

CHAPTER 6



Useful Program Evaluation

PURPOSE

This chapter will address the following topics:

1. The context of recent federal government emphasis on program evaluation;
2. How organizations can evaluate the effectiveness of their mentoring programs;
3. Ways to access tools and evaluation strategies that promote the accurate documentation of program performance.

This chapter provides a general overview of current evaluation practice. It identifies special considerations that should be addressed to determine the effectiveness of career-focused mentoring programs in serving older youth and young adults, including those with disabilities. The principles set forth in this chapter apply to the wide range of settings and types of mentoring experiences identified in earlier chapters of this Guide.

CONTEXT

Federal Evaluation Policy and Requirements In recent years, the federal government has placed an increased emphasis on research-validated practice leading to program improvement. For instance, in the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001, the U.S. Department of Education uses the term “scientifically-based research” more than 100 times (Nelson, 2004) and identifies this research as the preferred way to validate effective practice. Other federal agencies, such as the Department of Labor and the Department of Health and Human Services, expect programs to include substantial objective evidence that supports program effectiveness.

In addition to the demand for increased rigor in the research and evaluation components of federally funded programs, federal agencies must adhere to specific provisions for performance and accountability as defined by the Federal Government Performance and Results Act (GPRA). GPRA requires agencies to develop plans for what they intend to accomplish, measure how well they are doing, make appropriate decisions based on the information they have gathered, and communicate information about their performance to Congress and to the public.

GPRA requires federal agencies to develop a five-year strategic plan that includes a mission statement and that sets out long-term goals and objectives. It also requires annual performance plans, which provide performance commitments toward achieving the goals and objectives presented in the strategic plan and annual performance reports, which evaluate an agency's progress toward achieving performance commitments. For more information on GPRA, go to (<http://www.epa.gov/ocfo/planning/gpra.htm>).

Agencies and organizations that seek funding from federal, state, or non-governmental sources will find that these sources will be more willing to fund programs that have strong evaluation components in place. The underlying intent for all accountability efforts should be to provide good information to help administrators, policy makers, and practitioners do the following:

- make better decisions regarding resource needs and allocation;
- improve practice;
- identify training needs; and
- inform programmatic improvement.

In the end, evaluation helps to sustain programs by providing validation of their impact on the lives of the youth that are served. Following this, effective practices can be disseminated through publications and replicated by other organizations.

THE COMPONENTS OF AN EFFECTIVE EVALUATION SYSTEM

There are four components of an effective evaluation system:

1. Organizational commitment and evaluation infrastructure;
2. The setting and measuring of goals;
3. The collection of data; and,
4. The synthesizing and reporting of results.

ORGANIZATIONAL COMMITMENT AND EVALUATION INFRASTRUCTURE

Before designing an evaluation plan, an organization's governing body and staff leadership need to make a commitment to collect and use evaluation for continuous improvement. Effective evaluation policies should be embedded within an organization's core operating principles. Developing an evaluation policy that is approved by the organization's board and reviewed at pre-determined intervals provides a good foundation upon which to build program evaluation (see Exhibit 6-1). Ideally, these policies should be in place during the planning and early implementation stages of a mentoring program.

Developing a system for collecting and managing evaluation data Evaluation should include the use of technology to build a management information system (MIS) designed to meet the needs of the organization. It need not be complex, but a well-designed MIS will meet the growing accountability and reporting requirements of funding sources. Regardless of the size of the organization, an effective MIS can improve internal program management by preventing the overlap of tasks, limiting duplication of data collection, and improving reporting capacity.

As a result of recent changes in technology, including the rapid expansion of web-based systems, information management is becoming more flexible and user friendly. Although the initial design may require a substantial amount of work and expertise, once established, the system should be easy for line staff to use and should provide a wide range of reporting options.

There are many free or low cost resources available to help organizations develop these systems, including the National Mentoring Center and the National Mentoring Partnership, colleges and universities, the United Way, private sector business management and consulting firms that provide pro bono services, and retired executive organizations like Senior Corps, which has information available online at (<http://www.seniorcorps.org>).

It is expected that the data collected as part of the MIS will be protected to insure confidentiality and privacy. The box below lists the kinds of the information that

should be collected for the evaluation and program management of mentoring efforts that focus on helping older youth and young adults (with and without disabilities) to make more informed postsecondary training and career decisions.

Obtaining an external evaluation The decision whether to involve an external evaluator should be made during the planning and early implementation phase. Although not required, having an external

evaluator examine a mentoring program provides many benefits. An external evaluation reduces the perception of bias that is raised when data is gathered through a self-evaluation. It essentially provides a higher level of credibility than a self-evaluation.

An external evaluation produces insights from the perspective of an impartial observer who can help the program run more efficiently and more effectively, as well as help more clearly demonstrate to others what the program is capable of doing.

SAMPLE OF MIS PARTICIPANT DATA COLLECTION

Mentee Data Elements (collected during intake and during program participation):

- Number of youth recruited
- Number of youth with disabilities recruited
- Number of youth matched with mentor
- Number of youth with disabilities matched with a mentor
- Age
- Gender
- Race
- School status
- GPA
- Disability status
- Pre-program data collection such as attendance records or grades
- Post-program data such as attendance records, grades, HS status, post-secondary education status, employment status

- Post-program follow-up status at three and six months
- Career interest area
- Special interests

Mentor Data Elements (collected during intake and during program participation):

- Number recruited
- Number of mentors who identify themselves as having a disability
- Prior understanding of disability issues
- Number screened, trained, and matched with mentee
- Number screened, trained, and matched with mentee with a prior understanding of disability issues
- Type of mentoring match (e.g., 1:1, group, electronic)
- Frequency of contacts
- Duration of match

- Gender
- Race
- Occupation
- Educational background
- Special interest

Outcomes:

- Frequency of meetings
- Types of joint mentoring activities
- Duration of the mentoring relationship
- Successful attainment of or progress towards pre-determined goals
- Satisfaction with mentoring relationship — mentee
- Satisfaction with mentoring relationship — mentor
- Satisfaction with mentoring program by others stakeholders involved, such as employers, teachers, or parents

ELEMENTS OF A SUCCESSFUL EVALUATION SYSTEM

Although mentoring research and knowledge development are rapidly maturing, MENTOR/National Mentoring Partnership (2005) has identified strategies that should be used to assist in demonstrating to key stakeholders that your mentoring program is effective:

Develop a plan to measure program process.

- Select indicators of program implementation viability and volunteer fidelity, such as training hours, meeting frequency and relationship duration; and

- Develop a system for collecting and managing specified data.

Develop a plan to measure expected outcomes.

- Specify expected outcomes;
- Select appropriate instruments to measure outcomes, such as questionnaires, surveys and interviews; and
- Select and implement an evaluation design.

Create a process to reflect on and disseminate evaluation findings.

- Refine the program design and operations based on the findings; and

- Develop and deliver reports to program constituents, funders, and the media (at minimum, yearly; optimally, each quarter).

For more information about how to develop a mentoring program design and evaluation strategy, consult MENTOR/The National Mentoring Partnership, *Elements of Effective Practice*, available at (http://www.mentoring.org/program_staff/design/elements_of_effective_practice.php?pid=1).

An external evaluator can help you do the following:

- design your overall evaluation;
- formulate key questions to determine program effectiveness and impact; and
- identify the data to be collected and how to collect the needed information.

For more information about how to obtain an external evaluation, read the Northwest Regional Education Laboratory's article, *Evaluation*, available at (<http://www.nwrel.org/evaluation/overview.shtml>).

For many small organizations, the idea of obtaining an external evaluation is immediately rejected because of its cost. However, the cost of an external evaluation need not be prohibitive. Some cost-efficient ways to involve a professional evaluator include, but are not limited to, linking with evaluation experts from local colleges or universities or from local, state, or national organizations involved in mentoring research.

Setting and measuring goals Evaluations help tell your success stories and also help guide an internal, continuous improvement process. Setting and measuring evaluation goals requires an understanding of the purpose of the evaluation, articulating the overarching evaluation questions, and determining the method(s) for collecting information and measuring outcomes. Setting program goals that can objectively measure progress or improvement is the second step in the evaluation process.

Achievement of goals can be measured through two broad types of program evaluation: formative and summative. Formative evaluation is an ongoing data collection process that helps to describe, shape, and fine-tune program implementation throughout a program's existence. Summative evaluation "sums up" what happens periodically. It helps to determine objectively the benefits, costs, and necessary conditions to reach program goals and objectives. Used together, formative and summative evaluations provide a rich body of evidence that will help program operators and funders understand information in response to questions you or your funders may have about your program's success in achieving pre-determined goals and objectives. Evaluation data will also help to identify problem areas and determine appropriate

action for the improvement of program effectiveness.

Here are some sample evaluation questions that may help determine program goals:

1. How many mentors completed screening and training and were successfully matched with mentees?
2. How many mentors with disabilities or prior understanding of disability issues completed screening and training and were successfully matched with mentees?
3. What are the participant characteristics? (mentor and mentee)
4. How are youth with disabilities identified?
5. How are special needs identified and provided for? (This question applies to all youth, not just youth with disabilities. Many youth without disabilities have special needs.)
6. How well is the program working and achieving its expected goals for students, parents, mentors, and others involved in the program (e.g., teachers in school-based programs; mentor recruitment sources such as employers, faith-based organizations)? Compare and contrast results for individuals with and without disabilities regarding their
 - Satisfaction
 - Challenges to effective implementation
 - Recommendations for improvement
7. To what extent has the mentoring model promoted an increased and positive orientation toward individuals with disabilities?
8. To what extent have mentees been helped to better articulate their needs related to their disability (i.e. improved self-advocacy and self-determination skills)?
9. Are mentees better able to articulate their career goals?
10. Do mentees have a better understanding of the skills necessary to succeed in the workplace?

11. In the following areas, what has been the impact of mentoring on the participants (See Table VIII at the end of this chapter)?

- School engagement
- Motivation to succeed in school
- Social development
- Academic achievement
- Goal orientation
- Understanding of careers, vocational training, postsecondary education, and employment

12. Do youth with disabilities and their mentors experience similar program satisfaction to that of their non-disabled peers?

By asking questions like those above, an organization may then decide on a number of goals or objectives it wishes to reach in the mentoring program. This will lead directly to determining what data will be collected. Other on-going data collection, along with formative and summative evaluation, will inform intermediate outcomes and longer-term outcomes for continuous improvement.

Exhibit 6-2 presents a more detailed example of how to evaluate effectiveness of mentor recruitment and retention efforts. This sample will help you to think through similar questions related to mentees and other program goals and objectives.

Collecting Data The third component of an effective evaluation system is collecting data. There are several things to consider when developing a data collection system, including the following:

- What information needs to be collected?
- How should the data be collected?
- What are the sources of data collection?

What Information Should be Collected? Three broad categories of information need to be collected and examined when evaluating a mentoring program:

- The mentees and what happens to them during the course of the program;
- The mentors; and
- The program outcomes.

1. Mentees

To conduct an effective evaluation, it is important to identify the characteristics of the youth that are being served, including their disability status and needs for accommodation or modifications. Unless this information is being gathered for eligibility purposes, it is not necessary to substantiate that a young person has a disability or to get entangled in the numerous technical definitions of disability status. A young person or his or her family can provide the basic information, and a series of open-ended questions during the intake process and throughout the delivery of services will help to identify disability status and needs related to a young person's disability. It is important for a young person to understand that the sharing of any disability-related information is voluntary, and that the reason this information is requested is to help him or her to have a more successful mentoring experience.

2. Mentors

Mentors should also have an opportunity to self-identify disability status so that it can be one of the considerations used in matching mentors and mentees. It is also helpful to ask prospective mentors if they have any special understanding of disability issues. If the answer is yes, then additional information regarding their disability awareness should be gathered during the intake interview.

Since career preparation is one of the goals of mentoring efforts outlined in this Guide, it is important to identify the skills and career interests of the mentors and to use this information in helping make mentee/mentor matches.

3. Program Outcomes

This Guide focuses on effective program outcomes for all youth ages 14-24, including those with disabilities, and the impact of mentoring on supporting career preparation. The following Table VIII uses the youth development competency areas of *learning*, *working*, *leading*, *thriving*, and *connecting* as a way to select indicators of success in each of the areas and as a means of measuring that success.

The following Table VIII uses the youth development areas of *learning*, *working*, *leading*, *thriving*, and *connecting* as a way to select indicators of success in each of the areas and means through which that success can be measured.

TABLE VIII: MEASURING SUCCESS FOR YOUTH DEVELOPMENT AND CAREER PREPARATION

	CATEGORIES OF PROGRESS	INDICATORS OF PROGRESS	DATA AND SOURCES
DEVELOPMENTAL AREA: LEARNING	Academic engagement and performance	<i>For All Youth</i>	
		Increased school attendance and reduced dropout rate and re-entry	School records at program enrollment, at the end of six months and one year
		Academic achievement	Report cards, achievement tests, portfolios, English proficiency
		Educational planning and successful school completion	Graduation rates Post-secondary/vocational training enrollment data Completion of post-secondary/vocational training enrollment data
		<i>Disability Specific</i>	
		Demonstrated awareness of individualized educational decision-making process	Incidence of participation in educational planning meetings; identification of educational support and accommodation needs
AREA: WORKING	Demonstrated awareness of work skills, behaviors, and attitudes	<i>For All Youth</i>	
		Internships, work experiences, employment	Survey, interview, focus group & inventory data
	Participation in career awareness and exploration activities	Number of career awareness activities completed	
	<i>Disability Specific</i>		
Demonstrated awareness of disability rights, status, legal protections, and accommodation needs	Self-Assessment questionnaires based on materials to which they have been exposed		
AREA: LEADING	Demonstrated awareness of community needs	<i>For All Youth</i>	
		Involvement in community activities	Qualitative data sources: survey, interview, focus group and inventory data Anecdotal data regarding problem-solving, fiscal management
		<i>Disability Specific</i>	
		Self-determination skills Self-advocacy skills	Development of personal goals plan and evidence of implementation of the plan
AREA: THRIVING	Positive social behaviors/development Demonstrated awareness of healthy lifestyle patterns (e.g., exercise, healthy eating, stress management, accessing healthcare)	<i>For All Youth</i>	
		Decline in juvenile arrests Decreased drug and alcohol use Access to available healthcare Increased economic status Decreased level of adult support	Qualitative data sources: survey, interview, focus group and inventory data Disciplinary and suspension data Self-esteem, attitudinal, goal orientation and healthy lifestyle assessment data
		<i>Disability Specific</i>	
		Demonstrated awareness of community resources related to disability	Life skills self-assessment of independent living, money management
AREA: CONNECTING	Demonstrated awareness of community assets Knowledge of effective interpersonal skills in relating to adults and peers — such as active listening, conflict resolution Knowledge of key community resources	<i>For All Youth</i>	
		Youth able to document a specified number of community resources that can assist them in preparing post-school education and employment	Qualitative data sources: survey, interview, focus group and inventory data

How Should Information be Collected? Data stored on your MIS may answer some evaluation questions. In addition to your ongoing data collection, other evaluation data may be captured in the following ways:

- Written feedback
- Structured interviews
- Focus groups

Regardless of what tool or instrument is being used or when it is being used in the evaluation process, both open- and close-ended questions should address how the specific needs of youth with disabilities are being addressed.

Obtaining written feedback is an effective way of determining satisfaction at various stages of the program. For example, a survey could be administered at the completion of each program activity and at regular intervals throughout the program. Scales and open-ended questions can provide general satisfaction information regarding various program activities, effectiveness of training, perceptions of effects of mentoring, quality of mentoring relationships, and overall program ratings from the perspective of mentors, mentees, and others involved in the program, such as parents, teachers, and recruitment sources for mentors and mentees. See Exhibit 6-2 for a Sample Worksheet on developing evaluation questions.

Focus groups can provide a richness of information that surveys cannot offer. They take less time than focused interviews, but have some limitations due to lack of privacy and to the possibility of participants influencing others' responses. It is important to understand that the value of information collected during a focus group depends on the composition of the participants, the quality of the questions, the skills of the facilitator, and the accuracy of the information being recorded. A program operator should be very careful in generalizing the findings of a focus group since there is an embedded bias. The findings are only the perspective of a particular group of people at a particular moment in time.

Interviews help you gather detailed information that is more likely to provide an accurate, private reflection of program effectiveness from the perspectives of the individuals interviewed. It is rare that a program will

have the resources to interview all participants due to the amount of time required. It is possible to interview a representative sample of participants and still get some very good information upon which to make program improvements.

What are the sources of the data? Self-reports:

Program participants provide a rich source of information regarding program effectiveness. Participants include a wide range of stakeholders such as mentors, mentees, business partners, parents, teachers, and others. Although the information provided through self-reporting is subjective, patterns of responses can provide very strong evidence of program effectiveness and rich details upon which to make program decisions.

Official records: School records or other official records provide objective data regarding past and current performance. All official records from outside organizations need appropriate release of information documentation and can be difficult to get because of concerns regarding data privacy.

Pre- and post-testing: Some organizations are required to determine levels of performance at the time of intake and periodically throughout program participation. This testing can provide quantitative data regarding progress. In addition to performance testing, there are also some validated scales that can provide information about emotional well-being that can be incorporated into the intake process and compared over a period of time. All testing requires that a qualified person administer and score the results. The administration guidelines and test-validation method are included in the testing procedure manual that accompanies the test.

Finally, in addition to successful participants, remember to include unsuccessful participants when gathering program evaluation data: Unsuccessful participants can include mentors, mentees, business partners, teachers, and a wide variety of other stakeholders. There are wide ranges of reasons that people drop out of programs. Reaching out to these individuals can be helpful in obtaining valuable information. Any of the methods of data collection can be used, and each will provide valuable insight into what is working and what is not working. When analyzing data to determine program efficacy, it is

critically important to know if participants exited mentoring services as a result of experiences related to quality of the services received or for other reasons. For example, individuals may exit the program due to relocation, maturation, or medical reasons. Gathering program dropout data helps to ensure that findings are not erroneously skewed due to missing information.

Synthesizing and Reporting Results Evaluation results have value when they are used to inform key stakeholders (e.g., staff, board members, funders). Each of these stakeholders needs to know the results of the evaluation for different purposes and within different time periods. For example, staff members may need to review the results frequently – perhaps even monthly – for continuous improvement purposes and monitoring progress of individual mentees. Boards and funders need the information less frequently. For all stakeholders it is wise to have a regular – that is, yearly – summative document that tells the story of the findings of the evaluation. Consider your audience when determining what to include in your evaluation reports.

The box at right is a suggested outline for a yearly evaluation report, adapted from the Search Institute. In addition to the recommendations listed, program planners are strongly encouraged to include “Next Steps” and/or “Recommendations/Implications for Further Study” and a conclusion in their reports.

Time spent carefully building a theory of how your program works and what kinds of information will be useful in tracking the program will not be time wasted. A well-conceived evaluation plan is a roadmap to success and an important tool for sustainability. It ensures that all participants reap the benefits of your program and that your mentoring program helps prepare all youth for the working world.

SAMPLE EVALUATION REPORT OUTLINE

I. Induction and Overview

- A. Introduction
 - Purpose of the report
 - Who it is intended for
 - Reason for the evaluation
- B. Overview of the Evaluation Report
 - What it includes
- C. Acknowledgments: funders, participants, those who worked on the evaluation and report

II. Research Methods

- A. Research Questions
 - What do you want to find out?
- B. Methods
 - What tools did you use to collect your data?
 - When were the various tools administered?
 - From whom did you collect data?
- C. Data Analysis
 - How were data analyzed?

III. Findings

- A. Introduction to the Findings Section
 - What is included in this section?
 - How is it ordered?
 - May include very basic summary of key findings here or at the end of the section
- B. Mentee Data
 - Opening paragraph about what follows
 - May include summary of key findings from mentee data
 - Tables may be included in the body of the text or in the appendix
- C. Mentor Data
 - Opening paragraph about what follows
 - May include summary of key findings from mentor data
 - Tables may be included in the body of the text or in the appendix

(Saito, 2001)

EXHIBIT 6.1: EVALUATION POLICY FOR MENTORING, CAREER PREPARATION, AND DISABILITY

Board Approval Date: _____

Revision Date: _____

It is the policy of the (insert program name) that evaluation will be a key component in measuring the success of all its mentoring programs, and for making continuous improvements in the effectiveness and delivery of mentoring services for all youth, including those with disabilities.

Evaluation data will be collected every six months for mentees in the program, and will include the following general measures: academic performance, career awareness, youth leadership, healthy life choices, and quality and duration of mentee/mentor relationship. All aspects of program development will promote disability awareness and identify specific strategies to support the full participation and success of individuals with disabilities.

(Program name) staff will be responsible for evaluation efforts, and will oversee the contract with (external evaluator) to implement actual evaluation activities.

Adapted from the National Mentoring Center (2003)

EXHIBIT 6.2: SAMPLE WORKSHEETS

Sample Mentor Input Level Evaluation Question(s): Measuring Effort

QUESTIONS	HOW WILL IT BE COLLECTED	WHO WILL REVIEW THE DATA?	HOW WILL INFORMATION BE USED?	HOW WILL IT BE REPORTED?
How many mentors are recruited from each recruitment source?	Mentor application / database	Program Manager	To determine effectiveness of recruitment strategies.	Total number and a % by each source. This function can be automatically reported as part of a database query.
How many mentors successfully completed the intake, screening, and training, and were matched with a mentee?	Mentor application / database	Program Manager	To determine effectiveness of recruitment resources.	Total number and a % by each source. This function can be automatically reported as part of a database query.
How many mentors have a disability or a special understanding of disability issues?	Mentor application / database	Program Manager	To determine effectiveness of recruitment resources.	Total number and a % by each source. This function can be automatically reported as part of a database query.

Sample Mentor Activities Level Evaluation Question(s): Measuring Effort

QUESTIONS	HOW WILL IT BE COLLECTED	WHO WILL REVIEW THE DATA?	HOW WILL INFORMATION BE USED?	HOW WILL IT BE REPORTED?
How many mentors attended the training? How many completed it?	Training attendance sheet entered into database.	Program Manager	To determine the effectiveness of the training, and to adjust the time, place, or day to make it more convenient.	Number attended and percent completed.
Of those who completed the training, how many completed the mentor training evaluation survey?	Noted on training attendance sheet and entered into database.	Program Manager	To determine whether participants complete training survey.	Number completed training and percent completed the survey.
How many trained mentors were successfully matched with a young person?	Mentor file case notes entered into database.	Program Manager	To determine effectiveness of recruitment resources.	Number completed training and successfully matched.

EXHIBIT 6.2: SAMPLE WORKSHEETS (CONTINUED)

Sample Mentor Outcomes Level Evaluation Question(s): Effectiveness

QUESTIONS	HOW WILL IT BE COLLECTED	WHO WILL REVIEW THE DATA?	HOW WILL INFORMATION BE USED?	HOW WILL IT BE REPORTED?
How often did mentor/mentee communicate/meet?	Mentor activity reports	Program Manager	To determine quality of match.	Monthly, quarterly, and annual reports. Average number of meetings and mean number of meetings.
What types of activities did they participate in together?	Mentor activity reports	Program Manager	To determine quality of match in promoting youth goals.	Tabulate and cluster by theme and youth development outcome.
What is the duration of the mentoring relationship?	Survey returned at the end of the training	Program Manager	To determine quality of match.	Average by timeframe in increments of three months.
Do mentors believe that they have helped their mentees succeed in achieving the predetermined goals?	Mentor survey, focus groups, and interview	Program Manager	To identify any obstacles, to solve problems, and to determine quality and effectiveness of the match.	Survey mentors after the first or second meeting, at three months, six months, and one year. If possible, convene focus groups after six months and one year and interview each mentor upon the completion of the mentor time commitment.
How do mentees believe that they have benefited from having a mentor?	Mentee survey, focus groups, and interview	Program Manager	To identify any obstacles, to solve problems, and to determine quality and effectiveness of the match.	Survey mentees after the first or second meeting, at three months, at six months, and at one year. If possible, convene focus groups after six months and one year and interview each mentee upon the completion of the mentor time commitment.

Sample Outcome Level Evaluation Question(s): Measuring Efficiency

QUESTIONS	HOW WILL IT BE COLLECTED	WHO WILL REVIEW THE DATA?	HOW WILL INFORMATION BE USED?	HOW WILL IT BE REPORTED?
What are the operating costs per activity?	Review program expenditures and staff allocations	Program Manager and project team	To determine program structure and content, and identify areas where cost can be cut without a negative impact on services or program outcomes.	Calculate a per participant cost.

EXHIBIT 6.3: CAREER JOURNEYS PROGRAM EVALUATION PLAN

STAKEHOLDER	QUESTION	MEASURE	SOURCE	SCHEDULE
Mentees	How many mentees?	Report form	Youth	On-going record Report quarterly
	Who are they?	Report form	Youth	On-going record Report quarterly
Process	In what type of mentoring activities are they engaged?	Report form	Youth	On-going record Report quarterly
	How many instances of mentoring?	Mentoring tracking form	Youth	On-going record Report quarterly
	Has the mentor helped with career planning, work issues, academics, etc.?	Mentoring tracking forms Case description summary	Youth	On-going record Report quarterly
	What is the nature of the questions asked by mentees of mentors?	Mentoring tracking forms Case description summary Qualitative Themes	Youth	On-going record Report quarterly
Process Outcomes	What is impact on their career aspirations and self-efficacy?	Mentee Feedback Form Career Goal/Action Step form	Youth	Quarterly
	How many and what kind of career/educational action steps are accomplished by youth?	Career Action Step form Case description summary Qualitative Themes	Youth	On-going record Report quarterly
	What resources were leveraged for the mentee?	Resource leveraging question Case description summary	Youth/ Parent/ Mentor	On-going record Report quarterly
Outcomes	What is impact on employment outcomes?	Report form Case description summary	Youth	On-going record Report quarterly
	What is impact on educational outcomes?	Report form Case description summary	Youth	On-going record Report quarterly
Satisfaction/ Social Validation	How helpful do the youth perceive the program to be?	Mentee Feedback Form	Youth	Quarterly
	What program components do they perceive to be most helpful?	Mentee Feedback Form	Youth	Quarterly
	What suggestions do they have for program improvement?	Mentee Feedback Form	Youth	Quarterly

EXHIBIT 6.3: CAREER JOURNEYS PROGRAM EVALUATION PLAN (CONTINUED)

STAKEHOLDER Mentees	QUESTION	MEASURE	SOURCE	SCHEDULE
Satisfaction/ Social Validation <i>(continued)</i>	How many mentors?	Report form	Mentor	On-going record Report quarterly
	Who are they?	Report form	Mentor	On-going record Report quarterly
Process	Recruitment strategies used?	Mentor Recruitment Strategies form	Project Coordinator	On-going record Report quarterly
	Training and follow-up activities provided to mentor?	Training Report form	Project Coordinator	On-going record Report quarterly
	Number of mentees mentors communicated with/mentored?	Report form	Project Coordinator	On-going record Report quarterly
	What is the nature of answers/advice given to mentees?	Report form	Mentors	On-going record. Report quarterly
Satisfaction/ Social Validation	How useful do mentors perceive the program to be?	Mentor Feedback Form	Mentor	Quarterly
	What program components do they perceive to most helpful?	Mentor Feedback Form	Mentor	Quarterly
	Perceived adequacy of training and follow-up.	Mentor Feedback Form	Mentor	Quarterly
	Suggestions for program improvement.	Mentor Feedback Form	Mentor	Quarterly
In some cases, larger or intermediary organizations may provide smaller organizations with a mini-grant or subaward. The following questions are designed to address this issue.				
STAKEHOLDER Subawardees/ Mini-grantees	QUESTION	MEASURE	SOURCE	SCHEDULE
Process	What is the agency name and their focus?	Application	Subawardee	Annually
	Amount and type of training and technical assistance provided to them?	Training and TA tracking form	Grantee	
	To what extent did they implement the program components with fidelity?	Implementation Checklist	Self-assessment and phone call interview	Quarterly

EXHIBIT 6.3: CAREER JOURNEYS PROGRAM EVALUATION PLAN (CONTINUED)

STAKEHOLDER Subawardees/ Mini-grantees	QUESTION	MEASURE	SOURCE	SCHEDULE
Process <i>(continued)</i>	What trainings were provided?	Report form	Subawardee	On-going record Report quarterly
	What dissemination (other than training) was done?	Report form	Subawardee	On-going record Report quarterly
	What media contacts were made?	Report form	Subawardee	On-going record Report quarterly
Satisfaction/ Social Validation	How useful does sub-awardee staff perceive the program to be?	Feedback Form	Subawardee	Quarterly
	How useful is the training and TA provided to them?	Feedback Form	Subawardee	Quarterly
	What input do they have for improvement in program and TA?	Feedback Form	Subawardee	Quarterly
Note: Much of the information gathered from mentees and mentors can be done directly through a website that is password protected.				
STAKEHOLDER Partners	QUESTION	MEASURE	SOURCE	SCHEDULE
Demos/Process	With which agencies did the subawardee partner and how?	Report form	Subawardee	Quarterly
	How useful do partners perceive the program to be?	Feedback Form	Partner/ Subawardee	Quarterly
Satisfaction/ Social Validation	What input do they have for improvement in program and TA?	Feedback Form	Partner/ Subawardee	Quarterly

Source: Jo-Ann Sowers, Principal Investigator, Career Journeys Mentoring Program, Portland State University, personal correspondence (2005).