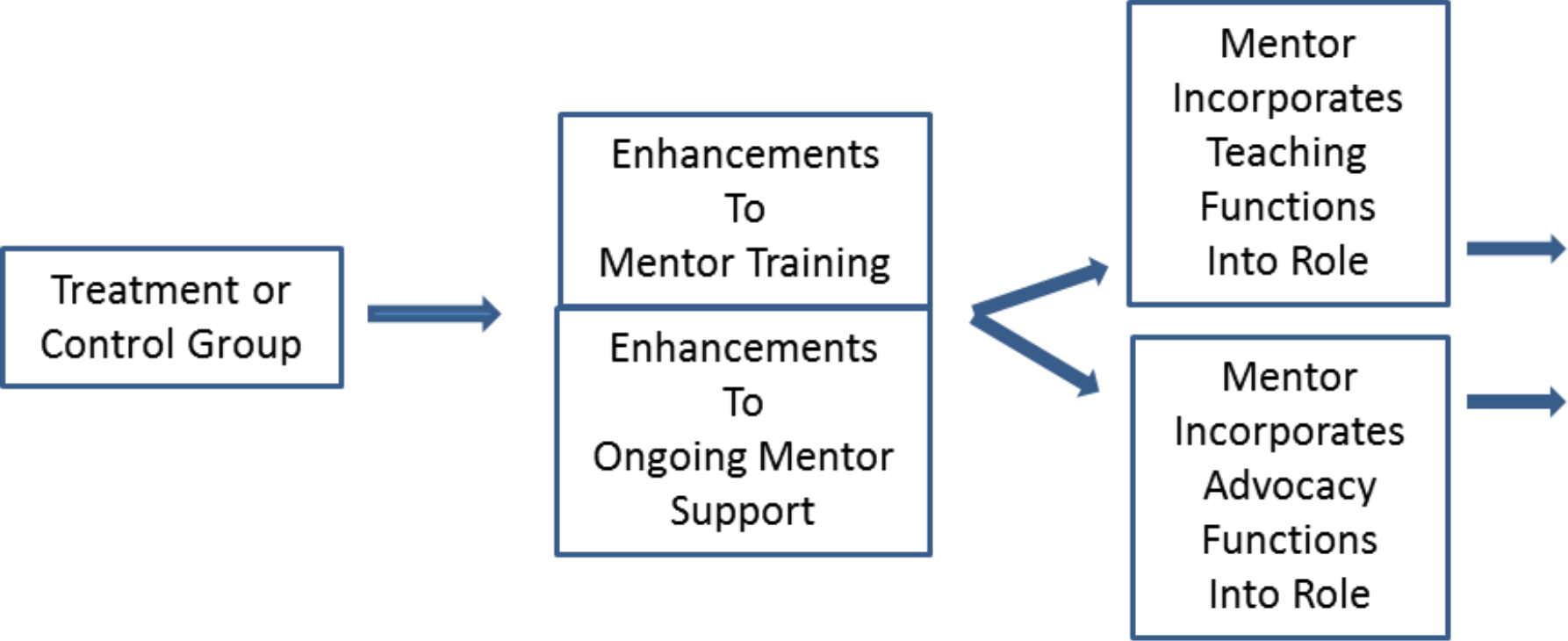
- The program supports an advocacy role for mentors.
- The program supports a teaching/information provision role for mentors.
- Mentors and youth are matched in the program based on similarity of interests

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.

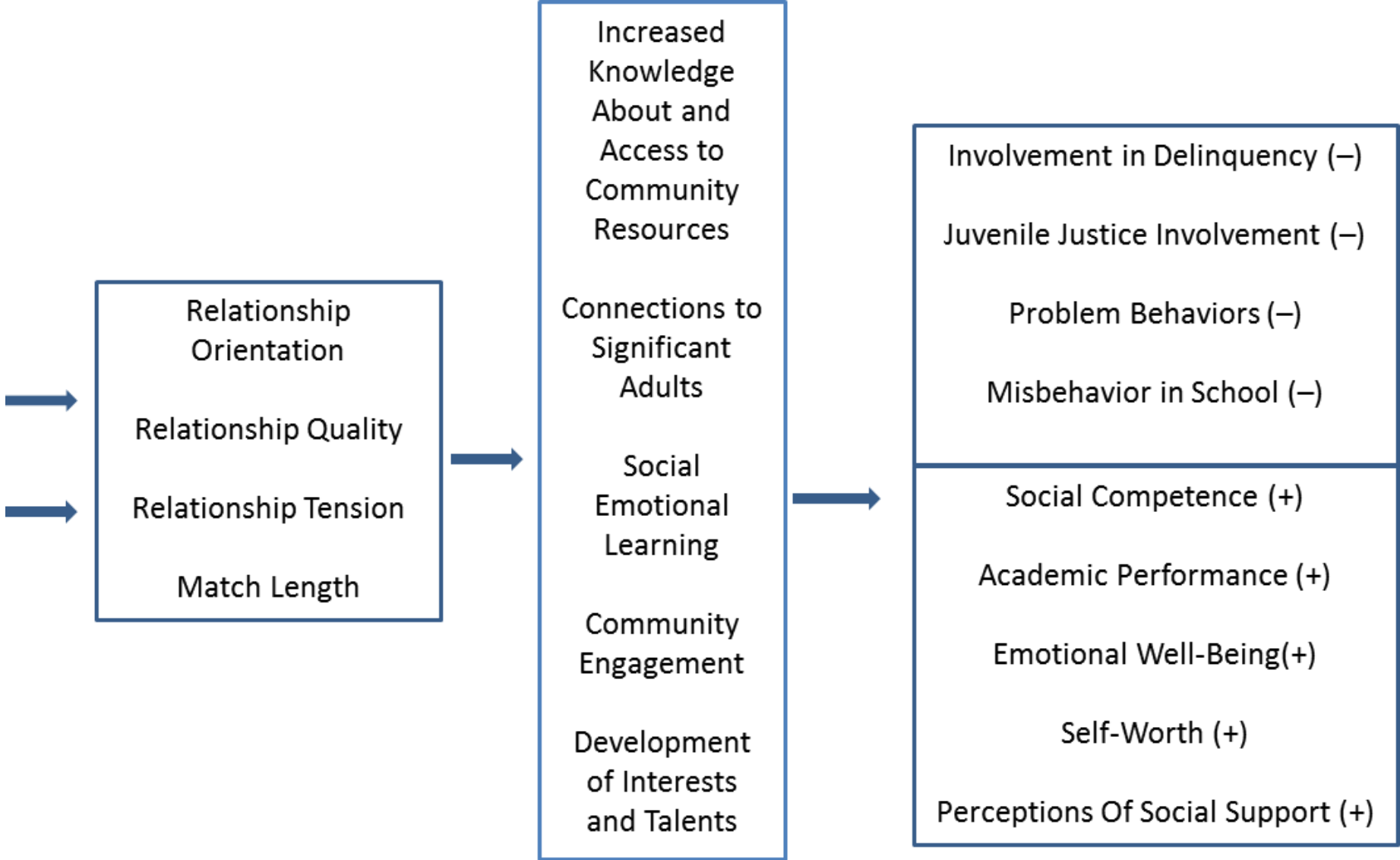
# MEDP Theory of Change



# Looking at the First Three Boxes:



# Looking Closer at the Outcomes



# Research Design

- Multi-site randomized-controlled trial (RCT)
- Random assignment at the youth (i.e., match) level
- Five-year evaluation
- Mixed-methods data collection
- Multiple survey data collection points (baseline, 12 months, 18 months)
- Multiple data sources (staff, mentor, youth, parent surveys, program records)
- Data collection by site staff with researcher support
- Site visits in the second year of the intervention

# The Research Questions

- To what extent were the enhancements implemented?
- What did it take to implement the enhancements in mentoring programs?
- Were the enhancements associated with participant experiences and behavior?
- Did the enhancements have an impact on match and youth outcomes?

# Survey Response Rates

	<b>Sample (pre/post)</b>	<b>Baseline</b>	<b>12-month follow-up</b>	<b>18-month follow-up</b>
<b>Youth</b>	<b>2165/2165</b>	<b>95.6%</b>	<b>73.8%</b>	<b> </b>
<b>Mentor</b>	<b>2023/2106</b>	<b>96.6%</b>	<b>75.6%</b>	<b> </b>
<b>Parent</b>	<b>1989/1989/1070</b>	<b>94.1%</b>	<b>71.1%</b>	<b>68.4%</b>

# Incorporation of Teaching/Advocacy Functions

- Mentors reported more 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.

# 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.
- EG mentors rated interactions with other mentors as part of their enhancements as helpful.

# Relationship Quality, Mentor Reports

	BG	EG
<b>Mentor reports</b>		
Closeness	3.73	3.73
Support seeking (scale)	3.56	3.59
Satisfaction (scale)	3.71	3.74
Commitment (scale)	<b>3.99</b>	<b>4.09*</b>
Growth (scale)	3.59	3.65

# Relationship Quality, Youth Reports

	BG	EG
<b>Youth reports</b>		
Closeness	3.34	3.37
Youth centered (scale)	3.36	3.38
Growth (scale)	3.11	3.17
Relational health (scale)	3.32	3.36
Criticism (scale)	1.12	1.11
My mentor knows what I'm good at.	<b>3.19</b>	<b>3.31*</b>
My mentor helps me practice and improve the things I'm good at.	3.24	3.30
My mentor challenges me to do my best.	3.30	3.31
I am not getting what I want out of my mentoring relationship.	1.27	1.25
I wish my mentor wouldn't always try to teach me things.	1.39	1.36
My mentor expects too much from me sometimes.	1.36	1.36

# Relationship Quality, Parent Reports

	BG	EG
<b>Parent reports</b>		
Parent satisfaction with the relationship (scale)	3.23	3.27
Mentor's provision of help to the family (scale)	<b>2.32</b>	<b>2.41*</b>
I feel close to my child's mentor	<b>2.93</b>	<b>3.02*</b>
My child's mentor asks for my thoughts and views	3.08	3.13
My child feels more equipped to handle problems because my child knows his/her mentor is there	2.88	2.95
My child's mentor has gone "above and beyond" in addressing my child's needs.	2.86	2.95
My child's mentor helped my child get involved in a wide variety of activities.	2.91	2.97

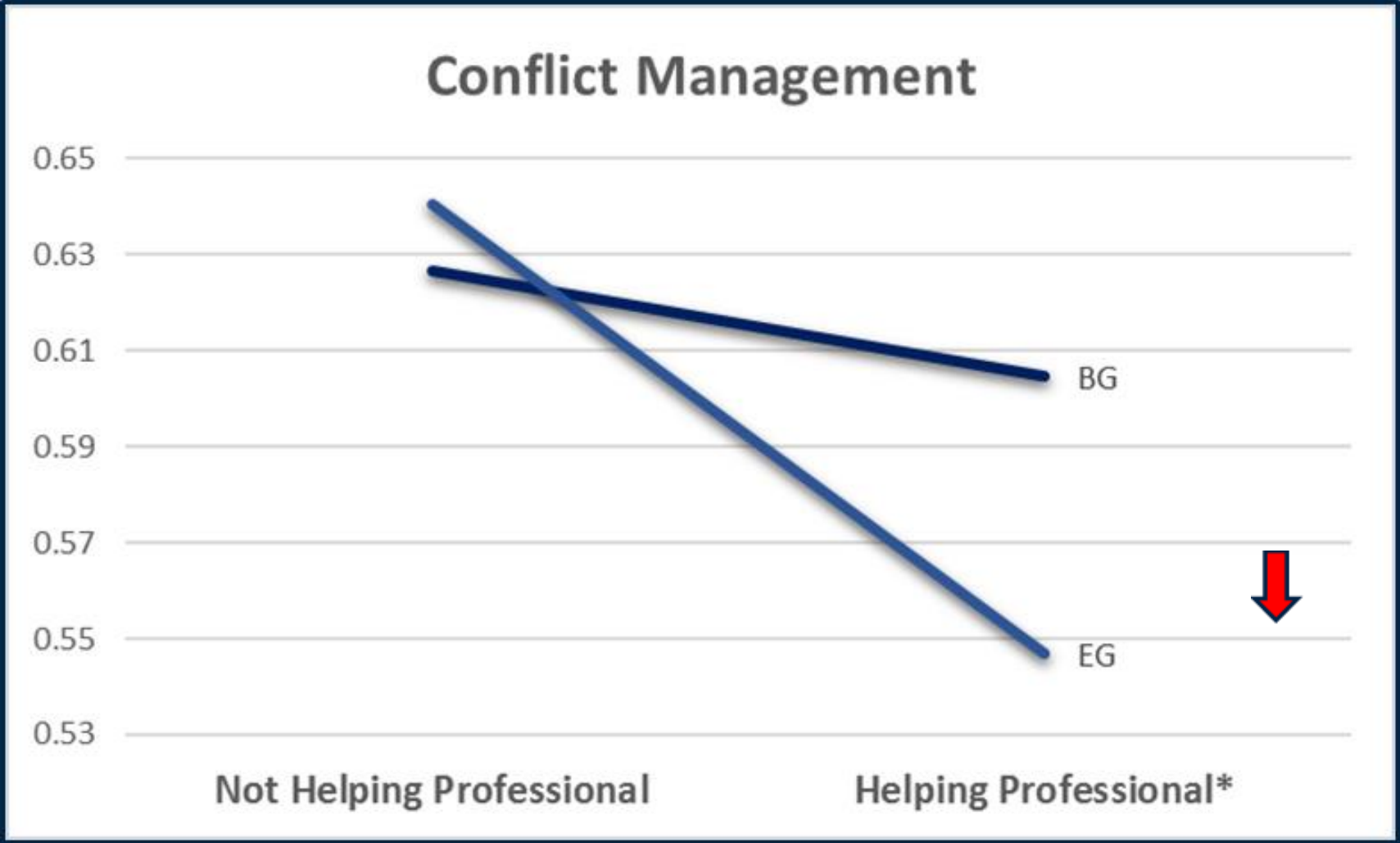
# Results of Outcome Analyses

- Not the first large-scale randomized controlled trial comparing a program enhancement with “mentoring as usual.”
- MEDP was unique in setting parameters and then giving programs the freedom to design and implement enhanced practices that were strategically focused on improving mentoring.
- We examined the effects of the MEDP intervention on 44 youth and match outcomes but found no statistically significant differences (positive or negative) between the EG and BG youth on any of the outcomes.

# The Lack of Significant Differences May Reflect...

- For a variety of reasons, not every mentor randomized into the treatment group received the intended enhancements.
- The findings suggest that many BG mentors and youth received many of the supports we looked for in the EG group.
- Given the nature of a mentoring intervention for youth aged 11-15, detecting measurable changes may require a longer follow-up window than 12 months.

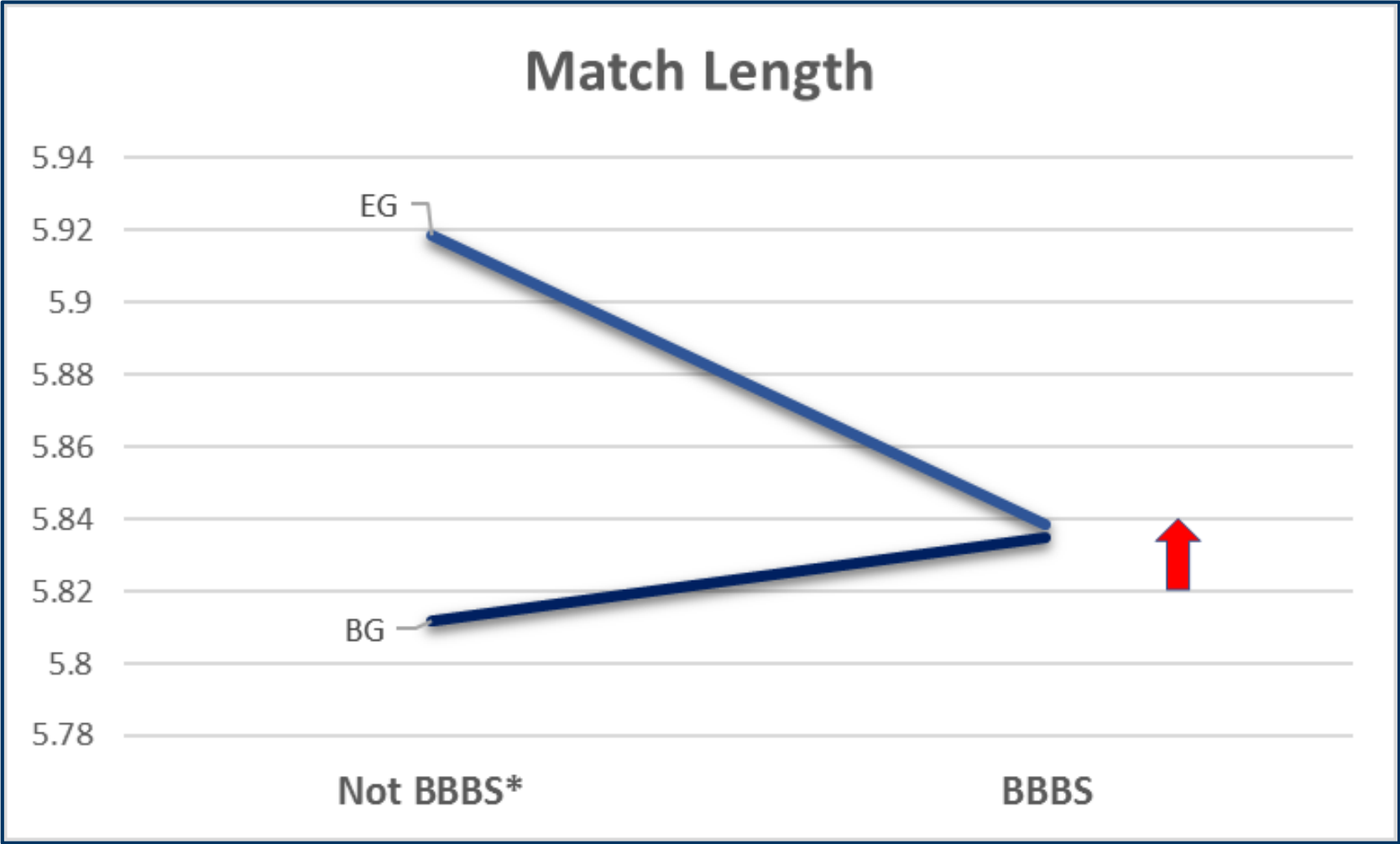
# Moderator Effect of Mentor Background as Helping Professional



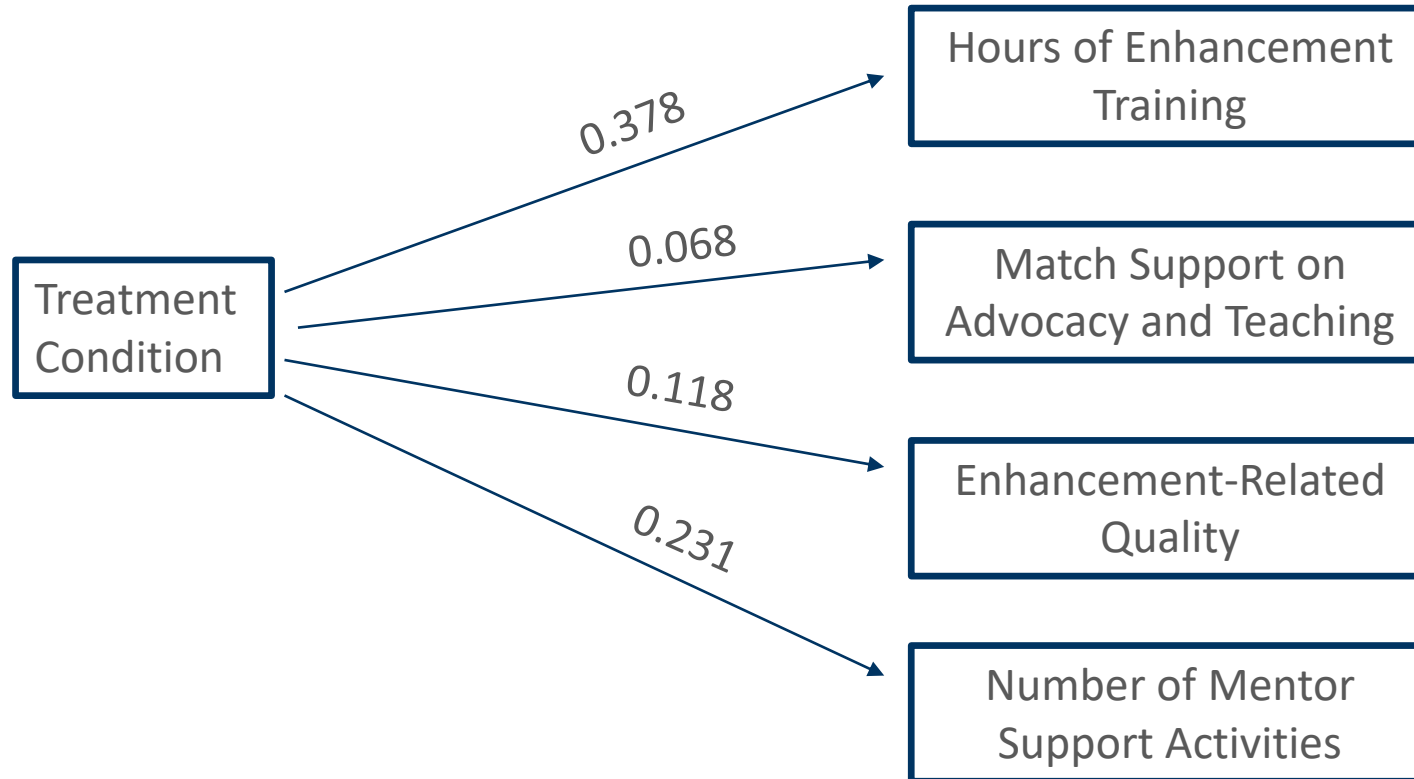
Similar results for each of these outcomes:  
positive affect,  
emotional symptoms,  
help seeking,  
problem solving,  
conduct problems

Note: The red arrow on the right-hand side of the graph indicates the direction for better outcomes on conflict management.

# Moderator Effect of Agency Type

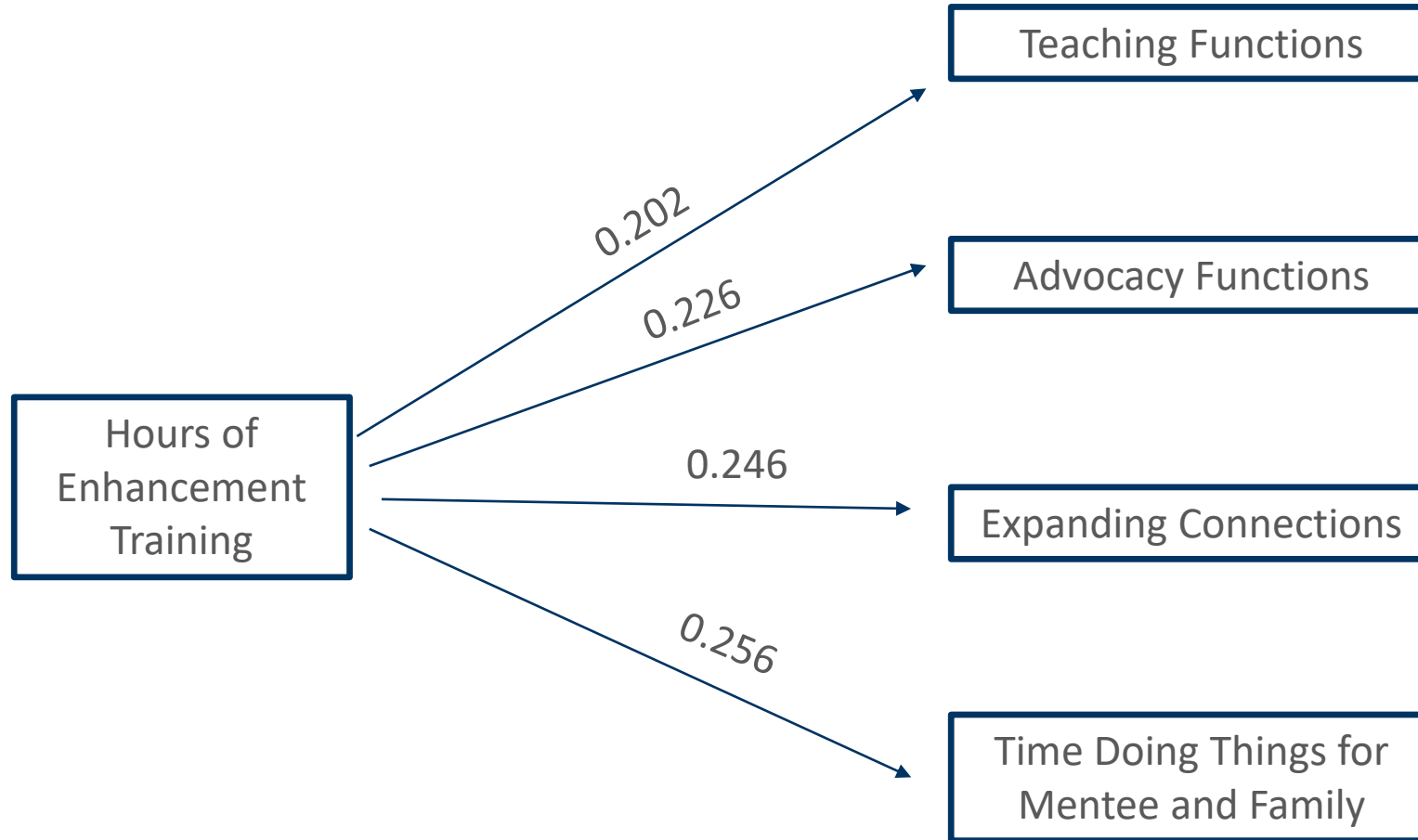


# Paths through Which the Enhancements Had an Impact on Match and Youth Outcomes



**ENHANCED PRACTICE**

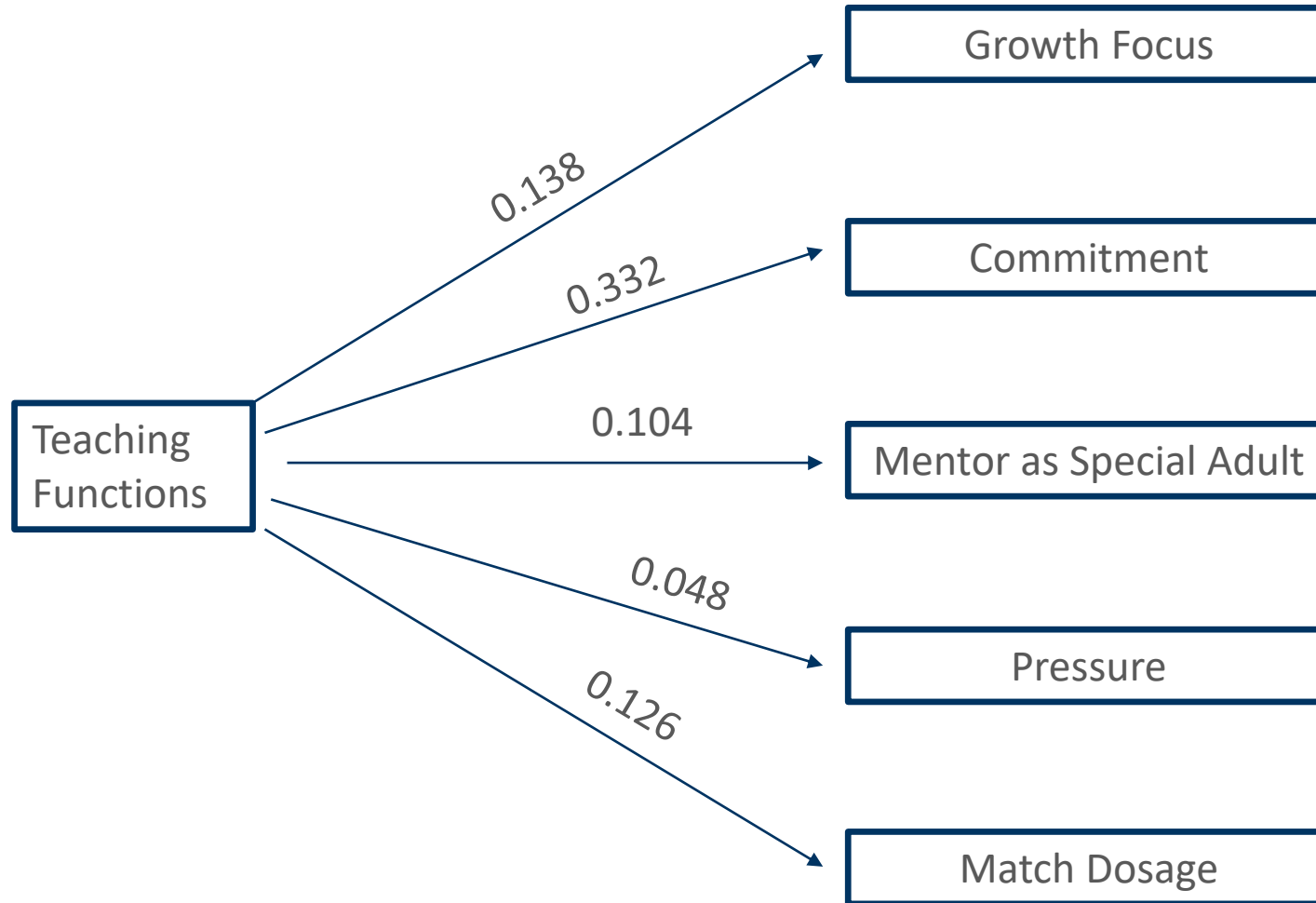
**MENTOR BEHAVIORS**



Similar effects were found between the three other key practices (match support, enhancement-related quality, and number of mentor support activities) and mentor behaviors.

## MENTOR BEHAVIOR

## PROXIMAL OUTCOMES



Similar effects were found between the three other mentor behaviors (advocacy functions, expanding connections, and time doing things for mentee and family) and proximal outcomes.

# Indirect Effects of Treatment Condition

Outcomes	Std. Coef.
<b>Mentor Behaviors</b>	
Teaching Functions	0.072 ***
Time Spent Doing Things for Mentee or Family	0.088 ***
Focus on Expanding Connections	0.096 ***
Advocacy Functions	0.088 ***
<b>Proximal Outcomes</b>	
Growth Focus	0.025 ***
Commitment	0.050 ***
Mentor as Special Adult	0.019 ***
Pressure	0.010 **
Match Dosage	0.019 ***

Outcomes	Std. Coef.
<b>Intermediate Outcomes</b>	
Youth Now Receiving Needed Services	0.009 ***
Special Adult	0.011 ***
Problem Solving	0.006 ***
Community Service	0.006 ***
Mentor Helped Develop Interests or Talents	0.017 ***
<b>Distal Youth Outcomes</b>	
Person Offenses: Onset	-0.001
Conduct Problems (Parent Report)	-0.001 **
In- or Out-of-School Suspension	-0.002 ***
Conflict Management	0.006 ***
Self-Reported Grades	0.000
Depressive Symptoms	-0.003 ***
Self-Worth	0.004 ***
Positive Parent Relationship	0.005 ***

# Conclusions

- Random assignment to receive mentoring with MEDP enhancements did not have statistically significant direct positive or negative effect on mentoring relationship quality or youth outcomes
- There were overall significant differences in the amounts of general training for mentors and in the amount of support enhancement mentors received compared to non-enhancement mentors.
- There was, however, no indication that EG mentors took on significantly different role with regards to advocacy and teaching.

# Conclusions

- EG mentors received higher levels of training and support
- Receiving higher levels of training and support was associated with improvements in match relationships and youth outcomes.
- Mentors with backgrounds as helping professionals accentuated the improvements when they were exposed to the enhancements

# Implications for Practitioners

- There is potential value in targeted training
- Getting volunteer mentors to attend post-match trainings is still one of the biggest challenges to implementing enhanced practices
- Consider incorporating into prematch training and then providing boosters (maybe during mentor support contacts)
- Collaboratives, when done well, offer many advantages
- Staffing levels (including turnover) seem key



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THANK YOU

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MAKING  
RESEARCH  
RELEVANT

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# Next Steps

- Look for link to the recording and slides next week
- Download the full MEDP Evaluation Report here:  
<https://www.ncjrs.gov/pdffiles1/ojjdp/grants/252167.pdf>
- Check out the series of blog posts we are running on the NMRC site authored by MEDP grantees
- And remember, you can request free technical assistance to implement your own enhancements through the NMRC

