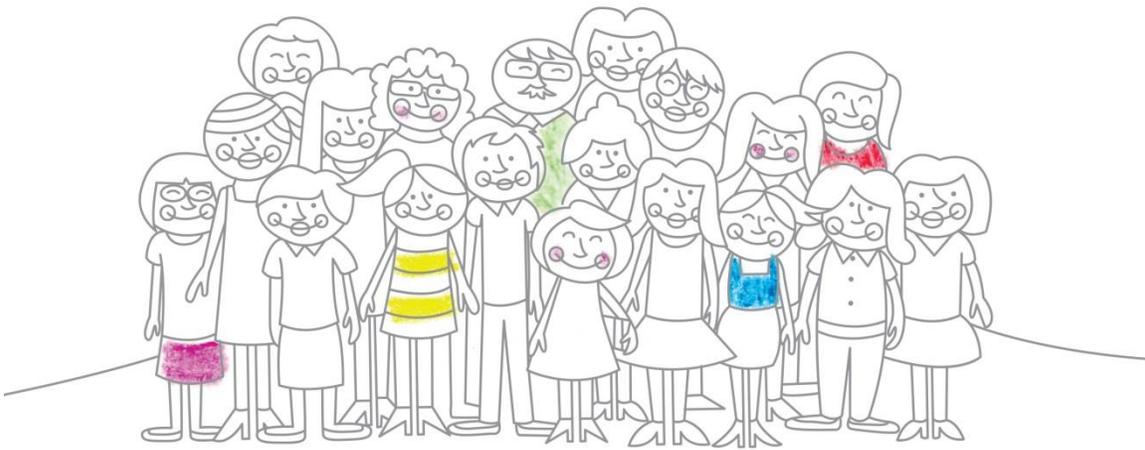




**TEEN MENTORING**  
**BOYS AND GIRLS CLUBS BIG BROTHERS BIG SISTERS OF EDMONTON AND AREA**  
**SITE PRACTICES**



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Prepared for the Alberta Mentoring Partnership and  
Boys and Girls Clubs Big Brothers Big Sisters of Edmonton and Area



## BACKGROUND

The Alberta Centre for Child, Family and Community Research (the Centre) was established to support and disseminate research knowledge and evidence on policy issues related to improving the well-being and health of children and youth. The Centre is seen as an innovative leader in the development and dissemination of policy relevant evidence.

The Alberta Mentoring Partnership and Boys and Girls Clubs Big Brothers Big Sisters of Edmonton and Area (BGCBigs) engaged the Centre to examine the current state of BGCBigs' teen mentoring program, Teen Bigs. The first piece of this work was an annotated bibliography (Hundert & Vandenberghe, 2015). The current document compares practices at the 23 sites that are part of BGCBigs teen mentoring program to the emerging, promising and leading practices identified in the bibliography.

## RECOMMENDED CITATION

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## KEYWORDS

adolescent, cross age, developmental, mentor, peer, peer to peer, practice, school, teen

## SUMMARY OF FINDINGS

### INTRODUCTION

This report focuses on the practices at each of the 23 sites that are part of BGCBigs teen mentoring program.

### METHODS

Focus groups, interviews and surveys were conducted with BGCBigs Supervisors, BGCBigs Community Program Facilitators (CPFs) and School Liaisons (school staff assigned to the program) about site practices. These were compared to the emerging, promising and leading practices that were identified in the previous annotated bibliography (Hundert & Vandenberghe, 2015) as well as the BGCBigs teen mentoring logic model. As a reminder, **emerging practices** are those that have been implemented in one setting and personal accounts, observations or evaluation work suggests a positive impact. **Promising practices** are those that have been implemented in at least one setting outside of the original and there is preliminary evidence of the positive impact of the practice. **Leading practices** have been implemented in a variety of settings outside of the original and there is high quality evidence that consistently shows that the practice demonstrates a positive impact.

### RESULTS

The number of emerging, promising and leading practices being met at each site ranged from a low of 8 to a high of 13, out of a total of 14 practices.

Recruitment	Met Criteria	Did Not Meet Criteria	Missing Data
<b>Emerging Practices</b>			
<b>Different Schools:</b> Larger effects are found when the teen mentor and their mentee are from different schools.	18 (78%)	5 (22%)	-
<b>Two Year Age Difference:</b> Research is beginning to show better results when mentors are at least two years older, or approximately one Grade above, their mentees.	22 (96%)	1 (4%)	-
<b>High School Mentors:</b> Some studies show that high school mentors (Grades 10 to 12) benefit more, and are better at, mentoring others.	12 (52%)	11 (48%)	-
<b>Individual Mentee Referral:</b> Some early studies show that it is more helpful if mentees are chosen to take part in the mentoring program individually based on their needs.	17 (74%)	6 (26%)	-
<b>Promising Practice</b>			
<b>Voluntary Mentors:</b> Growing research shows it is more helpful to mentees if mentors are volunteering for the program and do not receive anything in exchange for their time.	10 (43%)	13 (57%)	-

Meeting Structure	Met Criteria	Did Not Meet Criteria	Missing Data
<b>Emerging Practices</b>			
<b>Meet in Separate Space:</b> When matches meet in the same room pairs should be spaced out as much as possible so that they can focus on each other and not be distracted.	6 (26%)	14 (61%)	3 (13%)
<b>Match Carry Over*:</b> Mentoring pairs should stay together from one school year to the next whenever it is possible.	16 (70%)	6 (26%)	1 (4%)
<b>Promising Practices</b>			
<b>Mentor Mentee Ratio (One to One):</b> Until we have a better understanding of the effects of teen mentors and mentees meeting together in a group, one mentor should be matched with just one mentee.	17 (74%)	6 (26%)	-
<b>Activities (Relationship Focus)*:</b> Studies are starting to show that it is more helpful for mentors and their mentees to build a relationship with each other and to receive the benefits of mentoring if they take part in activities that are focused on their relationship.	19 (83%)	3 (13%)	1 (4%)
<b>Leading Practices</b>			
<b>Meeting Frequency (Weekly)*:</b> The results of mentoring studies show that it is important for matches to meet at least every week, to be able to bond with each other.	19 (83%)	3 (13%)	1 (4%)
<b>Session Length (One Hour)*:</b> Mentors and mentees will have the best opportunity to grow their relationship by making sure they get together each week for at least an hour.	18 (78%)	4 (17%)	1 (4%)
<b>Match Length (One Year)*:</b> Having pairs meet for a whole school year is the best way to make sure that they form a good relationship with each other and that they get the most out of mentoring.	17 (74%)	6 (26%)	-

\* identified in the BGCBig's teen mentoring logic model

Monitoring and Support	Met Criteria	Did Not Meet Criteria	Missing Data
<b>Leading Practices</b>			
<b>Monitoring*:</b> Mentors and mentees can benefit when program staff makes sure that they are attending the program regularly and that they are focusing on their mentor or mentee when they are meeting.	22 (96%)	-	1 (4%)
<b>Support*:</b> Studies have shown that mentors and mentees get more out the mentoring program when they receive support. This can be done by checking in with them about how they are doing with their partner and giving them ideas about how to solve problems or what activities they can do with each other.	20 (87%)	-	3 (13%)

\* identified in the BGCBig's teen mentoring logic model

## **DISCUSSION**

Within the BGCBigs teen mentoring program there was consistent use of some practices, such as a two year age difference between mentors and mentees and the provision of monitoring and support to match pairs. For other practices there was more diversity across the city and region. These included individual versus class mentee referral, the use of voluntary or mandatory mentors and matches lasting one semester versus one academic year.

It is recommended that BGCBigs choose which of the above practices, and perhaps others not listed, that are most important to their organization. This would assist in deciding which practices they would like to hold firm on in their partnerships with mentor and mentee schools. They can also determine which practices they will be flexible to accommodating schools on and to what extent.

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## 1.0 INTRODUCTION

The Alberta Mentoring Partnership and Boys and Girls Clubs Big Brothers Big Sisters of Edmonton and Area (BGCBigs) engaged the Alberta Centre for Child, Family and Community Research (the Centre) to examine the current state of the BGCBigs’ teen mentoring program, Teen Bigs. The first piece of this work consisted of an annotated bibliography on the academic and grey literature on teen mentoring (Hundert & Vandenberghe, 2015).

The bibliography assisted in identifying some key program practices related to teen mentoring. As a reminder, program practices include all of the processes used systematically by a mentoring organization to establish and support matches (DuBois, 2007). Program practices can be characterized as being leading, promising or emerging (Health Council of Canada, 2013). **Leading practices** are those that have been implemented in a variety of settings outside of the original setting. Additionally there is high quality evidence that consistently shows that the practice demonstrates a positive impact. **Promising practices** are those that have been implemented in at least one setting outside of the original and there is preliminary evidence of the positive impact of the practice. Finally, **emerging practices** are those that have been implemented in one setting and personal accounts, observations or evaluation work suggests a positive impact. Practices that are promising and emerging may become leading as information about their effectiveness grows over time. As the academic research literature around teen mentoring is an emerging field, most practices related to these programs can be identified as promising or emerging.

The bibliography identified the following emerging, promising and leading practices related to teen mentoring. For a detailed explanation of each of these practices please see Hundert and Vandenberghe (2015). The bibliography also provides some strategies for programs that are unable to meet certain criteria, for example if mandatory as opposed to voluntary mentors are recruited to a mentoring program.

Emerging Practices	Promising Practices	Leading Practices
<ul style="list-style-type: none"> <li>• Different Schools</li> <li>• Two Year Age Difference</li> <li>• High School Mentors</li> <li>• Individual Mentee Referral</li> <li>• Meet in Separate Space</li> <li>• Match Carry Over</li> </ul>	<ul style="list-style-type: none"> <li>• Voluntary Mentors</li> <li>• Mentor Mentee Ratio: One to One</li> <li>• Activities: Relationship Focus</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting Frequency: Weekly</li> <li>• Session Length: One Hour</li> <li>• Match Length: One School Year</li> <li>• Monitoring</li> <li>• Support</li> </ul>

## 2.0 METHODS

As Craig, Gregus, Rivera and Cavell (2013) note there is “wide variability” among the BGCBigs programs in different schools within and outside of the city of Edmonton (p. 11). As such there was a desire to compare the practices within each school to the practices identified in the teen mentoring bibliography, as well as the BGCBigs teen mentoring logic model. For a detailed description on how information on site practices was collected, please see Appendix 1.

### 3.0 RESULTS

Practice information at each of the sites was compared to the findings from the annotated bibliography, as well as the BGCBig's teen mentoring logic model. A copy of the logic model can be found in Appendix 7. An overall summary as to whether site programs met practice criteria appears in Appendix 2.

The number of emerging, promising and leading practices being met ranged from a low of 8 to a high of 13, out of a total of 14 practices. For each practice below, the number of site pairs that followed or did not follow that practice, as well as the number of site pairs for which there was missing information is provided. Please note that percentages may not add up exactly to 100% due to rounding.

#### **Recruitment**

##### *Different Schools (Emerging Practice)*

When mentors and mentees are from different schools, this provides additional benefits to the mentee, especially if a target program outcome is the facilitated transition across schools for mentees. As noted in the bibliography, many rural schools will not be able to meet this criterion. This is due to the fact that many rural schools are Kindergarten to Grade 12 or the junior high grades (Grades 6 to 9) are absorbed into either the elementary or high school. When this happens programs can provide extra support to mentors and mentees around boundaries. An example of extra support might be providing advice for how a mentor should handle an unexpected meeting with their mentee at a neighbour's house.

A total of 18 (78%) sites met this criterion, 5 (22%) did not as they were rural schools.

##### *Two Year Age Difference (Emerging Practice)*

Researchers recommend a two year age difference, or approximately one Grade level gap, between a mentor and mentee. This is in the hopes that older mentors will have accrued more experiences and maturity than their mentee. A total of 22 (96%) sites met this criterion and for 1 (4%) school, the age ranges of the mentors and mentees overlapped.

##### *High School Mentor (Emerging Practice)*

Preliminary research has suggested high school (Grades 10 to 12) mentors may benefit more from the mentoring experience and be more effective mentors to their mentees. As noted in the bibliography, if middle school or junior high mentors are to be used, they may need additional monitoring and support in their matches. A total of 12 (52%) site pairs used high school mentors and 11 (48%) used middle school or junior high mentors.

##### *Individual Mentee Referral (Emerging Practice)*

An emerging practice is to refer mentees to teen mentoring programs on an individual basis as opposed to sending entire classes to be mentored. A total of 17 (74%) BGCBig's site pairs referred mentees based on individual criteria and 6 (26%) had entire classes participate in mentoring.

*Voluntary Mentors (Promising Practice)*

Teen mentors often receive school credit or community service hours for their time in teen mentoring programs, either as part of an optional or required class. Mentors who receive these benefits are called mandatory as opposed to voluntary mentors. It is a promising practice to use voluntary as opposed to mandatory mentors. Further research needs to be conducted on the reason for this finding. For example, future research could examine the following hypothesis:

Types of Mentors	Mentee Benefits	
<b>Voluntary Mentors:</b> Mentors that do not receive anything in exchange for their time.	Best	Diminishing benefits for mentees? 
<b>Optional-Mandatory Mentors:</b> Mentors who choose to take an optional course that involves mentoring and they receive school credit or community service hours in exchange for their time.	Moderate	
<b>Mandatory-Mandatory Mentors:</b> Mentors who are required to take a course that involves mentoring and they receive school credit or community service hours in exchange for their time.	Least	

Until such evidence is gathered on this question, if a program chooses to use mandatory mentors, it is recommended to make credits or hours earned contingent on commitment to the full length of the program and consistent attendance to match meetings (Herrera, Kauh, Cooney, Grossman & McMaken, 2008).

A total of 10 (43%) site pairs had voluntary mentors and 13 (57%) used mandatory mentors. Of those that used mandatory mentors, 4 were optional classes taken by students and 7 were required classes. In most of the cases, the classes were a requirement of the International Baccalaureate (IB) program at the school as opposed to a requirement of the school in general. For 2 of the schools, there was insufficient information to categorize them as an optional or required course.

**Meeting Structure**

*Meet in Separate Space (Emerging Practice)*

As meeting in a shared space with other mentoring pairs can cause distractions for teen mentors, an emerging practice is to have pairs meet in separate spaces or to distance pairs as much as possible in a shared space. There were 14 (61%) schools that shared that mentors and mentees meet in a common room (e.g., library, classroom) and did not provide information if pairs are spaced out within the room. There were 6 (26%) schools that noted the mentoring meeting area and their efforts to space out pairs and 3 (13%) schools where we did not have information on where mentoring pairs met for their meetings. It is interesting to note that one school commented on their policy being that matches must be monitored at all times, so they must meet in a common room. As such, distancing pairs as much as possible and monitoring pairs to ensure mentors are focusing on their mentee may be the recommended practice for risk management reasons.

#### *Match Carry Over (Emerging Practice)*

Mentoring researchers encourage mentoring matches to continue for as long as possible. This is also reflected in the BGCBig's teen mentoring logic model, noting that with matches "the longer the match the better". This could be interpreted as supporting matches carrying on to subsequent academic years. Although many (16; 70%) sites acknowledged that matches could carry over to the next year, they noted that this does not happen often. Six (26%) programs stated that matches do not carry over; often this was because mentors were moving onto high school or college/university the subsequent year. For 1 (4%) site pair we did not have information on their capacity to carry over matches.

#### *Mentor Mentee Ratio: One to One (Promising Practice)*

As there is a lack of research on the outcomes of group mentoring, especially in the teen mentoring context, having a one mentor to one mentee ratio is recommended as a promising practice. There were 17 (74%) sites with a 1:1 ratio and 6 (26%) used group mentoring.

#### *Activities: Relationship Focus (Promising Practice)*

Another promising practice is to have the activities during match meetings focused on relationships and child-centered as opposed to exclusively on academics. Also, the BGCBig's logic model specifies that match activities should be "chosen by the mentee" and "working towards goals". Most of the sites 19 (83%) noted that they follow the 20/20/20 model for match meetings, meaning 20 minutes is spent on catching up with each other, followed by 20 minutes of reading or homework and 20 minutes of free play. Programs addressed the time spent on academics differently. Some examples of activities are games that incorporate academics, like cooking classes or projects where pairs plan an imaginary birthday party. Three (13%) sites noted that the meeting times focused more on academics and we did not have information on their meeting activities for 1 (4%) site pair.

#### *Meeting Frequency: Weekly (Leading Practice)*

Match meetings occurring weekly is a leading practice from the general mentoring research literature. Additionally, the BGCBig's logic model specifies that match meetings should occur once a week. There were 19 (83%) site pairs where matches meet on a weekly basis and 3 (13%) sites where meetings occur bi-weekly. Finally, there was 1 (4%) site where we did not have information on the frequency of match meetings.

#### *Session Length: One Hour (Leading Practice)*

Similar to meeting frequency, the leading practice of meeting sessions taking at least one hour comes from the general mentoring literature. This practice is also stated in the BGCBig's logic model. Session lengths ranged from a low of 30 minutes to a high of 90 minutes across programs, with 18 (78%) programs meeting for 1 hour or more. There were 4 (17%) site pairs that met for 40 minutes or less and 1 (4%) site pair where we did not have information on the session length.

#### *Match Length: School Year (Leading Practice)*

General mentoring research recommends that mentoring matches meet for one year, or in this case one school year. The BGCBig's teen mentoring logic model similarly specifies that matches should fulfill a school year commitment to each other. Seventeen (74%) site pairs met for the full academic year and 6 (26%) were limited to a semester.

For some sites where there were mandatory mentors participating in the program as part of a class, CPFs or staff noted that sometimes mentors join midpoint for one semester. They also commented that they see less impact of the program for the mentee when this occurs.

### **Monitoring and Support**

Researchers note that the more monitoring and support provided to mentoring matches, the more benefits there are for participants. The BGCBigs logic model also adds that matches should receive a “balance of structure and support”.

#### *Monitoring (Leading Practice)*

Providing monitoring to teen mentoring pairs in the form of direct supervision and tracking documents is a leading practice. Most (22; 96%) programs noted that BGCBigs and school liaison staff shared monitoring duties for the program. Several also noted that the school liaison or the BGCBigs CPF takes attendance and some programs require that mentors and/or mentees keep reflective journals of their experience. For 1 (4%) site pair, we did not have information on their monitoring practices.

#### *Support (Leading Practice)*

Mentoring supports can include orientations, training, a curriculum and meetings with program staff. Many (20; 87%) site pairs noted the training and support provided by the BGCBigs CPFs. This included on site informal check ins with pairs as well as the formal interviews with mentors and mentees that occur at the beginning, middle and end of the school year. For 3 (13%) of the site pairs we did not have information on their supports.

## **4.0 DISCUSSION**

Within the BGCBigs teen mentoring program there was consistent use of some practices, such as a two year age difference between mentors and mentees and the provision of monitoring and support to match pairs. For other practices there was more diversity across the city and region. These included individual versus class mentee referral, the use of voluntary or mandatory mentors and matches lasting one semester versus one academic year.

It is recommended that BGCBigs choose which of the above practices, and perhaps others not listed, that are most important to their organization. This would assist in deciding which practices they would like to hold firm on in their partnerships with mentor and mentee schools. They can also determine which practices they will be flexible to accommodating schools on and to what extent. To assist BGCBigs in their discussions we have developed a set of key messages in Appendix 8 that could be used to share the evidence around teen mentoring practices with site partners.

## 5.0 REFERENCES

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## 6.0 APPENDIX 1 METHODOLOGY

BGCBigs Supervisors, BGCBigs Community Program Facilitators (CPFs) and School Liaisons (school staff assigned to the program) in each of the schools were contacted. Participants were invited to a focus group (for BGCBigs CPFs), interview (in person or by phone; for BGCBigs Supervisors and School Liaisons) or an online survey (for School Liaisons) in the Spring and Summer of 2015. Two focus groups were facilitated by two research assistants from the Centre and the interviews were conducted by one of the Centre's research assistants. The focus group question guide for BGCBigs CPFs can be found in Appendix 3. The interview guide for school liaisons is in Appendix 4. Only a subset of the focus group and interview questions focused on program practices. Five CPFs participated in the May 8 and four joined the May 11, 2015 focus group. One BGCBigs supervisor, 7 School Liaisons and 1 school staff member took part in interviews about their teen mentoring sites. For those school liaisons unable to participate in an interview, a series of program practice questions were added to the end of the year survey used by regularly by BGCBigs. A copy of the teen mentor school survey can be found in Appendix 5, while the mentee school survey is in Appendix 6. Five teen mentor schools and 13 mentee schools responded to the survey with practice information. Overall at least one data source provided feedback on their site practices through participation in a focus group, interview or survey for each of the 23 mentor/mentee school pairs participating in the BGCBigs Teen Bigs program.

**7.0 APPENDIX 2 PRACTICE INFORMATION**

School Pairs (Mentor School – Mentee School)	Recruitment (E = Emerging; P = Promising; L = Leading)					Meeting Structure (E = Emerging; P = Promising; L = Leading)							Monitoring (L)	Support (L)	Additional Details
	Different School (E)	Two Year Age Difference (E)	High School Mentor (E)	Individual Mentee Referral (E)	Voluntary Mentor (P)	Meeting Space (E)	Carry Over (E)	Ratio 1:1 (P)	Activities (P)	Frequency (L)	Length (L)	Match Length (L)			
<b>Mentor School 1 – Mentee School 1</b>					Advisory class	Mentor room/library	No				50-60 min				Could spread out in the mentor room or library.
<b>Mentor School 2 – Mentee School 2</b>					Religion community service hours	Library					45-50 min				Cooking lessons to teach life skill.
<b>Mentor School 3 – Mentee School 3</b>					Humanities 10 IB		No	3:1; 3:2	Homework		45 min	Semester			-
<b>Mentor School 4 – Mentee School 4</b>					Humanities 10 IB		No	3:1; 3:2	Homework		45 min	Semester			-
<b>Mentor School 5 – Mentee School 5</b>	Rural				Gr 8 Class	Library, classroom & outside	No	Large group			1 hr				-
<b>Mentor School 6 – Mentee School 6</b>						Resource room				Bi-weekly	50 min				Reading, writing, math in game form.
<b>Mentor School 7 – Mentee School 7</b>				Class	Leadership option class	2 Classrooms	No				1 hr				-
<b>Mentor School 8 – Mentee School 8</b>	Rural	Mentor: 12-14 Mentee: 11-13				Library				Bi-weekly	45 min				-
<b>Mentor School 9 – Mentee School 9</b>						Large areas across school					1 hr	Semester			Birthday party planning to address academic
<b>Mentor School 10 – Mentee School 10</b>				Class		Large areas across school					1 hr	Semester			Birthday party planning to address academic
<b>Mentor School 11 – Mentee School 11</b>	Rural				Option class	One area					60-90 min	Semester			Hoping to change match length next year to 1 yr.
<b>Mentor School 12 – Mentee School 12</b>					Can count to service hours	Library/gym					1 hr				Only 3 students claimed service hours in the past year.; After school
<b>Mentor School 13 – Mentee School 13</b>						Library/gym						Semester			-

<b>Legend:</b>	Meets Criteria	Does Not Meet Criteria	Unknown
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School Pairs (Mentor School – Mentee School)	Recruitment (E = Emerging; P = Promising; L = Leading)					Meeting Structure (E = Emerging; P = Promising; L = Leading)							Monitoring (L)	Support (L)	Additional Details
	Different School (E)	Two Year Age Difference (E)	High School Mentor (E)	Individual Mentee Referral (E)	Voluntary Mentor (P)	Meeting Space (E)	Carry Over (E)	Ratio 1:1 (P)	Activities (P)	Frequency (L)	Length (L)	Match Length (L)			
Mentor School 14 – Mentee School 14					CTS TEAM Leadership	Spacious Drama Room					30 min – 1 hr				-
Mentor School 15 – Mentee School 15					CTS TEAM Leadership	Smaller Drama Room					50 min				-
Mentor School 16 – Mentee School 16	Rural					Drama Room				Bi-weekly	1 hr				-
Mentor School 17 – Mentee School 17				Class	CAS class IB program	One area		1:2			1 hr				Some mentors join in 2 <sup>nd</sup> semester, limited impact.
Mentor School 18 – Mentee School 18				Class	CAS class IB program	One area		1:2			1 hr				Some mentors join in 2 <sup>nd</sup> semester, limited impact.
Mentor School 19 – Mentee School 19				Class	CAS / Leadership IB program	Library					30 min – 1 hr				-
Mentor School 20 – Mentee School 20				Class	Required Leadership class	Classroom	No		Academic		25-30 min				-
Mentor School 21 – Mentee School 21											45 min – 1 hr				-
Mentor School 22 – Mentee School 22						Library, good amount of space					45 min – 1 hr				-
Mentor School 23 – Mentee School 23	Rural					One area		Group			40 min				-
<b># Met Criteria</b>	<b>18 (78%)</b>	<b>22 (96%)</b>	<b>12 (52%)</b>	<b>17 (74%)</b>	10 (43%)	6 (26%)	<b>16 (70%)</b>	<b>17 (74%)</b>	<b>19 (83%)</b>	<b>19 (83%)</b>	<b>18 (78%)</b>	<b>17 (74%)</b>	<b>22 (96%)</b>	<b>20 (87%)</b>	
<b># Did Not Meet Criteria</b>	5 (22%)	1 (4%)	11 (48%)	6 (26%)	<b>13 (57%)</b>	<b>14 (61%)</b>	6 (26%)	6 (26%)	3 (13%)	3 (13%)	4 (17%)	6 (26%)	0 (0%)	0 (0%)	
<b># Unknown</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (13%)	1 (4%)	0 (0%)	1 (4%)	1 (4%)	1 (4%)	0 (0%)	1 (4%)	3 (13%)	
<b>Legend:</b>	Meets Criteria	Does Not Meet Criteria	Unknown												

## 8.0 APPENDIX 3 FOCUS GROUP GUIDE: BGCBig CPFS

### Boys and Girls Clubs Big Brothers Big Sisters of Edmonton and Area Community Program Facilitator Teen Mentoring Interview Guide

Preamble: The Alberta Centre for Child, Family, and Community Research (ACCFCR) is assisting the Boys and Girls Clubs Big Brothers Big Sisters of Edmonton and Area in evaluating their teen and corporate mentoring programs.

**For this first question please mention which school you are representing.**

1. Describe your role and work within the teen mentoring programs.
  - a. How, if at all, has the work has changed throughout the development of the teen mentoring program?
2. How is teen mentoring different from regular mentoring (e.g., one adult paired with one child meeting in school or on the weekends)?

**The following question is going to ask what happens in the teen mentoring program. This is where we want to capture how you are delivering your program at your school. So before you give your answer for each part please indicate which school you are representing.**

3. Please describe what happens in the teen mentoring program (validate with table).
  - a. Probe:
    - i. Recruitment
      1. How are mentors recruited?
        - a. Are teen mentors recruited from the same or different schools than their mentees?
        - b. What is the average age of your mentors?
        - c. Are teen mentors recruited from junior or high schools?
        - d. What are some of the reasons teen mentors give for volunteering for the program?
      2. How are mentees referred to the program (individually based on need or a group basis)?
        - a. What is the average age of mentees participating in the program?
    - ii. Screening
      1. How are mentors screened?
      2. How are mentees screened?
    - iii. Matching
      1. On what criteria are matches made (e.g., gender, culture, shared interests)?
    - iv. Training
      1. Is training is provided to mentors? (pre-match, ongoing)
        - a. If yes, what topics are covered in the training provided?
      2. Is training is provided to mentees?
        - a. If yes, what topics are covered in the training provided?

- v. Meeting Structure
  - 1. What is the meeting format? (one on one matches, group mentoring)
  - 2. What is the meeting setting?
    - a. Matches meet in separate rooms, matches meet in a shared room
    - b. Matches meet at the school, at a site in the community
  - 3. What activities do the matches participate in? (homework, games, sports)
  - 4. How often do pairs meet? (weekly, biweekly)
  - 5. How long do pairs meet?
    - a. How long are the sessions themselves? (1 hour, 2 hours)
    - b. How long do they meet? (for the school year, for a semester)
      - i. Do matches carry over to the subsequent academic year?
  - 6. Is a curriculum used? If yes, which curriculum is used?
  - 7. Do mentors receive compensation for their time? (e.g., community service hours, class credit)
- vi. Monitoring and Support
  - 1. Are the matches monitored? If yes, how? (e.g., log sheets, attendance, use of reflective journals)
  - 2. What kind of supports are provided to matches? (e.g., meetings with program staff, email check ins with mentors and mentees)
- vii. Closure
  - 1. When matches come to a close, how are these expected or unexpected closures handled by the program?
  - 2. When a match ends are those individuals re-matched?

-----BREAK-----

- 4. What differences, if any, do you see in mentees and/or mentors after having participated in the teen mentoring program?
  - a. Do you have stories or examples that speak to these changes?
  - b. If you have noticed differences, what is it about the mentoring programs that you think makes a difference?
- 5. What, if anything, do you think you might do next year to build upon this year's learnings?
- 6. Is there anything else you'd like to share?

## 9.0 APPENDIX 4 INTERVIEW GUIDE: SCHOOL LIAISONS

### Boys and Girls Clubs Big Brothers Big Sisters of Edmonton and Area School Liaison Teen Mentoring: Interview Guide

Preamble: The Alberta Centre for Child, Family, and Community Research (ACCFCR) is assisting the Boys and Girls Clubs Big Brothers Big Sisters of Edmonton and Area in evaluating their teen and corporate mentoring programs.

1. *What is your school population?*

*High School*

*Junior High*

*Elementary*

1. Describe your role and work within the teen mentoring program.
  - a. What is the role of the high school/high school liaison throughout the year within the mentoring program?
  - b. How long has this school been participating in the program?
  - c. How, if at all, has the work has changed throughout the development of the teen mentoring program?
2. How is teen mentoring different from regular mentoring (e.g., one adult paired with one child meeting in school or on the weekends)?
3. Please describe what happens in the teen mentoring program (validate with table).
  - a. Probe:
    - i. Recruitment
      1. How are mentors recruited?
        - a. Are teen mentors recruited from the same or different schools than their mentees?
        - b. What is the average age of your mentors?
        - c. Are teen mentors recruited from junior or high schools?
        - d. What are some of the reasons teen mentors give for volunteering for the program?
      2. How are mentees referred to the program (individually based on need or a group basis)?
        - a. What is the average age of mentees participating in the program?
    - ii. Screening
      1. How are mentors screened?
      2. How are mentees screened?
    - iii. Matching
      1. On what criteria are matches made (e.g., gender, culture, shared interests)?
    - iv. Training
      1. Is training is provided to mentors? (pre-match, ongoing)
        - a. If yes, what topics are covered in the training provided?
      2. Is training is provided to mentees?
        - a. If yes, what topics are covered in the training provided?

v. Meeting Structure

1. What is the meeting format? (one on one matches, group mentoring)
2. What is the meeting setting?
  - a. Matches meet in separate rooms, matches meet in a shared room
  - b. Matches meet at the school, at a site in the community
3. What activities do the matches participate in? (homework, games, sports)
4. How often do pairs meet? (weekly, biweekly)
5. How long do pairs meet?
  - a. How long are the sessions themselves? (1 hour, 2 hours)
  - b. What time of day are the mentors scheduled to meet with their mentees?
    - Before school
    - During school hours
    - During the lunch hour
    - After school
  - c. How long do they meet? (for the school year, for a semester)
  - d. Are there barriers that impact this expected schedule?
    - i. Do matches carry over to the subsequent academic year?
6. Is a curriculum used? If yes, which curriculum is used?
7. Do mentors receive compensation for their time? (e.g., community service hours, class credit)

vi. Monitoring and Support

1. Are the matches monitored? If yes, how? (e.g., log sheets, attendance, use of reflective journals)
2. What kind of supports are provided to matches? (e.g., meetings with program staff, email check ins with mentors and mentees)

vii. Closure

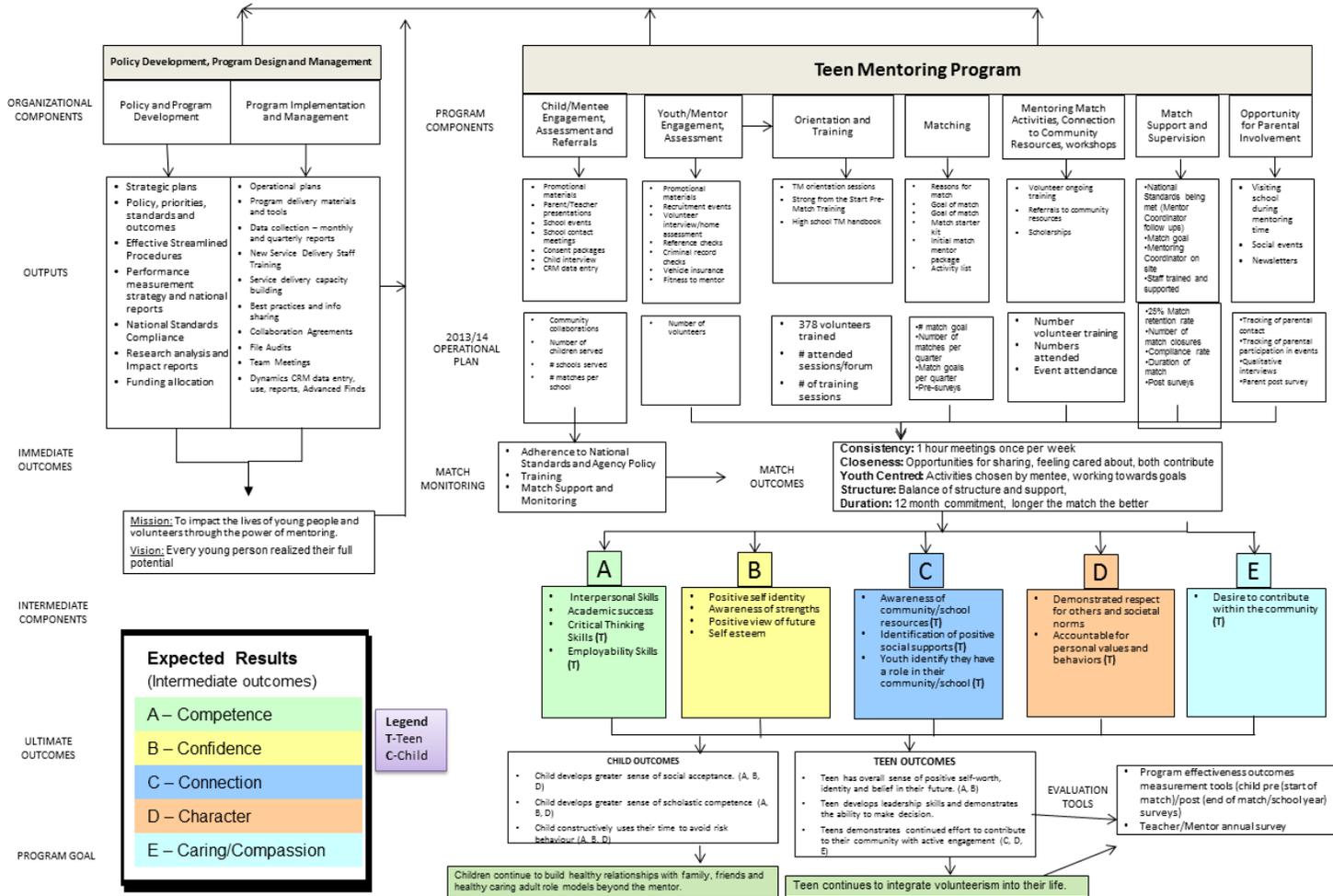
1. When matches come to a close, how are these expected or unexpected closures handled by the program?
2. When a match ends are those individuals re-matched?
4. How did the mentoring program impact or affect your schedule or routine at the school?
5. What do you understand to be the role of the BGCBigs staff member to this program?
6. What differences, if any, do you see in mentees and/or mentors after having participated in the teen mentoring program?
  - a. Do you have stories or examples that speak to these changes?
  - b. If you have noticed differences, what is it about the mentoring programs that you think makes a difference?
7. What differences, if any, do you see in the school community and/or staff because of the teen mentoring program?
8. What, if anything, do you think you might do next year to build upon this year's learnings?
9. Please share comments that will further enhance and influence the development and implementation of the teen mentoring program (strengths and weaknesses, suggestions for change, etc).

## 10.0 APPENDIX 5 SURVEY: TEEN MENTOR SCHOOL LIAISONS

## 11.0 APPENDIX 6 SURVEY: MENTEE SCHOOL LIAISONS

12.0 APPENDIX 7 BGCBigS TEEN MENTORING LOGIC MODEL

BGCBIGS & BBBS Shared Impact: Teen Mentoring Logic Model 2013



### 13.0 APPENDIX 8 KEY MESSAGES FOR DISCUSSIONS WITH SITE PARTNERS

	Practice	Key Messages
Recruitment	<b>Different Schools (Emerging)</b>	Early research shows that when mentors and their mentees are from different schools there are added benefits for both students.
		<b>Rural Schools:</b> As the mentors and mentees are from the same school we will need to give extra support to students on the boundaries of their roles.
	<b>Two Year Age Difference (Emerging)</b>	Research is beginning to show better results when mentors are at least two years older, or approximately one Grade level gap, than their mentees. This can give mentors extra time to gain more maturity and experiences that they can share with their mentee. When matching let's make sure there is at least a two year gap in age between mentors and mentees.
	<b>High School Mentor (Emerging)</b>	Some studies show that older mentors (Grades 10 - 12) benefit more and are better at mentoring others because they are more mature and can share more experiences with their mentees.
		<b>Middle or Junior High Schools:</b> As our mentors are younger we will provide, and we ask you to provide, extra support and keep an eye out for mentors that need help with their mentees.
	<b>Individual Mentee Referral (Emerging)</b>	Some early studies show that it is more helpful if mentees are chosen to take part in the mentoring program individually based on their needs.
<b>Voluntary Mentor (Promising)</b>	Growing research shows it is more helpful to mentees if mentors are volunteers and do not receive anything in exchange for their time.	
	<b>Mandatory Mentor Schools:</b> If mentors will get credits or service hours for taking part in the program, let us agree that they can only get credit if they agree to take part in the program for its full length and that they keep up good attendance.	
Meeting Structure	<b>Meeting in Separate Space (Emerging)</b>	It can be hard to focus on another person in a room full of others. When matches meet in the same room let's try to space them out as much as possible so that they can focus on each other and not be distracted.
	<b>Match Carry Over (Emerging)</b>	Research shows that the longer mentoring pairs can stay together the more benefits for both of them. When possible let's try to make sure that pairs stay together from one school year to the next.
	<b>Mentor Mentee Ratio (One to One; Promising)</b>	As we do not know the benefits of mentors and mentees who meet together in a group, let's make sure that one mentor is matched with just one mentee.
	<b>Activities (Promising)</b>	Studies are starting to show that it is more helpful for mentors and their mentees to build a relationship with each other and to receive the benefits of mentoring if they take part in activities that are focused on the relationship instead of focused only on school. Pairs can still learn in fun ways like literacy or math games, reading and cooking together.
	<b>Meeting Frequency (Leading)</b>	The results of mentoring studies show that it is important for matches to meet at least every week, to be able to bond with each other.
	<b>Session Length (Leading)</b>	It takes time to build a relationship with another person. Let's give mentors and mentees the best opportunity to grow a relationship by making sure they get together each week for at least an hour.
	<b>Match Length (Leading)</b>	Studies show that it takes time for mentors and their mentees to get to know one another. Having pairs meet for a whole school year is the best way to make sure that they form a good relationship with each other and that they get the most out of mentoring.

<b>Monitoring &amp; Support</b>	<b>Monitoring (Leading)</b>	We can help the mentors and mentees in the program by making sure that they are attending the program regularly and that they are focusing on their mentor or mentee when they are here.
	<b>Support (Leading)</b>	Studies have shown that mentors and mentees get more out the mentoring program when they receive support. We can do this by checking in with them about how they are doing with their partner and giving them ideas about how to solve problems or what activities they can do with each other.