

# **Preliminary Process Evaluation: 4-H Mentoring/Youth and Families with Promise (YFP) Program**

**Mary E. Poulin, Stan Orchowsky, and Ashley M. Nellis**

**Justice Research and Statistics Association**



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## **OVERVIEW AND HISTORY OF 4-H MENTORING/YFP**

The 4-H Mentoring/ Youth and Families with Promise (YFP) is a statewide 4-H mentoring program in Utah designed for at-risk youths who are approximately 10-14 years old. Youths are paired with mentors, participate in 4-H activities, and also attend Family Night Out (FNO) activities with their families to strengthen family bonds.

“The mission of the 4-H Mentoring: Youth and Families with Promise program is to increase the developmental assets of youth, ages 10-14, and their families. This mission is accomplished by utilizing culturally appropriate, early-intervention strategies such as one-to-one mentoring, involvement in 4-H clubs, and family activities. 4-H Mentoring: Youth and Families with Promise is designed to increase youth’s interpersonal competence, improve youth’s academic performance, and strengthen family relationships” (Dart, 2006: i-1).

The program began operation in 1994 in one county and has been modified and expanded over time. In 2004 YFP formally became a 4-H program. Though the program has been implemented at one time or another in most counties in Utah, 23 sites were in operation as of September 2007.

Day-to-day operations are managed on the site level or county level. However, all sites are required to submit data on program participation to the Utah State University Extension office in Logan, Utah. Sources of funding have varied over time; currently most sites are responsible for obtaining their own funding. In the past, sites were funded through federal government earmarks from various agencies including the Department of Justice. Though there are some variations in how sites are organized, each site generally has a part-time site coordinator who is responsible for scheduling and carrying out group activities, (4-H and Family Night Out), recruiting youths and mentors, training mentors, and matching youths to mentors. The site coordinator reports to the county Extension 4-H agent.

The program maintains a web site at <http://extension.usu.edu/yfp/>. More details about the program design and operation are provided below.

## OVERVIEW OF EVALUATION

The evaluation of YFP includes an assessment of program implementation, outcomes, and costs. It is a six-year study that began in 2006.

The outcome evaluation is a nonequivalent groups design (includes pre- and post-testing for an experimental group as well as a comparison group) that includes up to a three-year follow-up for youths attending the program. The outcome evaluation includes pre- and post-test data collection for three cohorts (each cohort includes youths entering in one year) of entrants to YFP (experimental group) and two cohorts of school students from various schools in grades 4-8 (comparison group).<sup>1</sup> Starting in 2005 for the experimental group and 2006 for the comparison group, each cohort year begins in September of one year and concludes at the end of August of the following year. To coincide with the program start and end dates for the majority of youths, pre-test data collection occurs in the fall for new entrants and post-test data collection occurs every spring (scheduled through the spring of 2008) for current participants in YFP. Pre-test and post-test data collection occurs at other times as needed for youths who do not follow this pattern of entry to, and exit from, the program. Follow-up includes school and court record checks as well as phone calls to youths.

The purpose of the process evaluation is to assess the degree to which the program is implemented and operated as planned. This assessment addresses the following issues: (1) characteristics of the population served (risk factors, protective factors, socio-demographic characteristics); (2) type and dosage of program activities; (3) mentor-mentee relationships;

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<sup>1</sup> The 2005 cohort includes data that were collected for an evaluation that occurred prior to the start of the JRSA study. The data from the 2005 cohort were included in the JRSA study to increase the sample size of the experimental group. Youths in the 2005 cohort were included in JRSA's evaluation if they were in one of the following categories: 1) youth is still in the program as of March 2007 and has been pre-tested for the USU evaluation, or 2) youth is no longer in the program and has been pre- and post-tested for the USU evaluation. So, 78 of 190 youths in the 2005 cohort were excluded.

(4) satisfaction with the program; (5) involvement of youth's family members in the program; (6) characteristics of mentors (e.g., type of mentor, sex, race); and (7) comparison of youths who drop out versus youths who complete the program. This assessment addresses these issues and questions for the program as a whole and considers variation across sites. In addition to allowing us to assess the fidelity of program implementation, these data will be used to determine the ability of the program to be exported to other locations.

Data for the process evaluation come from many sources: official program documentation, actual program dosage and implementation data, interviews and surveys of program staff, interviews with program participants, and surveys of mentors.

### **PROCESS EVALUATION: PRELIMINARY STUDY**

The process evaluation results will help with interpretation of the outcome evaluation results. Since the data collection for the evaluation is in progress, this is a preliminary report on program implementation. The data used in these analyses cover September 2005 to June 2007.

#### ***Study Design and Methodology***

Program implementation data are available from four sources: site coordinators' descriptions, based on interviews and surveys about how YFP is implemented at their site; a mentor survey; actual reports on implementation submitted quarterly by site coordinators that track youth involvement and program implementation; and socio-demographic information on program participants from pre-tests. The Program Guide (Dart, 2006) and the Mentor Manual (Platt and Woodbury, 2006) served as the program documentation used to develop an understanding of the program design. The analyses address similarities and differences between the program design and program implementation across all sites using each of the four sources.

## Program Implementation Data

### *Site Coordinators' Site Descriptions*

Since individual program sites are given leeway regarding how YFP is implemented at their site, we gathered information from site coordinators via in-person or telephone interviews and/or surveys to obtain their perspective of how YFP operates at their site. Interviews were conducted in February and March 2006, while surveys were collected in the summer of 2007. If we conducted an interview and had reason to believe that the site implementation had changed by the time surveys were collected, we asked the site coordinator to complete a survey. We followed up with each site after the initial survey submission to address problems with missing data and other issues that arose (e.g., responses to open-ended questions by some sites prompted us to follow up on responses given by other sites). Data from the site coordinators are available on all of the sites included in the study.<sup>2</sup> A copy of the site coordinator survey entitled “Description of YFP/4-H Mentoring Site” is provided in Appendix B.

### *Mentors' Perspective*

To learn about the mentors' experiences with and perceptions of the program, we conducted a web survey of current and recent YFP mentors. Originally, we had planned to randomly sample and conduct telephone interviews with a few mentors. However, we decided that a web survey of all mentors would accomplish the original purpose of learning about mentors' experiences and perceptions while allowing us to collect data from a larger number of mentors.

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<sup>2</sup> For the two Cache County sites and Millard, some but not all data are available.

For the web survey, we requested the email addresses of all YFP mentors from the site coordinators and received a total of 148 mentor email addresses from 13 of the 23 sites.<sup>3</sup> We sent three email messages in June and July 2007 requesting that mentors click on an attached link to complete an anonymous online survey about their work with YFP. We received a total of 38 mentor surveys from 12 different sites.<sup>4</sup> A copy of the questionnaire is provided in Appendix C. Twenty-nine of the mentors who completed the survey were “young adult” mentors and eight were “grand mentors.”<sup>5</sup> Though the low response rate to the survey and lack of inclusion of mentors from several sites raises concerns about the representativeness of the sample, the results provide a preliminary snapshot of mentors. We plan to conduct another survey of mentors in 2008.

#### *Quarterly Reports from Sites*

Site coordinators are responsible for collecting information on participants’ involvement in the program as well as other information pertaining to the implementation of the program.<sup>6</sup> Quarterly report data collected by program staff and mentors include individual-level information on participation in program activities, mentor matches (names, date of match, and type of mentor) and trainings, reasons for referral to YFP, and dates to track the signing or receipt of various forms for participants and mentors. In addition, quarterly reports include site-level information on the themes of program activities, youth demographics, donations received

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<sup>3</sup> Based on the number of mentors identified in the quarterly reports, we estimate that we received email addresses from 46% of mentors.

<sup>4</sup> We sent 132 emails, sixteen email messages were returned to us with a message indicating the recipient did not accept emails from unknown persons, and received 38 responses resulting in an overall response rate of 28.8%. We do not know how many additional email messages wound up in mentors’ “spam” filters and were thus unread.

<sup>5</sup> One respondent did not answer this question.

<sup>6</sup> Information on program dosage from July 2005 to June 2007 was provided by site coordinators in quarterly reports submitted as Excel files to the Utah State University Extension office in Logan, Utah. In July 2007, the quarterly reports were replaced with a password-protected online log; as of September 2007, all sites began using the online log. With the exception of reasons for referral to YFP, all the data collected by the quarterly reports are now submitted via the online log. In addition, the online log contains fields for discharge dates, reasons for discharge, unmatched dates (i.e., the relationship between youth and mentor is ended), and reasons for unmatched.

by the program, and narratives describing the impact of YFP. Notably absent from the quarterly reports is information pertaining to when youths leave the program or when a match ends with a mentor. The best way to determine that youths are no longer involved in the program is their disappearance from quarterly reports. When a mentor's name is not longer listed in the table noting the youth's mentor, this serves as an indication that a match has ended. JRSA followed up with program staff, as needed, to obtain actual discharge dates, reasons for discharge, unmatched dates, and reasons for unmatched. Quarterly report information is available on 87% of youths admitted<sup>7</sup> and includes 328 youths who were admitted to YFP from September 1, 2005, to May 15, 2007. Youths included in this analysis attended one or more of 23 YFP sites. A breakdown of the number of youths per site included in the study is provided in Appendix A.

#### Data Limitations

The data used for the analyses here contain some notable limitations to keep in mind when reviewing the results. Though some of these limitations are discussed in other parts of this report, they include:

- The site coordinators' descriptions of site operations collected via interviews and questionnaires include those elements perceived by JRSA to be the most critical to understanding variation across sites. It is possible that other cross-site variations in design and implementation exist.
- The data on participants' involvement in the program are due quarterly. This can result in a substantial lag from the time that the status of a program participant changes (e.g., the date that a youth is admitted to YFP) to the time that JRSA learns about that change.

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<sup>7</sup> Missing quarterly report data is particularly problematic for three sites: Cache-Community, Cache-Latino, and Iron-CYFAR.



- It is not uncommon for information to be missing from quarterly reports. Some fields are more likely to be completed than others, and entire reports are missing for some sites.

## **PROGRAM DESIGN**

### ***Program Documentation***

The primary activities of the program for the youths are face-to-face meetings between the youth and mentor, Family Night Out (FNO), and 4-H activities (4-H membership accompanies enrollment in YFP).<sup>8</sup> Program documentation describes the purpose and content of each of these primary activities:

- “... mentoring – Volunteer mentors work directly with youth to build academic and social skills,
- 4-H Activities – Club involvement serves to enhance social competencies through leadership opportunities, community service, and group projects,
- Family Night Out – Group activities [for the youth and their family members] are designed to foster family bonds through experiential learning activities” (Dart, 2006: i-1).

Besides in-person meetings with their mentors, youths may maintain other contact with their mentors via telephone, email, or text messaging. Information on these collateral contacts is maintained by YFP, but the focus of the analyses here is on the primary activities of the program for the youths. The Program Guide (Dart, 2006) provides information regarding the development and implementation of the program. It includes information on the history and research base of the program as well as essential requirements and optional components/guidelines of the program. Table 1 details the components of the program from the Program Guide.

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<sup>8</sup> One site, Iron County-After School, does not do FNO.

**Table 1. Program Standards and Guidelines**

Type	Program Guidelines	Program Standards (Requirements)
<b>Mentor-Related</b>		
Age Eligibility		<ul style="list-style-type: none"> <li>• High school senior or older for traditional (mentoring occurs in the community) sites</li> <li>• Under age 18 may be mentors at school-based (i.e., site-based) sites (where supervised)</li> </ul>
Screening		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• Reference checks (2)</li> <li>• Background check</li> </ul>
Orientation		<ul style="list-style-type: none"> <li>• Orientation prior to matching</li> </ul>
Ongoing Training	<ul style="list-style-type: none"> <li>• Mentor attends monthly training</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor attends minimum 6 topics annually</li> <li>• Site provides 12 trainings annually</li> </ul>
Mentor Support		<ul style="list-style-type: none"> <li>• Site coordinator contact with mentor twice a month; weekly for first 2-3 months</li> <li>• Twice monthly grand mentor meetings</li> </ul>
Young Adult Mentor Matching		<ul style="list-style-type: none"> <li>• Youth matched one-to-one with volunteer mentor</li> <li>• Match made by YFP staff after evaluation of mentor application and youth referral forms                             <ul style="list-style-type: none"> <li>• As homogenous as possible (race, ethnicity, religion, hobbies, interest, age, availability, language, geographic location)</li> <li>• Youth and mentor receptive to match (interact before and agree to match)</li> <li>• 4-H YFP staff facilitate first mentor-mentee meeting</li> </ul> </li> <li>• Official match facilitated in person by 4-H YFP staff</li> </ul>
Grand Mentor	<ul style="list-style-type: none"> <li>• Older adult mentors for some families</li> </ul>	
Mentoring	<ul style="list-style-type: none"> <li>• Weekly contact</li> </ul>	<ul style="list-style-type: none"> <li>• 3 contacts per month, 4 contact hours per month</li> </ul>

**Table 1. Program Standards and Guidelines , continued**

Type	Program Guidelines	Program Standards (Requirements)
<b>Youth Recruitment and Screening</b>		
Eligibility		<ul style="list-style-type: none"> <li>• Youth ages 10-14 (or as requested by funding source)</li> <li>• Referral form</li> <li>• Consent form</li> </ul>
Youth Screening		<ul style="list-style-type: none"> <li>• Determined by review of referral form                             <ul style="list-style-type: none"> <li>• Has 1 or more of following issues: below average school performance, poor social skills, weak family bonds</li> </ul> </li> <li>• Home visit                             <ul style="list-style-type: none"> <li>• Discuss Program components, parents’ role</li> <li>• Identify if safe home environment</li> </ul> </li> <li>• Parent and youth agreement for full participation</li> </ul>
Youth Orientation		<ul style="list-style-type: none"> <li>• Youth manual received at home visit</li> </ul>
Parent Orientation		<ul style="list-style-type: none"> <li>• Parent guide at home visit</li> </ul>
<b>Other Activities</b>		
4-H Club Involvement	<ul style="list-style-type: none"> <li>• Program provides monthly 4-H meetings</li> <li>• Youth attends monthly 4-H meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Six hours per year at a 4-H meeting                             <ul style="list-style-type: none"> <li>• Recite 4-H Pledges and Pledge of Allegiance</li> <li>• Educational and experiential learning component</li> </ul> </li> <li>• Participate in one community service project per year</li> </ul>
Family Night Out (FNO)	<ul style="list-style-type: none"> <li>• Include light meal</li> <li>• Site holds monthly FNO</li> <li>• Families attend monthly FNO</li> </ul>	<ul style="list-style-type: none"> <li>• Hold 6 FNO activities annually covering the themes (or others):                             <ul style="list-style-type: none"> <li>• Building Trust</li> <li>• Family Support</li> <li>• Kindness</li> <li>• Positive Family Communication</li> <li>• Working Together/Problem Solving</li> <li>• Family Traditions/Rituals</li> </ul> </li> <li>• FNOs are structured for experiential learning</li> </ul>
<b>Program Termination</b>		
Termination Reasons	<ul style="list-style-type: none"> <li>• Youth ready to graduate from program</li> <li>• Mentor unable to meet mentoring demands</li> <li>• Youth and family are not engaged and participating in the program</li> <li>• Mentor-youth relationship is not healthy</li> </ul>	

## **PROGRAM IMPLEMENTATION**

### ***Program Activities***

#### Interventions Received by Program Participants

Before youths receive any interventions, they and their parents are supposed to meet with the site coordinator at the youths' home to review expectations and receive program paperwork. Quarterly report data indicate that for 282 of the 328 youths in this study for whom dosage data are available, 261 (93%) received the initial home visit, 203 (72%) youths received the Youth Manual, and 195 (69%) parents received the Parent Guide.

As indicated in Table 2, site coordinators generally reported providing the primary activities of the program (mentoring, FNO, and 4-H) as noted in the Program Guide. In addition, most site coordinators reported that non face-to-face contact and other activities occurred between the mentor and mentee.

**Table 2. Site Descriptions: Activities Provided by Site to Program Participants**

Site	Mentor face-to-face contact	Mentor non face-to-face contact	4H activities	Family Night Out	Mentor-mentee activity
Cache – Community*	X		X	X	X
Cache – Latino*	X		X	X	
Carbon	X	X	X	X	X
Davis	X	X	X	X	X
Iron – Community	X		X	X	X
Iron – CYFAR	X		X	X	
Iron – After School	X		X		X
Juab	X	X	X	X	X
Millard*	X	X	X	X	
Rich	X	X	X	X	X
Sevier	X	X	X	X	X
Tooele	X	X	X	X	X
Utah – Nebo	X	X	X	X	
Utah – Park	X	X	X	X	
Utah – Larsen	X	X	X	X	
Utah – Timpanogos	X	X	X	X	X
Utah – Sharon	X	X	X	X	X
Utah – Farrer	X	X	X	X	X
Utah – Spring Creek	X	X	X	X	X
Utah – Westmore	X	X	X	X	X
Utah – Aspen	X	X	X	X	X
Utah – Franklin	X	X	X	X	X
Washington	X	X	X	X	X
*Poor or missing data from this site.					

However, site descriptions indicate that there was a clear distinction in terms of the provision of these primary activities depending on the time of the year. During the school year, these activities occurred at least as frequently as the program documentation guidelines: weekly face-to-face mentoring and monthly FNO and 4-H meetings. However, during the summer months (June through August) only about half the sites continued to have mentors meet face-to-face with mentees on a weekly basis, the number of sites providing 4-H activities weekly decreased by about 50%, and only about one-third of the sites offered FNO monthly. Appendix A includes

tables detailing, by site, activities occurring during the summer and school year as well as other details about site variations.

Quarterly reports indicate that many sites provided FNO and 4-H activities during the summers of 2005 and 2006.<sup>9</sup> Available data indicate that nine sites (in Utah and Sevier counties) provided 4-H and FNO during every summer month, while seven sites provided 4-H and/or FNO during at least some of the summer months included here.

It is difficult to assess whether youths are participating in program activities as expected due to both cross-site variation in activity schedules and because *requirements* for some program activities differ substantially from *guidelines* for program activities (see Table 1). The requirements for mentoring are similar to the guidelines: three and four times per month, respectively. For 4-H, youths are required to attend six hours per year and do one community service project annually, but the guideline is monthly participation in 4-H. Finally, sites are required to hold six FNOs annually, but there are no requirements for attendance; the guidelines request that sites hold FNO monthly and that families attend monthly. So, the desired number of in-person intervention contacts per youth per month is six (four mentor meetings, one FNO, and one 4-H activity), but the monthly requirement can be estimated to be about four (three mentor meetings, one-half FNO, and one-half 4-H activity<sup>10</sup>).

The quarterly report data were analyzed to identify intervention dosage received per youth. Unless otherwise specified, the YFP admit date (i.e., home visit date) was used as the program start date. Youths received an average of 2.7 in-person intervention contacts (meeting

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<sup>9</sup> Data on the summer of 2007 are not available after June, but according to the quarterly reports, several sites provided FNO and 4-H in June 2007.

<sup>10</sup> This assumes that by participating in six 4-H activities youths will reach the minimum of six hours annually. Data on the amount of time youths spent in 4-H activities were not available for this analysis. However, we had access to data on the dates that youths attended 4-H activities.

with mentor, participating in 4-H, and attending FNO) per month.<sup>11</sup> Overall, based on admit date, mentors met in person with their mentees an average of 1.9 times per month. When the lag from the YFP admit date to the actual match date is accounted for, youths met in person with their mentor(s) an average of 2.1 times per month. As expected from interviews and surveys with site coordinators, youths met with their mentors more frequently during the school year than the summer; on average, youths met with mentors .31 times per month during the summer and 1.9 times per month during the school year.

Considering the actual initial match date, there was variation in the overall average number of monthly meetings between mentors and mentees by site: from a low of less than one to a high of 4.9 meetings per month. During the school year, some sites averaged well above the expected number of meetings, while others fell well below expectations (see Table 3).

**Table 3. Average Number of In-Person Meetings with Mentor per Month**

Average Number of Mentor Meetings per Month	Number of Sites (School Year)	Number of Sites (Summer)
Less than 1	6	19
1.1 to 2	5	1
2.1 to 4	7	0
4.1 to 5	2	0

The number of FNOs and 4-H activities attended by youths is dependent on how frequently the site actually offers these activities as well as how often the youths attend the activities offered. So, prior to examining individual-level attendance at these two activities it is important to consider to what extent participants' ability to attend was affected by how frequently the sites offered these activities. Using the quarterly report data supplied by sites, we found that over the course of 22 months (September 2005 to June 2007), 10 of 20 sites provided 17 or more FNOs. Put another way, approximately half the sites reporting provided at least three

<sup>11</sup> This is based on the time that youths were admitted to YFP until they were discharged or until June 2007, the latest date for which data were available for this analysis.

fourths of the desired number of monthly FNOs. The average number of FNOs offered during this time was just over 14, slightly more than the number required during this time. With regard to 4-H activities, 11 of 23 sites, approximately half, provided at least twice the number of required 4-H activities during this time. Further, on average, sites offered more 4-H than FNO activities per month; on average, sites offered 37.5 4-H activities over the course of 22 months. This indicates that, on average, sites provided more 4-H activities than FNOs, and, on average, sites met the 4-H and FNO requirements according to program documentation.<sup>12</sup>

The number of interventions received by youths was further examined by identifying what proportion of youths actually received the expected number of FNOs (six per year) and 4-H meetings (approximately six per year) based on their time in the program (e.g., a youth enrolled in YFP for six months should have attended three FNOs and three 4-H activities). It appears that not only are youths attending 4-H activities with greater frequency than FNO activities (see Tables 4 and 5), about 45% of cases are attending one half or fewer of the FNOs than they are expected to attend and over one half are attending more 4-H activities than expected.

**Table 4. Actual Attendance at Family Night Out (FNO) Compared to Expected Attendance Based on Months in Program**

Percent of FNOs Actually Attended Compared to Expected Attended Based on Months in Program	Frequency	Percent of Cases*
None	39	16%
1-20%	22	9%
21-50%	51	20%
51-74%	37	15%
75-100%	42	17%
101-150% %	41	16%
Over 150%	19	6%
Total	251	
*Numbers may not add to 100% due to rounding.		

<sup>12</sup> These calculations are based on an assumption of what sites are required to provide according to program documentation. As discussed previously, some site coordinators indicated that FNO and 4-H occur with less frequency or not at all during the summer.



**Table 5. Actual Attendance at 4-H Activities Compared to Expected Attendance Based on Months in Program**

Percent of 4-H Activities Actually Attended Compared to Expected Attendance Based on Months in Program	Frequency	Percent of Cases*
None	38	12%
1-20%	15	5%
21-50%	33	11%
51-74%	61	6%
75-100%	43	14%
101-150%	37	12%
151-200%	19	6%
Over 200%	111	33%
Total	314	
*Numbers may not add to 100% due to rounding.		

The final data source used to assess whether the program activities were provided as planned was the mentor survey. We asked mentors an open-ended question about the responsibilities they have as a mentor. Spending a set period of time per week with their mentee (36%, 10 of 28 respondents) was the most frequently cited responsibility. Other responsibilities mentioned included helping with school/homework (18%) and participating in FNO and/or 4-H (14%), as well as encouraging academic and social skill-building activities, participating in youth’s life, and maintaining regular contact with the site coordinator. The only stated responsibilities for mentors listed in the Program Guide include meeting with mentees three times per month and attending trainings. The Mentor Manual and informal conversations with program staff indicate other responsibilities for mentors, including monthly attendance at FNO and 4-H as well as completing monthly reports of their involvement in the program.

When asked explicitly about how often they meet face-to-face with their mentee(s), most mentors reported meeting with their mentees weekly (65%) (see Table 6). We did not observe any significant variation in meeting frequency between young adult (high school and college age) mentors and grand mentors (older adults). Again, mentors are required to meet with

mentees three times per month, but guidelines suggest that they meet weekly. It appears that the majority of respondents are meeting with mentees as required. Note that about one third of the sites are site-based or school-based, meaning that mentoring activities are provided at the school and organized by site coordinators, and the remaining are community-based, meaning the mentors meet with mentees in any location. It is possible that there is variation in the frequency of mentor meetings between site- and community-based sites due to differences in who is responsible for arranging mentor meetings. This will be explored in the full process evaluation report.

**Table 6. Mentor Survey: Frequency of Meetings Between Mentor and Mentee**

Frequency	Number	Percent
Weekly	22	65%
No set schedule	6	18%
Other (please specify)	3	9%
Monthly	2	6%
Quarterly	1	3%
Number of respondents	34	

The only source of data available on what mentors and mentees actually do together is the mentor survey. Responses suggest that activities frequently center on the interests and hobbies of the mentee as well as those that are scheduled by YFP (see Table 7 below). Further, most (94%) mentors reported that activities are a mutual decision of the mentor and mentee. Mentors responding to the survey appear to be engaging in activities with their mentees as suggested in the Mentor Manual.

**Table 7. Mentor Survey: Activities with Mentees**

Activity Type	Number	Percent
Hobbies/recreational interests of the mentee	30	88%
Activities scheduled by YFP	26	77%
Talk about issues mentee would like to discuss	24	71%
Talk about issues I (mentor) would like to discuss	17	50%
Homework/schoolwork	16	47%
Other (please specify)	6	18%
Total number of responses	119	
Number of respondents	34	

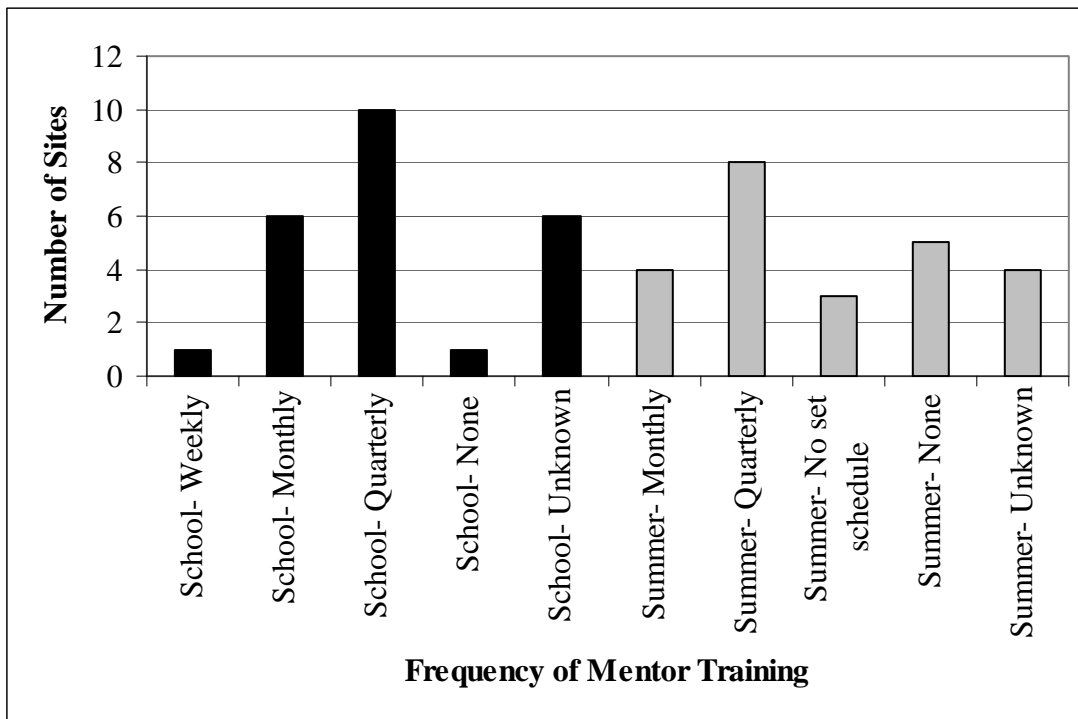
In summary, site coordinators and mentors are generally in agreement with the Program Guide regarding the types of interventions they are supposed to provide to program participants and the frequency with which these interventions are supposed to be provided. However, the Program Guide does not reference variation in the provision of program activities during the summer that appears to occur at many sites. Further, there are discrepancies between the site coordinators’ descriptions of the frequencies of interventions provided by their site and the number of interventions actually received by youths as indicated in the quarterly reports. Youths appear to have received fewer interventions than expected according to the Program Guide, particularly when it comes to FNOs. Some of this is due to the decrease in the provision of mentoring during the summer months and some sites do not offer 4-H and FNO during the summer. Based on the average number of monthly meetings between mentors and mentees, it appears that provision of the in-person mentoring is the activity that conforms most closely to program design. One reason that this might occur is that at the community-based sites, mentors and mentees arrange a mutually agreeable time to meet, whereas the FNO and 4-H activities are scheduled by the site coordinator and may not fit with the schedules of youths and their families. Some site coordinators have indicated that meetings with youths and mentors cease during the summer when the mentors are college students because they leave the area during the summer.

Other likely reasons for receipt of fewer interventions than expected are: 1) youths and/or parents are skipping scheduled activities and meetings with mentors; and 2) mentors are not meeting obligations to schedule meetings with mentors as expected.

Mentor Training and Support

As required in the Program Guide, site coordinators (77%) generally reported providing mentor training. Like the primary program activities, the site descriptions also show a seasonal shift in the provision of mentor training, with a number of sites providing training less frequently or not at all during the summer (see Figure 1).

**Figure 1. Site Descriptions: Number of Sites Providing Mentoring Training in the School Year and Summer**



Before mentors are matched with youth they are supposed to receive an in-person training by the site coordinator that focuses on how to be a mentor and responsibilities specific to being a mentor for YFP. Mentors were asked about the receipt of this training during the mentor survey. Of the fourteen mentors who responded to the question, all but one received orientation

training. When further asked about receiving ongoing training for being a YFP mentor, only eight (57%) mentors reported receiving such training. The low response rate to these questions is a concern, but we do not know why this occurred.

Training for mentors continues after the orientation training. The Program Guide indicates that mentors are supposed to attend at least 6 of 12 site-sponsored ongoing trainings annually. In a separate question related to training, 50% of 28 respondents of the mentor survey reported receiving ongoing training on no set schedule, 14% reported ongoing training quarterly, 11% reported ongoing training monthly, and 7% said they received ongoing training more than once a month. Some mentors offered additional narrative comments about their training experience: One mentor reported that she received a book as the sum total of her training; another claimed that she never received any training; a third said that she was trained annually. According to quarterly reports, of the 321 mentors, 60% received orientation training and 50% received the orientation manual. Only 39% of mentors received both the orientation training and the manual. Ongoing training is tracked in the quarterly reports and will be addressed in the full process evaluation report. The Program Guide states that site coordinators are supposed to contact mentors to provide support. For the first two to three months of a mentor's involvement mentor support is a weekly requirement. After two to three months the site coordinators are supposed to contact mentors twice a month to provide support. Site coordinator contacts with mentors are tracked in the quarterly reports and will be addressed in the full process evaluation report.

## ***Program Participants***

### Socio-demographics

The quarterly reports do not provide individual-level socio-demographic information on program participants. Therefore, socio-demographic information from the pre-tests was examined. According to the pre-test data, the most common living arrangement for youths was with both parents (52%); approximately one fourth lived with one parent. However, this varied by site, with some sites having few, if any, youths living with both parents and other sites having almost all youths living with both parents. At the Davis site, all youths lived with one parent while the Iron County, Rich County, and Utah-Nebo sites were dominated by youths coming from households with both parents.

Program documentation indicates that the age range for program youths is 10-14 years. Youths are supposed to be discharged from the program once they reach their fifteenth birthday. It is likely that youth who come into the program at a younger age will stay in the program longer; this will be examined in subsequent reports. The average age of youths at the time they entered the program was just over 11 years (11.1) according to pre-test data. Approximately 20% of youths were less than age 10 at admittance. In three sites (both sites in Cache County and the Iron-CYFAR site) the average age at time of admittance was 13 years or older. At one site (Rich) youths had an average age of just over 9 years (9.3) at admittance. A few youths were 14 years old at the time of admittance to the program, but none had reached their 15<sup>th</sup> birthday.

YFP youths are typically non-Hispanic whites (65%). As expected the Cache-Latino site had 100% Hispanic youths. Also, the community-based site in Iron County had 52% of youths

who reported being Hispanic and the Utah-Timpanogos site had 75% of youths who reported being Hispanic.

So, in terms of youth-reported socio-demographics, there was some expected variation by site. Some sites reported targeting youths living with single/divorced parents and/or Hispanic youths. This variation was born out when pre-test data were examined. Most sites seem to serve youths who are a little older than the minimum targeted age when they begin the program, but some sites serve youths younger than the minimum targeted age.

#### Referrals to YFP

Schools and parents were by far the most frequent sources of referrals according to both the site descriptions and quarterly reports (see Tables 8 and 9). Sources of referral are available in 83% of cases contained in the quarterly reports. Program documentation does not provide guidance or recommendations regarding sources of recruitment.

**Table 8. Site Descriptions: Sources for Recruiting Youths by Site**

Site	School	Parents	Other
Cache – Community*	X		X
Cache – Latino*	X		
Carbon	X	X	
Davis	X	X	X
Iron – Community	X		
Iron – CYFAR	X	X	X
Iron – After School	X	X	
Juab	X	X	
Millard*			
Rich	X	X	
Sevier	X		X
Tooele	X	X	
Utah – Nebo	X	X	
Utah –Park	X	X	
Utah – Larsen	X	X	
Utah – Timpanogos	X	X	X
Utah – Sharon	X	X	X
Utah – Farrer	X		
Utah – Spring Creek	X		
Utah – Westmore	X	X	
Utah – Aspen	X	X	X
Utah – Franklin	X	X	
Washington	X	X	
*Poor or missing data from this site.			

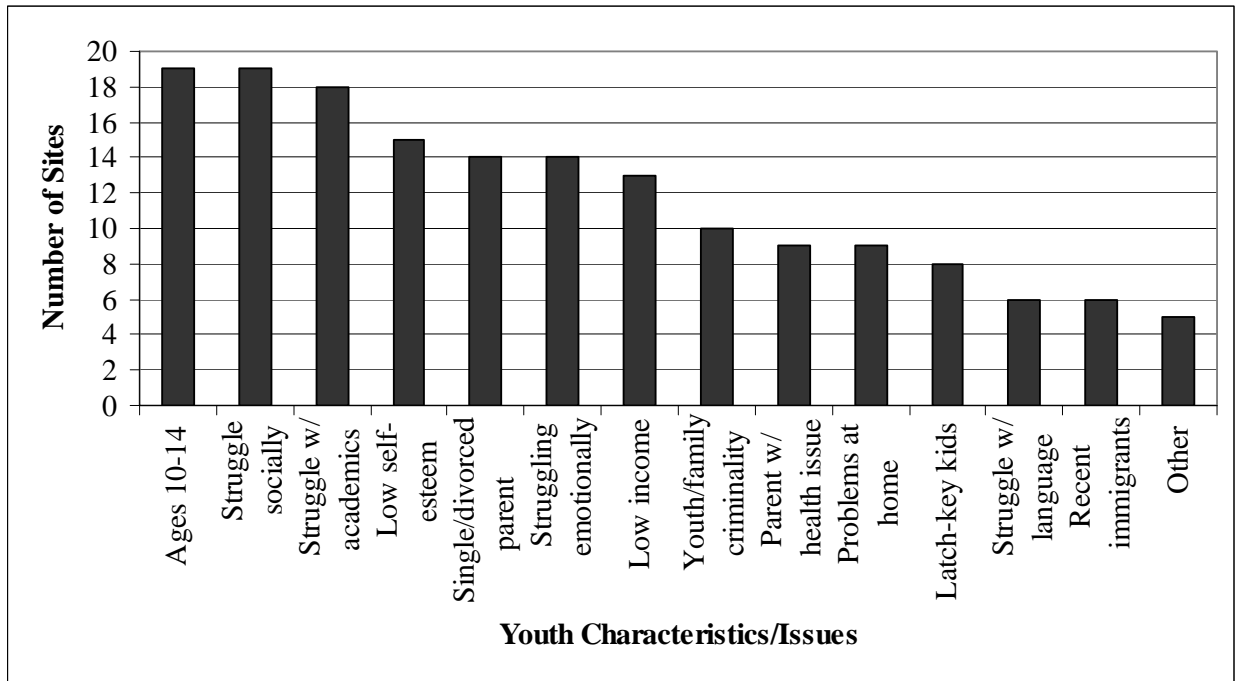
**Table 9. Quarterly Reports: Sources of Referral**

	Frequency	Percent
School	105	44%
Family - parent	96	40%
Community center	17	7%
Family - YFP	4	2%
Friend	4	2%
Department of Children and Family Services (DCFS)	4	2%
Unknown	3	1%
Family - non-parent	2	1%
Social service agency	2	1%
Youth services	2	1%
Total	239	100
Missing	89	
Total	328	



Site coordinators offered a wide variety of characteristics/issues of the youths they target (see Figure 2 below). Among the most common of these characteristics are: youths ages 10-14, those who struggle with academics, and those who struggle with social issues (e.g., making friends). These characteristics were among the youth screening issues provided in the Program Guide. Beyond these characteristics, there is variation across sites regarding the youth characteristics targeted. A table with characteristics specific to each site can be found in Appendix A.

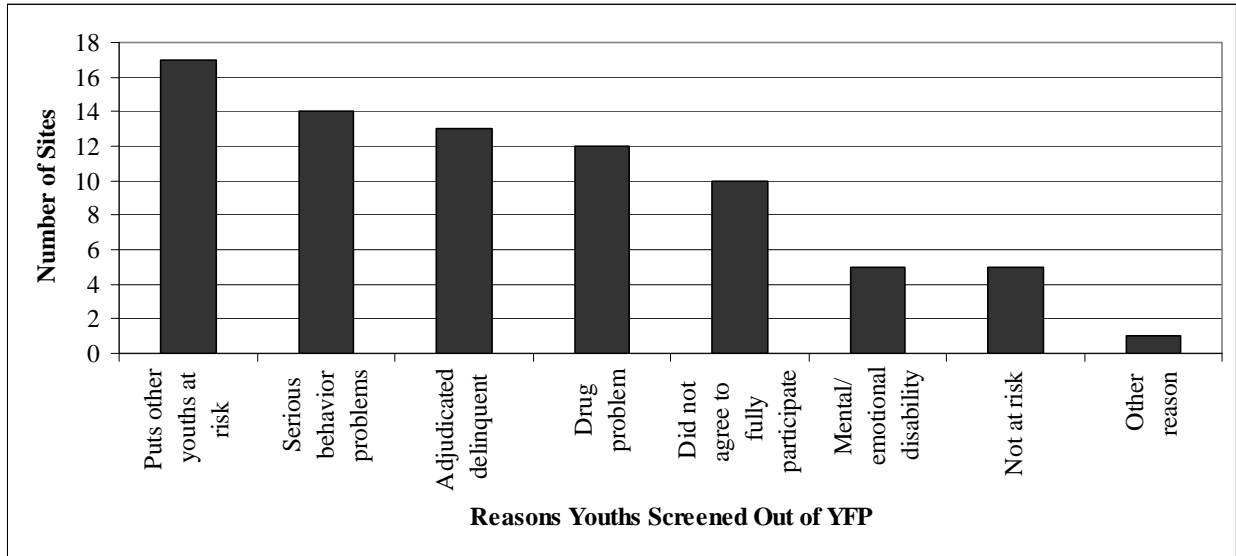
**Figure 2. Site Descriptions: Youth Characteristics/Issues Targeted by Sites**



Beyond screening out youths and parents who do not agree to participate fully in the program, the Program Guide does not list any other criteria that would make a youth inappropriate for the program. However, when site coordinators were asked this question, they identified several criteria (see Figure 3 below). About three fourths of the sites indicated that if youths puts other youths at risk, they will be screened out of the program. The presence of serious behavioral problems is the second most common reason why a youth would be screened

out of YFP. Approximately 45% of sites indicated that youths and parents who do not agree to participate fully in the program will be screened out. A table with characteristics specific to each site can be found in Appendix A.

**Figure 3. Site Descriptions: Reasons Youths Screened out of YFP**



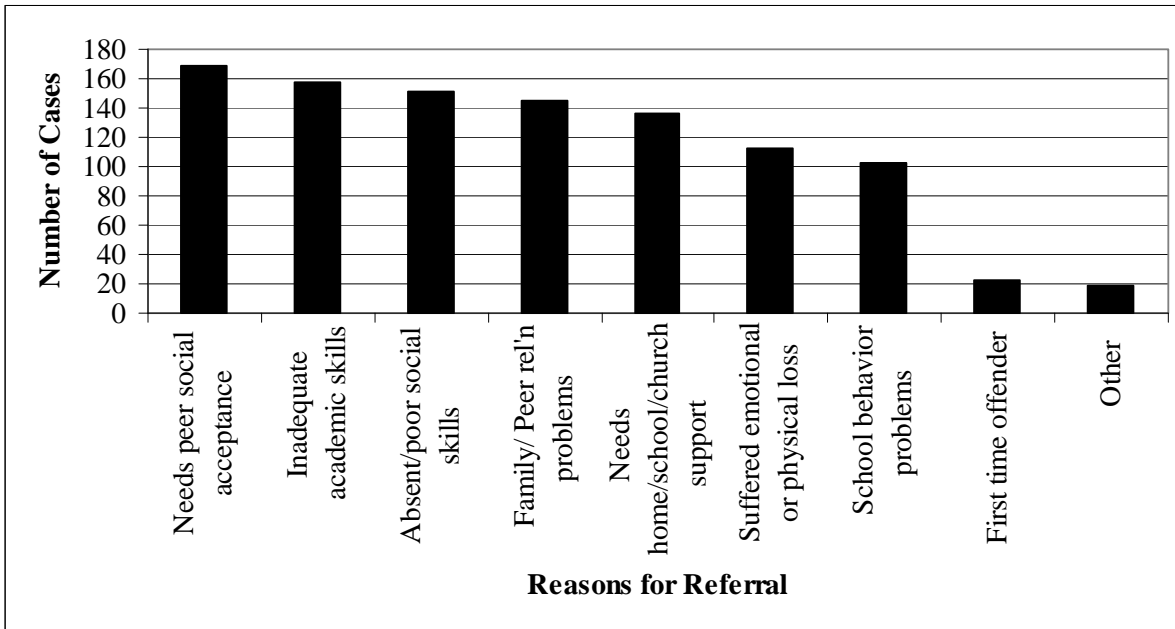
Program staff indicated to JRSA that they typically do not record reasons for referral when a youth is referred by the parent. Unless the cases missing source of referral are dominated by parent referrals, the data do not indicate that this is the case. In almost all cases when a youth was referred by a parent, reasons for referral were available (97%) (see Table 10). However, a problem with missing reasons does appear to exist when referrals are made by community centers. In 16 of 17 cases no reasons for referral are available from community center referrals.

**Table 10. Quarterly Reports: Source of Referral by Availability of Reason for Referral**

Referral Source	Reason for Referral is Available		Total
	Number of Cases	Percent of Cases	
Family - parent	93	97%	96
School	95	91%	105
Community center	1	6%	17
Family - YFP	4	100%	4
Friend	4	100%	4
Department of Children and Family Services (DCFS)	4	100%	4
Family - non-parent	2	100%	2
Social service agency	2	100%	2
Unknown	0	.0%	3
Youth services	2	100%	2
<b>Total</b>	<b>207</b>	<b>87%</b>	<b>239</b>

Reasons for referral to the program may be reported by the agency/person making the referral or the site coordinator. The most common reasons for referral to YFP as reported in quarterly reports are a need to feel more socially accepted (81%), inadequate academic or academic-related skills (76%), and absent or poor social skills (73%)<sup>13</sup> (see Figure 4 below).

**Figure 4. Quarterly Reports: Reasons Youths Referred to YFP**

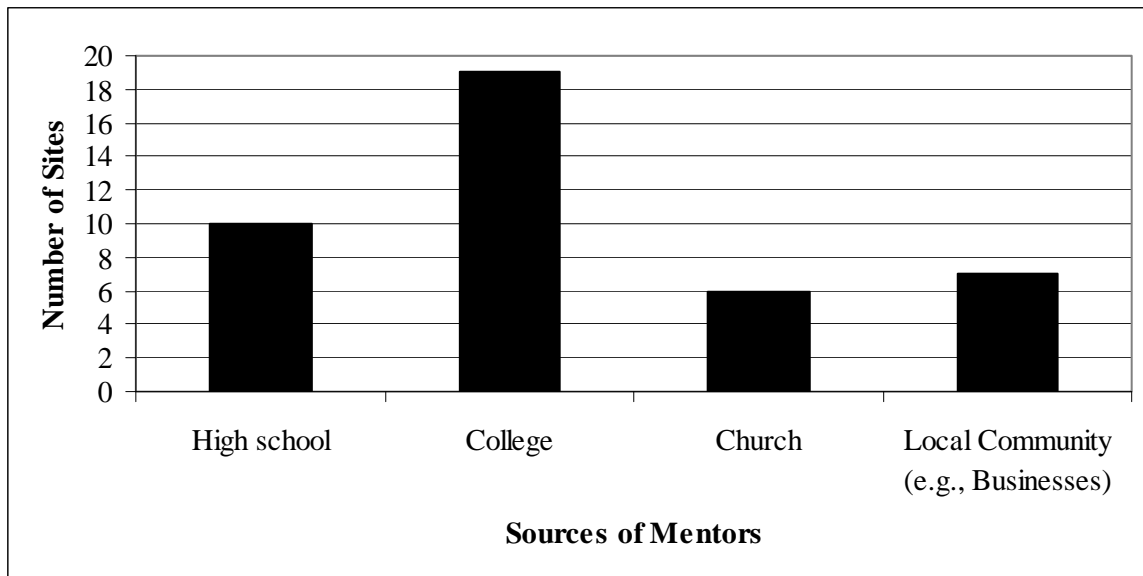


<sup>13</sup> Caution is urged in reviewing this variable due to the proportion of cases (35%) for which information on this is missing.

***Mentor Characteristics***

In terms of the types of mentors, all site coordinators reported using Young Adult (high school and college) mentors. Almost all mentors included in the quarterly reports were young adults (308, or 96%). Unlike what would be expected from the Program Guide, not all of the high school age mentors provide mentoring at site or school-based programs (see Table A6 in Appendix A). The use of colleges for recruiting mentors coincides with the location of the site near a college. Nineteen sites reported using colleges as a source of mentors (see Figure 5). Six sites reported using grand mentors; however, grand mentors were not available for all youths at those sites. Grand Mentors are older adult mentors that are typically used in addition to Young Adult mentors. It is our understanding that grand mentors work with the parents as well as the youths. It is notable that at one site, Juab, youths are reportedly matched with multiple mentors at the same time.

**Figure 5. Site Descriptions: Sources of Mentors**



There was variation in how mentors learned about YFP. Most respondents (13) said that they learned about YFP at school through mechanisms such as a school-sponsored activity fair,

an announcement, or the school placement office; another nine mentors learned about the YFP program through friends. Mentors also learned about the YFP program through church announcements (5), community notices (5) or some other fashion (6).

***Mentor-Mentee Matches***

Ideally, youths agree to participate in YFP, begin participating in program activities (FNO and 4-H), and are matched with a mentor after they have had an opportunity to interact with possible mentors at program activities. There is no set time specified or recommended by the Program Guide between the time youths agree to participate and the time they are matched with a mentor. However, discussions with program staff provide some indication of how this process works. Staff told us that the factor that most strongly influences the amount of time it takes to make a match is the availability of a mentor for the youth and that ideally a match would take place within a month or so of when the youth starts YFP. When quarterly report data were analyzed, the average length of time from the home visit to being matched with a mentor was about 25 days, but there was wide variation in this time (see Table 11). For fourteen youths the initial match occurred more than 6 months after the initial home visit, and for 75 youths the match occurred prior to the home visit.

**Table 11. Quarterly Reports: Length of Time From Home Visit to Initial Mentor Match**

Length of Time	Frequency	Percent*
Prior to home visit	75	32%
Same day as home visit	19	8%
Within 2 weeks of home visit	25	11%
Between 2 weeks and 1 month of home visit	43	18%
Between 1 to 2 months of home visit	41	18%
Between 2 to 3 months of home visit	9	4%
Between 3 to 6 months of home visit	11	5%
Greater than 6 months after home visit	14	6%
Total	237	
*Numbers may not add to 100% due to rounding.		

According to the Mentor Manual, mentors are asked to meet with mentees for approximately one year. Data from the quarterly reports showed that there were 321 mentors for the 328 youths included in the analyses.<sup>14</sup> For the 328 youths, there were 312 matches between mentors and youths.<sup>15</sup> There were 18 youths who are in the YFP program (as evidenced by their ongoing participation in other program activities) who appear to have never been matched with a mentor. There were 52 youths who were matched with multiple mentors (this includes youths matched with multiple mentors concurrently or in succession) and five mentors who were matched with multiple youths. The average length of the first match (n = 68) was just under 10 months.<sup>16</sup> The length of matches for these 68 youths ranged from about 1 week to 22 months, with 68% of matches lasting from about 4.5 to 15.5 months.

According to the mentor survey, the majority of mentors were matched with one mentee. Twenty-nine of the respondents said that they mentor only one youth; two mentors said that they had two mentees; and one mentor said that she/he had three. Four mentors reported mentoring more than three youths; mentors with more than three mentees come from the Cache-Latino, Davis, and Utah County- Franklin sites. Those mentors with multiple mentees had been paired with their mentees for eight to nine months.

The mentor survey is the only source of information regarding the matching process. With one exception, all mentors reported being provided with some information about their mentee before meeting him/her. Usually they were told the youth's name (97%) and contact information (79%), the youth's hobbies or interests (53%), challenges he/she faced (62%), and

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<sup>14</sup> This number was calculated using the mentor name. In some cases the same name was associated with multiple youths at one site; when this occurred the name was counted once. In other cases, only a first name was available; each first name was counted once per site.

<sup>15</sup> Matches were defined using the match date.

<sup>16</sup> Calculated based on youths who were either unmatched and continued with YFP or unmatched because discharged from YFP. This amount of time may change as we gather more information on unmatched dates for youths in the 2005 cohort and as youths in the 2006 cohort are discharged or receive new mentors.

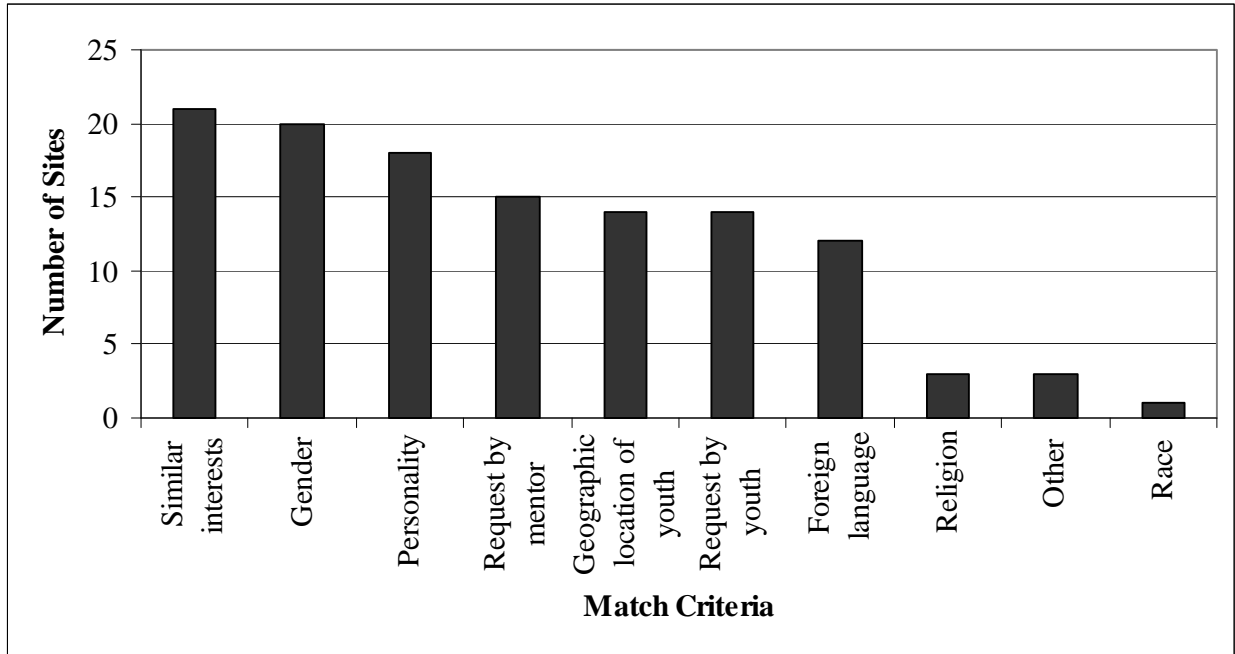
the reasons why their mentee was enrolled in YFP (56%). A smaller percentage (38%) of mentors reported learning which strengths their mentee possessed.

The Program Guide requires that mentors and mentees have an opportunity to interact prior to the match. Roughly half of the mentors responding to the survey indicated that they met their mentee in person before they were matched; the other half did not.

#### Reasons for and Perceptions of Match

Site coordinators provided a wide variety of criteria that they use to match youths to mentors (see Figure 6). The most common criteria were similar interests, personality, and gender. There is an overlap in several of the matching criteria stated by the mentors and listed in the Program Guide (similar interests, foreign language, geographic location of youth, and religion). The most frequently used criterion cited by site coordinators (21 of 23 sites) was similar interests. Interestingly, one of the other most frequently cited criteria by the site coordinators, gender, was not a criterion listed in the Program Guide but is a factor that senior program staff say is recommended in most situations. In addition, race and ethnicity were factors also referenced by the Program Guide as matching criteria, but only one of the site coordinators selected these characteristics as criteria on which they match. A few sites indicated that requests by the youth or mentor were used as matching criteria; this fits with the program documentation requirement that youths and mentors should be receptive to the match.

**Figure 6. Site Descriptions: Match Criteria Used by Sites**



When surveyed, mentors were asked to select those characteristics used in determining the mentee(s) with whom they were paired. The table below provides the responses. Similar to reasons for matches as reported by site coordinators, gender was the most common characteristic reported by mentors when asked why they were matched with a particular mentee: 74% of mentors reported that pairs were determined based on gender. Other than gender, there is an overlap in several of the other matching criteria reported by the mentors and listed in the Program Guide (race, ethnicity, similar interests, foreign language, and religion). Personality (51%) was also frequently mentioned, followed by race/ethnicity (40%). Interestingly, though many mentors selected race/ethnicity as a reason for a match, no site coordinators selected this. Other characteristics mentioned as “other” responses were: availability, a “good fit” in the mentors’ judgment, and special needs that the mentor was qualified in assisting with. Mentors were not asked about the geographic location of the youth or availability as match reasons.



**Table 12. Mentor Survey: Why Mentors and Mentees Were Matched**

Factors	Number	Percent of Cases
Same sex	26	74%
Personality	18	51%
Same race/ethnicity	14	40%
Don't know*	11	31%
Similar interests	10	29%
Same religion	9	26%
Request by youth that you be matched	6	17%
Request by mentor that you be matched	5	14%
Foreign language spoken by youth	4	11%
Other	4	11%
Total number of responses	107	
Total number of respondents	35	
*Note that all respondents who selected "don't know" also selected at least one other response indicating why they were matched.		

Most matches were reported by mentors to be good matches (86%), though in a few situations (9%) mentors reported that they did not know if it was a good match.

We asked mentors, in an open-ended question, what they hoped to accomplish with their mentees and received a wide range of answers, all within the program's stated goals. Some of the desired accomplishments mentioned were: to be a role model for their mentee, to assist with homework, to foster self-esteem/self-confidence, to build positive skills, to teach mentees how to control their temper, to cultivate reliability in mentees, to be a friend, and to listen to their mentees. The most common reason cited was to build self-esteem/self-confidence (36%, 12 of 33 respondents).

When asked what changes they had observed in their mentees over time, the most common change reported by mentors was increased interpersonal skills (28, or 85%) (see Table 13). Mentors reported positive changes in the areas of academics (16, or 48%) and better relations with family (15, or 45%). Eleven mentors (16%) said that they had not yet observed

changes in their mentees. Data from the mentor survey show there is no discernable relationship between the length of the match and whether or not positive changes were reported.

**Table 13. Mentor Survey: Positive Changes Noted by Mentor**

	Frequency	Percent
Increased interpersonal skills	28	85%
Improvement in academic performance	16	48%
Better relations with family	15	45%
No changes yet	11	33%
N of respondents	33	

***Time in Program***

Of the youths included in the quarterly reports, in most situations when youths are unmatched from their mentor, they were discharged from YFP.<sup>17</sup> However, there are a few situations in which this was not the case: Two youths were transferred from one YFP site to another and another two youths were unmatched with one mentor and matched with another (reason unknown).

The majority of youths included in the analysis using quarterly report data are still attending YFP (73%) and the average length of stay in the program thus far for this group of youths is approximately 12 months, with 43% having been in YFP between 6 and 12 months (see Table 14).<sup>18</sup> Of those youths discharged from the program, the average amount of time spent in the program was just under 12 months. Of the youths discharged, 38% spent more than 12 months in YFP and 31% spent between 6 and 9 months in YFP. Very few youths (8%) left YFP within 3 months of starting. The Program Guide does not specify a presumptive length of stay,

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<sup>17</sup> We think that this will change because discussions with site coordinators suggest that it is not uncommon for youths who remain in the program for multiple years to receive a new mentor each fall. We are still gathering information on this for youths in the 2005 cohort. For the 2006 cohort, not enough time has passed for this to occur.

<sup>18</sup> Note that length of stay in the program is different than length of match with a mentor. Length of stay is calculated as the time from the initial home visit to the time of program discharge.

but informal discussions and interviews with program staff suggest a range of expectations from one school year to when a youth ages out of the program (i.e., turns age 15).

**Table 14. Quarterly Report: Length of Stay if Currently in Program as of June 2007**

	Frequency	Percent*
Up to 3 months	2	.8%
Between 3 and 6 months	49	20%
Between 6 and 9 months	51	21%
Between 9 and 12 months	52	22%
More than 12 months	88	36%
Total	242	
* May not add to 100% due to rounding		

**Table 15. Quarterly Report: Length of Stay if Discharged as of June 2007**

	Frequency	Percent*
Up to 3 months	6	8%
Between 3 and 6 months	9	13%
Between 6 and 9 months	22	31%
Between 9 and 12 months	8	11%
More than 12 months	27	38%
Total	72	
* May not add to 100% due to rounding		

#### Reasons for Unmatch and Program Discharge

Most mentors who responded to the survey had no experience with a mentor-mentee relationship ending, but 41% did report experience with this. The dominant reasons for ending the relationship was that the mentor or mentee moved (38%) or the mentee aged out of the program (31%) (see Table 16). The process for ending the relationship varied among our respondents. One respondent mentioned that he/she discussed the end of their work together and the reasons the relationship was ending, but most mentors reported that they merely told the mentee and/or their family that their time together was complete. Four of the fourteen mentors who ended the relationship reported that they maintain some relationship with their former mentee(s).

**Table 16. Mentor Survey: Reasons for Ending Mentor Relationship**

	Number	Percent
Mentor or mentee moved	5	38%
Mentee grew up/aged out of program	4	31%
Relationship not going well	3	23%
Mentee skipped meetings with me or skipped program activities	2	15%
Other	2	15%
Mentee told me he/she wanted to end the relationship	1	8%
Site coordinator told me it was time to end the relationship	1	8%
Mentee reached all goals of YFP	0	0.0%
N of respondents	13	

Site coordinators provided us with a reason for discharge after the youth left the program. The most common reason for discharge reported was “program closed” (see Table 17). This is due to the fact that four programs (Davis, Rich, Sevier, and Washington) lost funding in the spring or summer of 2007. “Program closed” reflects the site coordinator’s notation that if funding had been available for the program, the youth would have remained with YFP. In some situations program closure resulted in a decision to graduate a youth from YFP. Graduation is a positive discharge reflecting the site coordinator’s determination that the youth accomplished his/her objectives. For 18% of youths the reason for discharge is unknown. This reflects, in many situations, youths discharged from the 2005 cohort because the reason for discharge was not tracked by YFP during that time.

**Table 17. Quarterly Reports: Why Youth Discharged from YFP**

	Frequency	Percent
Program closed	28	34
Youth stopped attending	18	22
Unknown	15	18
Moved	12	15
Aged out	4	5
Graduated	3	4
Inappropriate for program	2	2
Total	82	100

## CONCLUSIONS AND RECOMMENDATIONS

Since data collection is ongoing, it is premature to provide conclusive statements regarding the implementation of YFP or to make recommendations to assist YFP regarding program implementation. However, this preliminary analysis indicates that some interventions and requirements are being implemented as designed, and others are not. Home visits are provided as planned, the types of interventions provided fit with program documentation, on average sites offer FNO and 4-H activities as required, and site coordinators report targeting youths with characteristics that match program guidance and matching youths with criteria as specified in the program guide. Examples of those interventions and requirements that do not appear to be implemented as planned include the change in schedule of program activities during the summer by some sites; some youths admitted were younger than the targeted age range; many youths attend FNO less often than required, but many attend 4-H more often than required; on average youths meet with their mentors less frequently per month than expected; and according to site coordinators' quarterly reports, many mentors did not receive an orientation training.

There are some concerns regarding the availability of program implementation data. Though many sites are doing a good job at reporting program implementation data, others are reporting little, if any, data. With the exception of the high proportion of missing referral information,<sup>19</sup> when quarterly reports are submitted, for the most part they appear to be complete. Also, there are a couple of other important variables that the program only began to collect in earnest since the start of the JRSA study: unmatched date and discharge date. Consequently, we are trying to calculate these dates based on other information available in the quarterly reports for youths in the 2005 cohort, and for the 2006 cohort, we have to contact site

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<sup>19</sup> Referral information was collected until approximately September 2007.

coordinators directly to get this information. Finally, there are some important elements that are not currently being tracked to assess program implementation. These include reasons for and sources of referral to the program, and information regarding why a youth was matched with a mentor.

Finally, in areas in which guidelines or requirements from YFP have not been provided, some sites appear to have developed their own policies and practices. This has resulted in some variation in the implementation of the program by site. Some sites have identified criteria used to screen out youths from the program, base the presumptive length of stay on a youth's age in the program (i.e., youths are discharged when they age out), aim to match a youth with a mentor within one month of the home visit, and/or have decided what information about the youth to share with the mentor at the time of the match.

To ensure that sites continue to provide good quality implementation data that will be used to inform the outcome evaluation, the following are recommendations regarding data collection: 1) monitor data submitted in the online log on a monthly basis, particularly for the new elements added since the shift from the quarterly reports to the online log; and 2) add reasons for referral and source of referral to the online log.

## **NEXT STEPS**

As stated earlier, this report is a preliminary process evaluation of YFP. The final process evaluation report will be completed after post-test data collection has ended in the spring of 2009. This report provides an early snapshot of program operations informed by the perspectives of the site coordinators and mentors, program documentation, and program implementation data. In addition to helping the evaluators understand how the program works, it is hoped that the results of this preliminary evaluation will be used by the program to promote

the collection of good quality program implementation data. The full process evaluation report will cover the issues addressed in the preliminary report as well as other issues and topics raised by this report, including: ongoing training provided to mentors, site coordinator contact with mentors, factors relating to the length of stay of program participants, and factors relating to the number of interventions received by program participants. Finally, the full process evaluation report will include two additional data sources: interviews with program youths and observations of program activities.

## REFERENCES

Dart, C. (2006). *4-H Mentoring Youth and Families with Promise: Program Guide (2<sup>nd</sup> ed.)*. Logan, UT: Utah State University Extension.

Platt, S., & Woodbury, C. (2006). *4-H Mentoring Youth and Families with Promise: Mentor Manual (2<sup>nd</sup> ed.)*. Logan, UT: Utah State University Extension.



## **APPENDICES**

**Appendix A: Site-Specific Information**

**Appendix B: Site Description Survey**

**Appendix C: Mentor Survey**

## **Appendix A: Site-Specific Information**

**Table A1. Site where this youth attended YFP±**

	Frequency	Percent
Cache –Community*	13	4
Cache –Latino*	18	6
Carbon	11	3
Davis	12	4
Iron –Community	26	8
Iron –CYFAR	31	10
Iron –After School*	20	6
Juab	21	6
Millard	22	7
Rich	18	5
Sevier	10	3
Tooele	26	8
Utah – Nebo	12	4
Utah –Timpanogos	12	4
Utah – Park	14	4
Utah – Sharon	4	1
Utah – Farrer	5	2
Utah – Westmore*	11	3
Utah –Aspen	6	2
Utah –Franklin	19	6
Utah –Spring Creek*	8	2
Washington	8	2
	328	100
±There is one site, Utah- Larsen, that has been excluded from the list. The Utah-Park and Utah-Larsen sites combined early in the 2006 school year. So, though it technically existed, no youths were actually served at the Utah- Larsen site. *Poor or missing data from this site.		

**Table A2. Site Descriptions: YFP Activities During the School Year by Site**

	Mentor Face-to-Face Contact		4-H activities				FNO
	Weekly	Twice a Week	Weekly	2X Month	Monthly	Quarterly	Monthly
Cache – Community*	X			X			X
Cache – Latino*		X		X			X
Carbon	X				X		X
Davis	X				X		X
Iron – Community	X		X				X
Iron – CYFAR	X		X				X
Iron – After School	X						
Juab	X				X		X
Millard*	X		X				X
Rich	X				X		X
Sevier		X				X	X
Tooele	X				X		X
Utah – Nebo	X		X				X
Utah – Park	X		X				X
Utah – Larsen	X		X				X
Utah – Timpanogos	X		X				X
Utah – Sharon	X				X		X
Utah – Farrer	X		X				X
Utah – Spring Creek	X		X				X
Utah – Westmore	X				X		X
Utah – Aspen	X		X				X
Utah – Franklin	X		X				X
Washington	X				X		X
*Poor or missing data from this site.							

**Table A3. Site Descriptions: YFP Activities During the Summer**

	In-Person Mentor			4-H Activities				FNO	
	Weekly	1X Month	No set schedule	Weekly	1X Month	1X Quarter	No set schedule	1X Month	1X Quarter
Cache – Community*				X					
Cache – Latino*				X					
Carbon			X			X			X
Davis	X				X			X	
Iron – Community									
Iron –CYFAR									
Iron –After School					X				
Juab	X				X			X	
Millard*					X			X	
Rich					X				
Sevier		X				X		X	
Tooele			X		X			X	
Utah – Nebo	X				X			X	
Utah –Park	X				X			X	
Utah –Larsen	X				X			X	
Utah – Timpanogos	X			X				X	
Utah – Sharon	X			X				X	
Utah –Farrer									
Utah –Spr. Creek									
Utah – Westmore	X				X			X	
Utah – Aspen	X			X				X	
Utah – Franklin	X			X				X	
Washington		X			X			X	

\*Poor or missing data from this site.

**Table A4. Average Number of In-Person Meetings with Mentor Per Month by Site**

Site	Average Number of In-person Meetings with Mentor per Month- <b>School Year</b>	Average Number of In-person Meetings with Mentor per Month - <b>Summer</b>
Cache –Community*	missing	missing
Cache –Latino*	missing	missing
Carbon	2.23	.53
Davis	2.18	.5
Iron –Community	2.78	.26
Iron –CYFAR	4.93	.015
Iron –After School*	.56	1.18
Juab	1.49	.108
Millard	.875	.015
Rich	4.54	.854
Sevier	1.08	.270
Tooele	1.09	.056
Utah – Nebo	1.46	.319
Utah – Timpanogos	.69	.136
Utah – Park	1.25	.163
Utah –Sharon	.296	.167
Utah – Farrer	1.45	.278
Utah – Westmore*	1.14	.343
Utah – Aspen	2.71	.611
Utah – Franklin	1.5	.383
Utah –Spring Creek*	.36	0
Washington	.79	.095
*Poor or missing data from this site.		

**Table A5. Site Descriptions: Mentor Training by Sites**

Site	Mentor Training
Cache – Community*	
Cache – Latino*	
Carbon	X
Davis	X
Iron – Community	X
Iron – CYFAR	
Iron – After School	X
Juab	X
Millard*	X
Rich	X
Sevier	X
Tooele	X
Utah – Nebo	
Utah – Park	
Utah – Larsen	
Utah – Timpanogos	X
Utah – Sharon	X
Utah – Farrer	X
Utah – Spring Creek	X
Utah – Westmore	X
Utah – Aspen	X
Utah – Franklin	X
Washington	X

**Table A6. Site Descriptions: Site Type and Use of High School Mentors**

Site	High school mentors	School-Based Site	Community-Based Site	Combination of School and Community
Cache – Community			X	
Cache – Latino		X		
Carbon	X		X	
Davis	X			X
Iron – Community			X	
Iron – CYFAR		X		
Iron – After School	X	X		
Juab	X	X		
Millard	X			X
Rich	X			X
Sevier	X		X	
Tooele	X		X	
Utah – Nebo			X	
Utah – Park			X	
Utah – Larsen			X	
Utah – Timpanogos		X		
Utah – Sharon				X
Utah – Farrer	X	X		
Utah – Spring Creek	X	X		
Utah – Westmore		X		
Utah – Aspen				X
Utah – Franklin				X
Washington			X	



**Table A7. Site Descriptions: Youth Characteristics/Issues by Site**

	Single/Divorced Parent	Parent with Health Issue	Latch-Key kids	Problems at Home	Low Income Households	Ages 10-14	Struggle with Academics	Struggle Socially	Struggling with Language	Struggling Emotionally	Low Self-esteem	Youth/Family Involved/History of criminality	Recent Immigrants	Other
Cache – Community*	X	X	X		X	X	X	X				X		
Cache – Latino*	X	X	X		X	X	X	X	X			X		
Carbon	X			X	X	X	X	X		X	X			
Davis	X	X		X	X	X	X	X		X	X	X		X
Iron – Community	X	X	X	X	X	X	X	X		X	X		X	
Iron – CYFAR							X	X						
Iron – After School*	X	X	X	X	X	X	X	X	X	X	X	X	X	
Juab	X			X	X	X	X	X		X	X	X		
Millard*														X
Rich	X	X	X		X	X	X	X			X	X		
Sevier	X			X	X	X	X	X		X	X			
Tooele						X		X		X	X			X
Utah – Nebo						X	X	X		X	X			
Utah – Park						X	X	X		X	X			
Utah – Larsen						X	X	X		X	X			
Utah – Timpanogos	X				X		X	X						
Utah – Sharon	X	X	X	X	X	X	X	X	X	X	X	X	X	
Utah – Farrer						X		X	X			X	X	X
Utah – Spring Creek						X		X	X			X	X	X
Utah – Westmore	X	X	X	X	X	X	X	X		X	X			
Utah – Aspen	X	X	X	X	X	X	X	X	X	X	X	X	X	
Utah – Franklin	X					X	X	X		X	X			
Washington	X	X	X	X	X	X	X	X	X	X	X	X	X	

\*Poor or missing data from this site.

**Table A8. Quarterly Reports: Reasons for Referral by YFP Site**

	Behavioral Problems in School or Other Locations	Problem in Family/Peer Interactions and Relationships	Needs to Feel More Socially Accepted by Peers and Others	Absent or Poorly Developed Social Skills	Inadequate Academic or Academic -Related Skills	First time Offender Involved with the Juvenile Court System	Needs More Support Network in Home, School, Church etc.	Has Suffered an Emotional or Physical Loss	Other Community-Specific targets	Total
Cache – Community*										
Cache – Latino*										
Carbon	4	9	8	8	8	2	10	5	0	10
Davis	8	11	8	8	8	0	12	12	12	12
Iron – Community	4	9	22	23	17	0	8	11	0	24
Iron – CYFAR	4	13	16	13	19	0	4	7	0	21
Iron –After School*	6	8	14	6	16	0	11	10	0	17
Juab	15	19	20	18	17	8	19	11	0	21
Millard	16	13	14	15	12	0	14	12	0	18
Rich	1	2	3	2	3	0	3	1	0	3
Sevier	9	15	14	15	15	1	16	11	7	18
Tooele	6	6	8	7	7	0	7	7	0	12
Utah – Nebo	5	6	7	6	5	1	5	3	0	9
Utah – Timpanogos	5	8	9	7	8	1	7	4	0	13
Utah – Park	0	1	1	1	1	0	1	1	0	1
Utah – Sharon	0	0	0	0	1	0	1	0	0	1
Utah –Farrer	0	1	1	1	1	0	0	0	0	1
Utah – Westmore*	2	5	5	4	4	0	3	3	0	5
Utah –Aspen	11	13	12	10	10	9	9	7	0	15
Utah – Franklin	6	6	7	7	6	1	6	7	0	7
Total number of cases	102	145	169	151	158	23	136	112	19	208
Percent of Cases	49%	69.7%	81.3%	72.6%	75.9	11.1%	65.4%	53.8%	9.1	

**Table A9. Site Descriptions: Screen Out Factors by Site**

Site	Serious Behavior Problems	Not at Risk	Adjudicated Delinquent	Drug Problem	Puts Other Youths at Risk	Mental/Emotional Disability	Don't Agree to Participate Fully	Other Reason
Cache – Community*	X	X	X		X			
Cache – Latino*	X	X	X		X			
Carbon						X	X	
Davis	X	X		X	X	X	X	
Iron – Community			X				X	
Iron – CYFAR	X							
Iron – After School*								
Juab	X	X	X	X	X		X	
Millard*	X			X				
Rich					X		X	X
Sevier	X	X	X	X	X		X	
Tooele			X	X	X			
Utah – Nebo	X		X	X	X	X	X	
Utah – Park	X		X	X	X	X	X	
Utah – Larsen	X		X	X	X	X	X	
Utah – Timpanogos							X	
Utah – Sharon	X		X	X	X			
Utah – Farrer					X			
Utah – Spring Creek					X			
Utah – Westmore	X		X	X	X			
Utah – Aspen	X		X	X	X			
Utah – Franklin					X			
Washington	X		X	X	X			
*Poor or missing data from this site.								

**Table A10. Site Descriptions: Mentor Characteristics**

Site	Sources of Mentors				Mentor Types	
	High school	College	Church	Local Community (e.g., Businesses)	Grand Mentors	Multiple Mentors
Cache – Community*					X	
Cache – Latino		X				
Carbon	X	X				
Davis	X	X	X	X	X	
Iron – Community		X				
Iron – CYFAR		X				
Iron – After School			X	X		
Juab	X			X	X	X
Millard*	X					
Rich	X				X	
Sevier	X	X		X	X	
Tooele	X	X	X	X		
Utah – Nebo		X	X			
Utah – Park		X	X			
Utah – Larsen		X	X			
Utah – Timpanogos		X				
Utah – Sharon		X		X		
Utah – Farrer	X	X				
Utah – Spring Creek	X	X				
Utah – Westmore		X				
Utah – Aspen		X		X		
Utah – Franklin		X				
Washington		X			X	

**Table A11. Site Descriptions: Match Criteria by Site**

Site	Gender	Race	Foreign Language	Religion	Similar Interests	Personality	Request by Youth	Request by Mentor	Geographic Location of Youth	Other
Cache – Community*	X			X	X				X	
Cache – Latino*	X		X	X	X				X	
Carbon	X		X		X	X				
Davis	X				X	X	X	X	X	
Iron – Community	X				X					X
Iron – CYFAR	X				X	X	X	X		
Iron – After School	X	X	X		X	X	X	X	X	
Juab	X				X			X	X	
Millard*	X				X	X	X	X		
Rich	X				X		X	X	X	X
Sevier	X				X	X		X	X	
Tooele					X	X	X	X	X	
Utah – Nebo	X		X		X	X	X	X	X	
Utah – Park	X		X		X	X	X	X	X	
Utah – Larsen	X		X		X	X	X	X	X	
Utah – Timpanogos	X		X		X	X				
Utah – Sharon	X		X		X	X	X	X	X	
Utah – Farrer						X				
Utah – Spring Creek						X				
Utah – Westmore	X		X		X	X	X			X
Utah – Aspen	X		X		X	X	X	X	X	
Utah – Franklin	X		X	X	X	X	X	X	X	
Washington	X		X		X	X	X	X	X	
*Poor or missing data from this site.										

## **Appendix B: Site Description Survey**

**Description of YFP/4-H Mentoring Site**

To ensure that JRSA has an accurate picture of the YFP/4-H mentoring sites, JRSA interviewed several site coordinators and 4-H agents last spring. Since no one affiliated with your site was included in the interviews, we are asking that you complete this brief survey and return it to JRSA. This information is critical to the evaluation.

Site Name: \_\_\_\_\_ Date Form Completed: \_\_\_\_\_

Name of Person Completing Survey: \_\_\_\_\_

1. Where is the site based?

- School Based       Community Based       Other (Explain: \_\_\_\_\_)

2. What are the YFP activities at your site and what is the intended schedule of activities during the school year? (Check all that apply.)

Activity	Schedule
<input type="checkbox"/> Youth meets with mentor face-to-face	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other (Explain: _____) <input type="checkbox"/> No Set Schedule
<input type="checkbox"/> Non face-to-face contact between youth and mentor (e.g., phone call, email)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other (Explain: _____) <input type="checkbox"/> No Set Schedule
<input type="checkbox"/> 4H	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other (Explain: _____) <input type="checkbox"/> No Set Schedule
<input type="checkbox"/> Family Night Out	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other (Explain: _____) <input type="checkbox"/> No Set Schedule
<input type="checkbox"/> Other (Explain _____)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other (Explain: _____) <input type="checkbox"/> No Set Schedule
<input type="checkbox"/> Other (Explain _____)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other (Explain: _____) <input type="checkbox"/> No Set Schedule

3. What are the YFP activities at your site and what is the intended schedule of activities during the summer?  
(Check all that apply.)

Activity	Schedule
<input type="checkbox"/> Youth meets with mentor face-to-face	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other (Explain: _____) <input type="checkbox"/> No Set Schedule
<input type="checkbox"/> Non face-to-face contact between youth and mentor	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other (Explain: _____) <input type="checkbox"/> No Set Schedule
<input type="checkbox"/> 4H	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other (Explain: _____) <input type="checkbox"/> No Set Schedule
<input type="checkbox"/> Family Night Out	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other (Explain: _____) <input type="checkbox"/> No Set Schedule
<input type="checkbox"/> Other (Explain _____)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other (Explain: _____) <input type="checkbox"/> No Set Schedule
<input type="checkbox"/> Other (Explain _____)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other (Explain: _____) <input type="checkbox"/> No Set Schedule

4. Does your site actively use grand mentors?

Yes       No

4a. If yes, how many grand mentors are active right now? \_\_\_\_\_

4b. How are the grand mentors involved in the program?

---



---



5. Where do you currently go to recruit mentors?

- Local high school(s)
- Local college(s)
- Both local high school(s) and college(s)
- Other (Explain: \_\_\_\_\_)

6. How does your site recruit youths for the program?

---



---

7. What are the characteristics of the youths you target for the program?

---



---

8. Are there any reasons you would exclude or screen out a youth from the program? What?

---



---

9. What criteria, if any, are used to match a youth to a mentor? (Check all that apply.)

- |   |   |
|---|---|
| <input type="checkbox"/> same sex                         | <input type="checkbox"/> request by youth for a particular mentor |
| <input type="checkbox"/> same race                        | <input type="checkbox"/> request by mentor for a particular youth |
| <input type="checkbox"/> foreign language spoken by youth | <input type="checkbox"/> Other                                    |
| <input type="checkbox"/> same religion                    | (Explain: _____)  |
| <input type="checkbox"/> similar interests                | <input type="checkbox"/> No criteria                              |
| <input type="checkbox"/> personality                      |   |

10. If there is anything in particular that you think JRSA should know about how your site operates, please explain.

---



---




---

Thank you!

**When finished, please return this form using the attached envelope  
or you may fax it (fax: 202 842-9329) to Mary Poulin at JRSA.  
JRSA • 777 N. Capitol St., NE, Suite 801 • Washington, DC 20002**

## **Appendix C: Mentor Survey**



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Home
**New Survey**
My Surveys
List Management
My Account
Help Center

Thursday, May 24, 2007

## Design Survey

Show All Pages and Questions

To change the **look** of your survey, select a choice below. Click 'Add' to create your own custom theme.

**Theme:** Sea Green Add

### YFP 4-H Mentor Survey

Edit Title Edit Numbering Add Logo

Add Page

#### Introduction

Edit Page Delete Page Copy/Move Add Logic

The Justice Research and Statistics Association (JRSA) is currently conducting an evaluation of the Youth and Families with Promise (YFP) program. We are asking current and recent mentors of the program a series of questions pertaining to their role in the program and perceptions of the program. Responses to this survey will be very helpful in the evaluation.

By responding to the survey you are giving JRSA permission to use your responses for the evaluation. Your responses to these questions will be anonymous and confidential. You will not be asked to provide your name or similar identifying information nor will JRSA be able to track who completed a particular survey. Completion of this survey is voluntary and you may choose to skip or refuse to answer any of the questions without penalty.

It will take approximately 15 minutes to complete the survey.

If you have any questions, feel free to contact Mary Poulin toll-free at 877-286-9036.

Thank you.

Add Question Add Page

Edit Delete Copy/Move Edit Logic

**1. If this is ok with you, please check the 'yes' box.  
(Once you have checked the 'yes' box you will be able to begin the survey.)**

YES, I agree to complete this survey.

No, I do not want to complete this survey.

Add Question Add Page

Edit Delete Copy/Move Edit Logic

**2. Are you now OR have you been a mentor for YFP in the past 2 months?**

Yes

No

Add Question Add Page

Edit Delete Copy/Move

**If your relationship with a youth just ended within the past 2 months, please include this youth when responding to questions throughout the survey.**

Add Question Add Page

#### Background

Edit Page Delete Page Copy/Move Add Logic

Add Question Add Page

Edit Delete Copy/Move Add Logic

**3. How did you first learn about YFP?**

- School activity fair/ announcement/ placement office
- Church announcement
- Community notice
- From a friend
- I was a YFP participant
- Other (please specify)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

**4. How long have you been a mentor for YFP?**

- Less than 3 months
- Between 3 and 6 months
- Between 6 and 12 months
- More than 12 months

[Add Question](#) [Add Page](#)

**Background** [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

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**5. For which YFP site do you mentor youths?**

- Cache County- Traditional
- Cache County- Latino
- Carbon County
- Davis County
- Iron County- Community Based
- Iron County- CYFAR
- Iron County- School
- Juab County
- Millard County
- Rich County
- Salt Lake County
- Sevier County
- Tooele County
- Utah County- Aspen
- Utah County- Farrer
- Utah County- Franklin
- Utah County- Nebo
- Utah County- Park
- Utah County- Sharon
- Utah County- Spring Creek
- Utah County- Timpanogos
- Utah County- Westmore
- Washington County
- Other (please specify)

[Add Question](#) [Add Page](#)

**Background** [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

**6. What type of mentor are you?**

Young adult mentor  
 Grandmentor/ Family Mentor

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

**7. Do you get any payment or compensation for being a mentor?**

Yes  
 No

[Add Question](#) [Add Page](#)

**Your Mentee(s)** [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

**8. How many youths are you currently matched with as a YFP mentor?**

1  
 2  
 3  
 More than 3

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

**9. Tell us a bit more about each of your current YFP mentees.**

	For how many MONTHS have you been matched?	Do you think it is a good match?
Mentee #1	<input type="text"/>	<input type="text"/>
Mentee #2	<input type="text"/>	<input type="text"/>
Mentee #3	<input type="text"/>	<input type="text"/>

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

**If your relationship with a youth just ended within the past 2 months, please include this youth when responding to questions throughout the survey.**

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

**Survey Progress**

**25%**

[Add Question](#) [Add Page](#)

**Your Mentee(s)** [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

	Mentee #1	Mentee #2	Mentee #3
Same sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Same race/ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign language spoken by youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Same religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10. Why were you matched with your mentee? (Select all that apply.)**

[Add Question](#)

<b>11. What are the other reasons, if any, why you were matched with your mentee(s)?</b>	
Mentee #1	<input type="text"/>
Mentee #2	<input type="text"/>
Mentee #3	<input type="text"/>

[Add Question](#)

Similar interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Page
Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Request by youth that you be matched	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Request by mentor that you be matched	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Being a Mentor Edit Page Delete Page Copy/Move Add Logic

Add Question Add Page

Edit Delete Copy/Move

**12. In general, what do you hope to accomplish with your YFP mentees?**

Add Question Add Page

Edit Delete Copy/Move

**13. What responsibilities or tasks do you have as a mentor?**

Add Question Add Page

Being a Mentor Edit Page Delete Page Copy/Move Add Logic

Add Question Add Page

Edit Delete Copy/Move Add Logic

**14. What did the SITE COORDINATOR tell you about your mentee(s) just before or at the time you were matched with him/her? (Select all that apply.)**

- I was not given any information
- Youth's name
- How to contact the youth
- Interests/hobbies of the youth
- Why the youth is enrolled in YFP
- Challenges faced by the youth
- Strengths of the youth
- Other (please specify)

Add Question Add Page

Being a Mentor

[Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

15. Did you meet your mentee(s) in-person before you were officially matched?

- Yes
- No
- Met some, but not all mentees

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

16. How often do you meet face-to-face with your mentee(s)?

- Daily
- Weekly
- Monthly
- Quarterly
- No set schedule
- Other (please specify) \_\_\_\_\_

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

Survey Progress

50%

[Add Question](#) [Add Page](#)

Being a Mentor

[Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

17. What kinds of activities do you do with your mentee(s)? (Select all that apply.)

- Hobbies/ recreational interests of the mentee
- Activities scheduled by YFP
- Homework/Schoolwork
- Talk about issues mentee would like to discuss
- Talk about issues I (mentor) would like to discuss
- Other (please specify)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

18. Who decides what activities you and your mentee(s) will do together? (Select all that apply.)

- I decide
- Mentee decides
- Site coordinator decides
- My mentee and I decide together

[Add Question](#) [Add Page](#)

Ending Relationship with Mentee

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19. As a YFP mentor, have you ever had a relationship end with a mentee?

- Yes

No

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**20. How did you know it was time for the relationship to end? (Select all that apply.)**

- Mentee grew up/ aged out of program
- Mentee reached all goals of YFP
- Mentee skipped meetings with me or skipped program activities
- Mentee told me he/she wanted to end the relationship
- Site coordinator told me it was time to end the relationship
- Other (please specify)

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**21. What was the process, if any, for ending the relationship with the mentee(s)?**

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**Training** Edit Page Delete Page Copy/Move Add Logic

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**22. Did you receive an orientation training about being a mentor for YFP?**

- Yes
- No

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**23. Do you continue to receive training about being a mentor for YFP?**

- Yes
- No

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Survey Progress

75%

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**24. How often do you receive training?**

- More than once a month
- Monthly



Quarterly  
 No set schedule  
 Other (please specify)

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**YFP Impact on Youth** Edit Page Delete Page Copy/Move Add Logic

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<b>25. What positive changes, if any, have you seen in your mentee(s) since he/she was matched with you?</b>				<b>26. Have you observed any OTHER changes in your mentee(s)?</b>			
	Mentee #1	Mentee #2	Mentee #3				
Improvement in academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Question Add Page			
Increased interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Better relations with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
No changes yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

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**27. Is there anything else you think the evaluators should know about YFP?**

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**Thank you!**

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**Survey Progress**  
**100%**

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