



Alberta Mentoring Partnership

Children and Youth in Care & Mentoring Pilot Sites

Evaluation Plan

REVISED SEPTEMBER 24th 2015 v.2



Table of Contents

1.	Background and Introduction.....	3
2.	Evaluation Governance.....	4
2.1	Purpose of the Evaluation	4
2.2	Scope for the Evaluation	4
2.3	Evaluation Questions.....	5
2.4	Evaluation Stakeholders.....	7
2.5	Evaluation Management.....	7
2.6	Evaluation Governance Group Membership	7
2.7	Evaluation Governance Group Terms of Reference	8
2.8	Reporting Requirements.....	8
3.	Evaluation Design	9
3.1	Evaluation Questions, Information and Collection	9
3.2	Data Collection Timelines.....	14
4.	Sharing and Dissemination of Findings.....	15
5.	Appendix A: Logic Model.....	16



1. Background and Introduction

On February 19, 2014, the Minister of Human Services hosted a meeting regarding his interest in increasing the number of mentors in the lives of children and youth in care. In response, three established mentoring organizations were asked in Calgary, Edmonton, and Red Deer to come together and help expand mentoring for children and youth in care. Grant funds provided will be used support the meaningful relationships between mentors & vulnerable youth which requires a greater focus on its' development, and extensive match support, utilizing trained staff, for the duration of the relationship. It also requires staff to work collaboratively with existing professional supports, and caregivers. In September 2015, an extension of the pilots with additional funding was granted by the Ministry. The pilot end date is now March 2016.

Target Population

Mentoring programs provided to children and youth in care in Alberta will be ramped up in three agencies to increase the number of children & youth in care with one to one adult mentors. These agencies are partners in the Alberta Mentoring Partnership and currently provide mentoring programs where the largest number of Alberta's children and youth in care live.

1. Big Brothers Big Sisters of Calgary and Area – As of August 2015, BBBSC has 13 active one to one matches. For the period of July 1, 2015 to March 31, 2016, the Agency shall endeavour to serve an additional 31 children and youth. Volunteer recruitment, training and extensive match support as well as referrals from outside agencies and partners will continue to be a focus of growth. This includes solidifying the partnership with Child and Family Services as well as exploring alternate opportunities with business and community partners such as the YMCA, Boys and Girls Club and Youth Justice.
2. Red Deer Youth Volunteer Centre – As of August 2015 RDYVC has 34 one to one and group matches. For the period of July 1, 2015 to March 31, 2016, the Agency will commit to maintaining 34 one to one and group matches. They are committed to maintain this number and if any matches close during this time period, then will recruit new volunteers and children/youth to maintain these numbers. Recruitment efforts will continue to be made through our current corporate campaign partners (Canadian Western Bank and Deer Park Alliance). The Agency will also strengthen relationships with Child and Family Services and work on expanding our corporate partnerships over this time period.
3. Boys and Girls Club Big Brothers Big Sisters of Edmonton and Area – As of August 2015, the Agency has 47 active matches. For the period of July 1, 2015 to March 31, 2016, the Agency and is planning to match an additional 50 youth in care children in one to one matches and 15 youth in a group mentoring program.

AndersonDraper Consulting (the Consultant) has been contracted to conduct the evaluation.



This document outlines a proposed evaluation plan to support the ongoing development, improvement and assessment of the children and youth in care and mentoring pilot sites. The plan provides details around the purpose and scope of the evaluation as well as identifies stakeholders, their roles and reporting requirements. A table with the evaluation questions, essential information and data collection and analysis is presented, followed the program logic model (appendix A).

2. Evaluation Governance

2.1 Purpose of the Evaluation

As the pilot sites will be working in situations of relatively high complexity and in the early stage social innovations, this evaluation will be developmental in nature, with implementation and summative questions embedded. A developmental evaluation has at its core purpose to embed evaluative thinking and activities into organizational life with the objective of generating relevant information for decision making as opportunities arise. The intent is that the evaluator will work closely with the pilot sites to conceptualize and refine evaluative questions and procedures that facilitate a dialogue to support the development process.

The purpose of the evaluation is as follows:

- This evaluation is intended to help us better understand mentoring children and youth in care, the initial achievements and contributions of the pilot sites, and strengthen this work, with the eventual aim of expanding to be provincial in nature.

Overall, the evaluation will help to determine what aspects are working well and why, which are not and why, and offer a regular feedback loop with learning opportunities for pilot sites to make modifications when necessary, learn from each other, and help to guide implementation.

2.2 Scope for the Evaluation

Inclusions	Exclusions
Calgary, Edmonton and Red Deer funded sites	Other parts of the province that are using the materials and learning from the pilot sites will not be a formal part of the evaluation, however they may be included at a later date and/or invited to be part of the discussions.
Mentor training and staff training directly related to mentoring children and youth in care	General and existing training, however this may be included as part of another AMP evaluation
Matches with children and youth in care	Other matches within the agency



2.3 Evaluation Questions

In fulfilling the purpose of the evaluation, the following questions under the themes of “learning” and “outcomes” will be considered:

LEARNING:

- To what extent have the children and youth in care and mentoring principles been used to guide the work of the development of the mentoring programs? What evidence is there that the principles have been operationalized in each of the sites?
- How are each of the mentoring programs described in terms of their philosophy and their theory of change?
- What, if any, aspects of offering mentoring do the sites report are done differently than usual in terms of supporting mentoring children and youth in care? Each site will be considered as a separate case, with the intent of providing descriptive case examples.
 - Specifically considering:
 - Recruitment,
 - Screening,
 - Training,
 - Matching,
 - Monitoring and Supporting matches (intensity and frequency of support from the organization):
 - Match Closures (transitions, graduations), and
 - Collaboration with professional supports and caregivers.
 - Other forms of mentoring, than one on one matches
- What are the characteristics of the mentors who are supporting children and youth in care? Do they differ from other mentors? Include demographics (gender, age, occupation etc.).
- What are the characteristics of mentees including type of care, time spent in care, types of adverse experiences? This will enable us to look at different subsets of mentees, for potential differences in outcomes.
- To what extent have relationships with corporate partners to support programs and recruit volunteers been developed and fostered?
- To what extent have relationships with stakeholders been developed and fostered (i.e. caseworkers, foster families, group homes etc...)?



- To what extent have staff from the 3 pilot sites been connected for learning and networking?
- Overall, what does each pilot site report as:
 - What is working well?
 - What challenges have been encountered and solutions proposed?
- What role do mentors play as supports during times of transitions for youth in care? How can this role be enhanced?
- What role do mentors play as advocates for youth in care?

OUTCOMES:

- To what extent do children and youth in care form healthy, long term, enduring mentoring relationships with caring adults?
- To what extent does enhanced training and support help mentors to be confident and successful in their role?
- To what extent do staff report having the necessary experience, skills, training, and supports to do this work?
- To what extent do agencies report learning from each other?
- To what extent are learnings shared with others?
- To what extent are stakeholders aware of the benefits of mentoring and support the mentoring process by working together and contributing time, energy, and resources?
- To what extent do children and youth in care develop and strengthen the resilience they need to face the challenges in their lives?
- To what extent do children and youth in care feel secure, supported and connected to their communities?



2.4 Evaluation Stakeholders

Audience	How evaluation findings will be used
Pilot Sites	To learn what works and to make improvements along the way.
Alberta Mentoring Partnership	To share findings with the intent of making learnings and resources available province wide.
Alberta Human Services	For public accountability and measure the extent to which activities were completed.
Mentors and Mentees and other stakeholders	To share information – as they will have contributed to the evaluation.

2.5 Evaluation Management

Funding was provided to the Alberta Mentoring Partnership (AMP) to coordinate the evaluation. The evaluation will be participatory in nature; with AMP working closely with Pilot sites every step of the way.

2.6 Evaluation Governance Group Membership

Position	Name
Alberta Mentoring Partnership (AMP)	<ul style="list-style-type: none"> • AMP Co-chairs and staff • AMP’s Children and Youth in Care Advisory Group
Pilot Site Contacts	<ul style="list-style-type: none"> • Calgary: Wanda Phipps • Edmonton: Kerry Woodland • Red Deer: Dawn Flanagan
Alberta Human Services	<ul style="list-style-type: none"> • Rachelle Kay (Mentoring and Community Initiatives)



2.7 Evaluation Governance Group Terms of Reference

Members of the pilot sites as well as the Youth in Care and Mentoring Advisory Group make up the Evaluation Group. The roles and responsibilities of the Evaluation Governance Group include:

Roles and responsibilities
<ul style="list-style-type: none"> • Provide input into evaluation plan, tools, analysis and communication of findings;
<ul style="list-style-type: none"> • Foster discussion on learnings to date and provide support for development of this work.
<ul style="list-style-type: none"> • Contribute to the dissemination and use of findings

2.8 Reporting Requirements

Date	Report type	Writer/s	Audience
March 31 st 2015 Completed	Mid-term report	Evaluator, Alberta Mentoring Partnership – in conjunction with Pilot Sites	Human Services Alberta Mentoring Partnership Pilot Sites and other agencies across Alberta
October 30 th , 2015	Grant and Financials Year 1 Evaluation Report	Pilot Sites Evaluator	Human Services Alberta Mentoring Partnership Pilot Sites and other agencies across Alberta
June 30 th , 2016	Grant and Financials Final Evaluation Report	Pilot Sites Evaluator	Human Services Alberta Mentoring Partnership Pilot Sites and other agencies across Alberta



3. Evaluation Design

3.1 Evaluation Questions, Information and Collection

Core evaluation question to address	Information required	Information sources	Data collection
<p>To what extent have the children and youth in care and mentoring principles been used to guide the work of the development of the mentoring programs? What evidence is there that the principles have been operationalized in each of the sites?</p>	<p>Principles, summary of reflective discussions</p>	<p>Working Group members and pilot sites</p> <p>Interviews and/or focus groups with mentors and mentees</p>	<p>Review of meeting minutes and summary of discussions with working group and pilot sites. Evidence of implementation of principles</p> <p>Site visits</p>
<p>What, if any, aspects of offering mentoring are reported by staff as being done differently than usual at the pilot sites to support children and youth in care? in terms of</p> <ul style="list-style-type: none"> -Recruitment, -Screening, -Training, -Matching, -Monitoring and Supporting matches (intensity and frequency of support from the organization) -Match Closures (transitions, graduations) and - Collaboration with professional supports and caregivers. 	<p>Description of actions taken to support each aspect of mentor for children and youth in care, with an emphasis on what is done differently than regular practice</p>	<p>Pilot Sites</p> <p>Survey results</p>	<p>-review documentation from Pilot sites and information will be collected through site visits or interviews</p> <p>- to collect prior to interim and then again prior to final report.</p>



Core evaluation question to address	Information required	Information sources	Data collection
<p>What are the characteristics of the mentors who are supporting children and youth in care? Do they differ from other mentors? Include demographics (gender, age, occupation etc.).</p>	<p>Characteristics of the mentors who are supporting children and youth in care. Characteristics of "other" mentors Include demographics (gender, age, occupation etc.).</p>	<p>Pilot sites Mentors</p>	<p>Agency data Surveys</p>
<p>Overall, what does each pilot site report as:</p> <p>-What is working well?</p> <p>-What challenges have been encountered and solutions proposed?</p>	<p>Documentation on what is working well, challenges, and solutions</p>	<p>Narratives, interview transcripts based on discussions or surveys with Pilot Sites, staff, mentors and mentees Records of discussions at gatherings of pilot sites for learning and discussions</p>	<p>Site visits, interviews, focus groups and potential survey Discussion Advisory Group meetings</p>
<p>What role do mentors play as supports during times of transitions for youth in care? How can this role be enhanced?</p>	<p>Strategies, examples of supports provided Explore definitions of 'transitions' – big changes, challenges, has the mentor helped you when you experienced...graduati</p>	<p>Pilot sites Mentors Mentees</p>	<p>Focus groups with mentors, mentees Discussion with pilot sites</p>



Core evaluation question to address	Information required	Information sources	Data collection
	on, move to a new foster home, transition to living on your own.		
<p>What role do mentors play as advocates for youth in care?</p> <p>What does advocacy look like?</p>	<p>Strategies, examples of advocacy provided, process: what happens over the course of the relationship</p> <p>How to help youth navigate, get supports and services, explore what's available, connect to resources (see pages 24-25 of literature review)</p>	<p>Pilot sites</p> <p>Mentors</p> <p>Mentees</p>	<p>Focus groups with mentors, mentees</p> <p>Discussion with pilot sites</p>
<p>What are examples of successes recruiting mentors?</p>	<p>Recruitment strategies, examples from corporations, churches, community groups</p>	<p>Pilot sites</p> <p>AMP/Consultant (Leona)</p>	<p>Discussion with pilot sites and AMP</p>
<p>To what extent have the staff from the 3 pilot sites been connected for learning and networking?</p>	<p># of meetings and evidence of opportunities to connect, share learnings, networks</p>	<p>Report from staff, observation, minutes from meetings and learning opportunities</p>	<p>Advisory Group meetings</p> <p>Site visits</p>
<p>What achievements/outputs were reported?</p>	<p># of staff hired at each site</p> <p>Amount of staff specialized training provided</p> <p># of potential mentors recruited</p>	<p>Pilot sites</p>	<p>Descriptive statistics (percentage and numbers and themes from narrative reports).</p>



Core evaluation question to address	Information required	Information sources	Data collection
	Level of training and supported developed/provided to mentors # of mentors have taken the training # of matches Average length of time for matches Description of other forms of mentoring that have occurred (e.g. group mentoring)		
<p>OUTCOMES:</p> <p>To what extent do children and youth in care form <u>healthy</u>, <u>long term</u>, <u>enduring</u> mentoring relationships with caring adults?</p> <p>To what extent does enhanced training and support help mentors to</p>	<p># of mentors recruited; # of matches made</p> <p>Dosage of mentoring (length of mentoring sessions, frequency of mentoring visits)</p> <p>Length of time of match (healthy match duration; and healthy match closure)</p> <p>Self-reports from mentees and mentors on quality of match (#/% who indicate the match is "healthy" and other like descriptors)</p> <p>Agency data</p> <p># of mentors who completed the training</p> <p>Evaluation from</p>		Agency data Surveys Focus Groups Site Visits Document review



Core evaluation question to address	Information required	Information sources	Data collection
<p>be <u>confident</u> and <u>successful</u> in their role?</p> <p>To what extent do staff report having the necessary experience, skills, training, and supports to do this work?</p> <p>To what extent do agencies report learning from each other?</p> <p>To what extent are learnings shared with others?</p>	<p>training</p> <p>Self-reports from mentors (#/% who report feeling mentors to be confident and successful in their role)</p> <p>Staff observations</p> <p>Staff & management self-reports on having the necessary experience, skills, training and supports</p> <p>Mentor and mentee reports of supervision</p> <p>Staff have an understanding of children and youth in care? (# of staff hired and qualifications)</p> <p>Staff report to supervisory/manager with an understanding of issues facing children and youth in care</p> <p># of opportunities to connect</p> <p>Agency self-reports of learning from each other</p> <p># of joint Knowledge Mobilization activities</p> <p>Evidence of sharing learnings (e.g.</p>		



Core evaluation question to address	Information required	Information sources	Data collection
<p>To what extent are stakeholders aware of the benefits of mentoring and support the mentoring process by working together and contributing time, energy, and resources?</p> <p>To what extent do children and youth in care <u>feel secure, supported and connected to their communities?</u></p> <p>To what extent do children and youth in care develop and strengthen the resilience they need to face the challenges in their lives?</p>	<p>existence of a Toolkit)</p> <p>#/% who report being aware of the benefits of mentoring/survey</p> <p>Evidence of promotional materials/events have been created to promote, recruit etc.</p> <p># of mentors recruited</p> <p>Report of alternate recruitment strategies and sources (e.g. corporations, churches, community groups etc.)</p> <p># of matches made</p> <p>Self-reports by Mentees (#/% who report...)</p> <p>Agency data</p> <p>Mentee survey</p> <p>Mentor survey</p> <p>Self-reports by Mentees (#/% who report...)</p> <p>Agency data</p> <p>Mentee survey</p> <p>Mentor survey</p>		

3.2 Data Collection Timelines

- February 2015: Site visits



- Fall 2015: Surveys
- Winter 2016: Focus Groups with mentors and mentees; Site visits

4. Sharing and Dissemination of Findings

- The interim and final evaluation reports will be submitted to Alberta Human Services, shared with the three agencies staff and their boards, and presented to the AMP Leadership Team

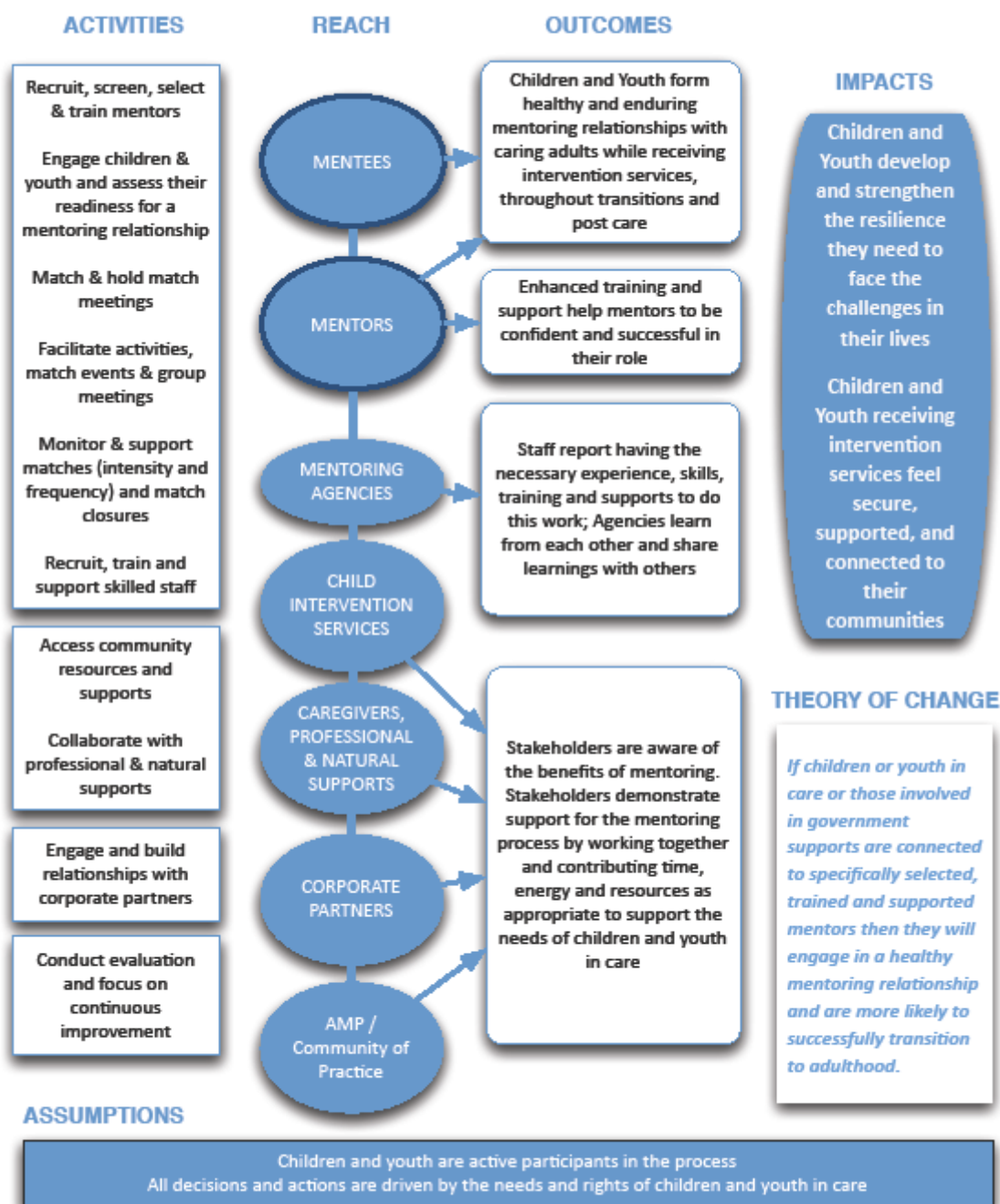
Knowledge Mobilization Activities:

- Regular meetings (face to face and conference calls)
- Emails
- Evaluation reports (survey findings, site reflections)
- Fact sheets
- One page summaries
- Infographics
- Presentations: conference, professional organizations, posters
- Publications: peer reviewed journals, association journals, newsletters...
- Websites; Social Media



5. Appendix A: Logic Model

Children & Youth in Care and Mentoring: Logic Model



February 2015