



Teen Mentoring Toolkit

Final Report

June 2015

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1. Introduction

The Teen Mentoring Toolkit is an online resource providing schools and community agencies with the opportunity to build or enhance quality mentoring programs. The intent of the mentoring program is to engage high school aged youth and younger students in creating a welcoming, caring, and safe community through positive mentoring relationships. The Toolkit is intended to offer practices, strategies and tools for planning, implementing and evaluating a teen mentoring program in a school or community setting. The focus of the evaluation is on piloting of the Toolkit prior to publicly launching the resource.

AndersonDraper Consulting was contracted by Safe and Caring Schools & Communities to undertake the evaluation for the pilot of the Toolkit. The evaluation took place between November 2014 and May 2015. There was a Steering Committee comprised of government and community based organizations and 5 participating school sites. As part of the final evaluation, this document contains the summary of the Steering Committee interviews, mentor and mentee survey results, and a summary of Toolkit pageviews use tracked through website analytics.

The focus of the first part of the evaluation was to:

- Engage sites in the collection of feedback on the usefulness of the Toolkit;
- Identify areas for improvement in the content, delivery mode etc.; and
- Offer opportunities for sites to come together to share their learnings and experiences around teen mentoring.

An interim report was provided to Safe and Caring Schools & Communities in February 2015 reporting on the first part of the evaluation.

The final phase of the evaluation and the main focus on this report is to:

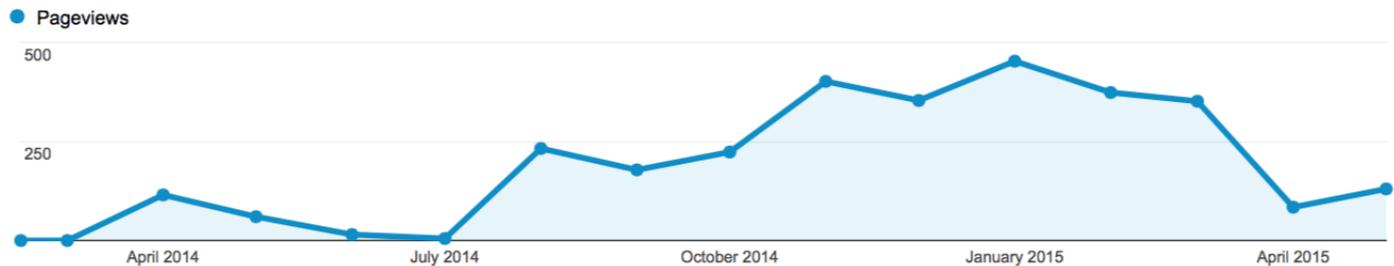
- Document areas where teen mentoring has made a positive impact, challenge and lessons learned;
- Report on short term outcomes as experienced by the participants of the programs; and
- Finalize an implementation and evaluation plan, specifying what's needed for a full provincial roll out of the Toolkit for the 2015/16 school year.

2. Updates: Teen Mentoring Toolkit

Overall, the midpoint evaluation showed a high level of satisfaction with the Toolkit. As part of the first part of the evaluation, Pilot sites and Steering Committee members offered suggestions for improvement. The table presented in Appendix B provides a list of the feedback received to enhance the Toolkit and to what extent those changes were incorporated.

Toolkit pageviews

The link to the Toolkit was provided to those connected to the pilot project. The link was not publicly available. Toolkit use was monitored via Google Analytics from February 2014 to May 2015. Pilot sites and the full Steering Committee came on-board in the fall of 2014 and participated up until spring of 2015, the graph below shows an increase in pageviews around that time. There was a spike in pageviews in January 2015, corresponding with Collaboration Day.



There were close to 3,000 pageviews during the time period, with over 1,500 of them "unique" (eliminating multiple views of the same page in the same browsing session). On average, visitors to the site spent 2.5 minutes per page, with some pages (e.g., "Reflecting, Learning & Improving", "Recruitment") averaging upwards of 3.5 minutes per view.

This information can be used to benchmark the uptake of the Toolkit once launched provincially. It may be of use at that point to examine the distribution of visitor time across the different pages of the site. This type of information can help to answer "what has the uptake of the Toolkit been since becoming live on June 1st, 2015?" as part of future evaluations.

3. Steering Committee Feedback

Throughout May 2015, eight discussion guides were completed by means of interviews and feedback received from Steering Committee members. This section presents a summary of the responses.

Successes

The following successes were consistently identified by respondents:

- **Pilot sites:** a small number of key people working together, diversity, each school made progress
- **Process:** project was well laid out and was run well, the Project Manager was key and did a great job, it is essential to have a "champion" to guide the process; was a good partnership between Safe and Caring and Alberta Mentoring Partnership – working towards the same goal
- **Toolkit itself:** use of the content to start/enhance programs, the feedback generated to improve it as well as the fact that the Toolkit has been reviewed by Alberta Education and has received approval as an educational resource
- **Matches:** actually using the tools and information in the Toolkit to create a program

The mentor matches worked very well in the short amount of time that we had. If this had been a yearlong project the matches would have been very strong indeed. Mentors looked forward to having their "littles" come to the school.

In sum, the diversity in the pilot sites (e.g. urban, rural, existing program vs. startups) and a strong process was useful to test out the Toolkit.

Challenges and Lessons Learned

Several respondents noted the following challenge with the Pilot:

- **Timelines:** seemed stretched, like we were starting from behind, finding a teacher to supervise, schools have been working under challenging circumstances to get this done

Additional time for any future pilots, similar in nature, should be allotted for as well as face to face opportunities to collaborate.

One respondent noted the following:

We got off to a late start and this made some of the work with establishing pilot sites a bit more problematic, although issues may have still happened with staff turnover. All 5 pilots who signed on have stayed on to some extent and that's significant.

In terms of the mentoring process, lessons learned were noted by pilot sites as part of their updates.

a) *Recruitment and Matching*: One pilot site wondered about the types of mentors that should be recruited and selected. For instance, academic achievers and/or those with more life experience. Feedback from other Pilot sites and Steering Committee members included the importance of considering goals of the program and the benefits of having a mix of students. Other options were to have a pair of mentors, two youth working together with one mentee. Ultimately, mentors will begin to see themselves as leaders through the process.

b) *Matching can take various forms*. In one pilot a whole Junior High School Leadership class was matched with a grade 6 class from an elementary school close by. The staff found that matching whole classes' offered ease of organization, teachers made pairing matches as they know their students best. It was noted that some students did not want to participate at first; however after a few meetings there seemed to be more comfort in the process. Timing and logistics proved to be a bit of an issue, different lunch hours and recesses, and Leadership class only happens at certain times. These timing and logistical issues were negotiated and worked through with communication and flexibility of those involved.

c) *Time*: When establishing a new teen mentoring program, one pilot site heard a concern expressed with high school students missing classes as part of their participation. Therefore, the mentoring and meeting with the mentees from the local Junior High School took place on alternate learning days, a day organized by the school in which students did not have any scheduled classes.

d) *Flexibility*: A pilot site noted the importance of being flexible as some students may be absent on mentoring days. Solutions were to shift partners or double up.

Respondents were asked "Are there things that we could have done differently to improve this process?"

Many noted an earlier start date could have improved the process, however within the constraints, the existing process worked well. One respondent suggested more clarity, in particular with our non-pilot sites and the role of government representatives. A respondent suggested regular monthly meetings as a way to stay updated on the project's progress. Another suggested the inclusion of a community site as a pilot would have been beneficial.

A respondent noted the following:

This seems to be such a school based program. The idea to move to community based will be an ongoing challenge. The school foundation is so strong in it. To branch out to be a truly community one, might be a future challenge. Given the timelines, we couldn't have piloted in all different settings. The schools were accessed because they were available.

Another noted the importance of coming together face to face.

I liked how everyone was brought together and will be brought together at the end. Technology can connect us; but it doesn't really allow us to connect with each other or the development like face to face does.

Level of engagement

Participants were asked to comment on their level of engagement in the project, using the following scale.

Not at all A little (n=1) Quite a bit (n=4) Completely (n=3)

Those who rated a little or quite a bit stated their level of engagement was influenced by the fact they were not involved or as involved at the beginning of the project. Others noted because they were not a pilot site, actually implementing a teen mentoring program, they did not feel directly involved in the project.

As a whole, the majority of respondents felt "quite a bit" to "completely" involved showing a strong level of engagement by Steering Committee members.

Feedback on Toolkit

Respondents were asked to rate their level of agreement with the following statements using a five point scale from strongly disagree (SD) to strongly agree (SA), with an option to indicate non applicable (N/A).

Statements:

1. The content of the Toolkit is easy to understand.
(Agree = 3, SA = 4, N/A=1)
2. The information on teen mentoring proved to be useful for starting and/ or enhancing a program.
(SA = 5, N/A=3)
3. Activities included in the toolkit were clear and easy to use with students.
(Neutral = 1, SA = 3, N/A=4)
4. I accessed all of the additional resources.
(Agree = 3, SA = 2, N/A=3)
5. The links to additional resources were useful.
(Agree = 3, SA = 4, N/A=1)
6. The sections are easy to navigate between.
(Neutral = 1, Agree = 2, SA = 4, N/A=1)
7. The sections make good use of visuals to display information.
(Agree = 5, SA = 2, N/A=1)

Overall satisfaction with the Toolkit among Steering Committee members was highly rated, although some of the respondents felt certain statements did not apply to them as non-pilot schools.

Given the small sample size, suffice to say almost all statements received agree or strongly agree ratings.

Achievement of project objectives

Respondents were asked to rate their level of agreement with the following statements using a five point scale from strongly disagree (SD) to strongly agree (SA), with an option to indicate non applicable (N/A).

This project achieved the following objectives:

- a) Raised awareness regarding the importance and benefits of developing secure, healthy relationships;
(Agree = 6, SA = 2)
- b) Ensured youth feel supported in their roles as mentors for younger teens;
(Disagree = 1, Agree = 3, SA = 4, N/A=1)
- c) Contributed to improving school culture through enhanced collaborative approaches between leaders in mentoring practice, schools, communities and other stakeholders;

(Neutral = 1, Agree = 3, SA = 3, N/A=1)

d) Established networks of practice and training opportunities to facilitate the use of evidence-based strategies, tools and resources;

(Neutral = 1, Agree = 4, SA = 2, N/A=1)

e) Increased access to mentoring tools and resources.

(Agree = 1, SA = 6, N/A=1)

The majority of the Steering Committee members were in agreement that objectives for the pilot were achieved. A few commented that some of the objectives, specifically the ones to do with youth feeling supported and improved school culture, were ambitious given the project's timelines and established prior to the project launch, as part of the grant at the writing stage.

Again, considering the small sample size this information is mainly descriptive in nature yet can help us feel confident the participants were satisfied with the extent to which the project achieved its intended objectives.

Additional comments

For the most part, the few additional comments on the Toolkit reiterated feedback provided from the first part of the evaluation (i.e. less text heavy, aim at both school at community as focus now tends to be on schools). Respondents mentioned the need for additional resources for full implementation to be successful.

The following quotes are additional comments respondents shared as part of the discussion guide responses.

I think another year of piloting would expand awareness and ensure that the Toolkit meets the needs of schools in different contexts. We need a bigger sample and another field test.

Given more time with the toolkit and with our mentoring process I do believe the mentoring practice would improve school culture. We look forward to a yearlong project next year.

We had used, and read, and followed most of the toolkit with our youth in our meeting with the mentee and mentors.

5. Pilot Sites

The pilot project included 5 school based sites: Bellerose, Bassano, Jasper Place, M.E. LaZerte, and John D. Bracco schools. Bellerose and M.E. LaZerte had already established mentoring programs as part of their IB and Leadership programming. John D. Bracco, Bassano and Jasper Place began programs as part of this Pilot. To various degrees, each pilot site recruited and trained mentors, matched students with mentees. The number of meetings and length of programs differed across sites. Yet, all pilot sites were able to 'test out' and adapt the tools in the Toolkit in terms of recruitment, parental permission, interviews, and matching. All sites offered mentor training and mentee orientation. Some used the online training offered by the Alberta Mentoring Partnership while others used examples provided in Toolkit as well as their own existing materials. The intent was that each site provided a minimum of two hours of mentor training, with additional monitoring and support as required. In terms of monitoring during match meetings, staff circulated during activities generating observations and gathering input from mentors and mentees.

Surveys

As part of participation in the Teen Mentoring Toolkit Pilot, mentors and mentees were asked to complete a survey at the end of the program. A total of 60 mentors across 3 schools and 26 mentees completed a survey in May 2015.

In terms of the mentor survey, the 'unit of analysis' is the pilot schools as a whole, rather than any one individual school's program. In a few instances, as appropriate, data may be presented by school. However, for the most part, findings are presented as a grouping of pilot sites. The sample size is relatively small and was not randomly

generated. Therefore, interpretation of these results should be done with the recognition of the above limitations.

Survey responses were collected online using GoogleForms. Quantitative findings are reported using descriptive statistics whereas open ended – more qualitative findings – are presented using themes or by grouping most common responses.

5a. Mentor Survey

The following provides a summary of survey results.

Question 1: What school do you attend?

- Bellerose Composite High School (n=10)
- M.E. LaZerte High School (n=27)
- John D. Bracco Junior High School (n=23)

Question 2: What grade are you in?

All of the mentors in both High Schools reported being in grade 10, and all of the mentors in the Junior High School listed being in grade 8.

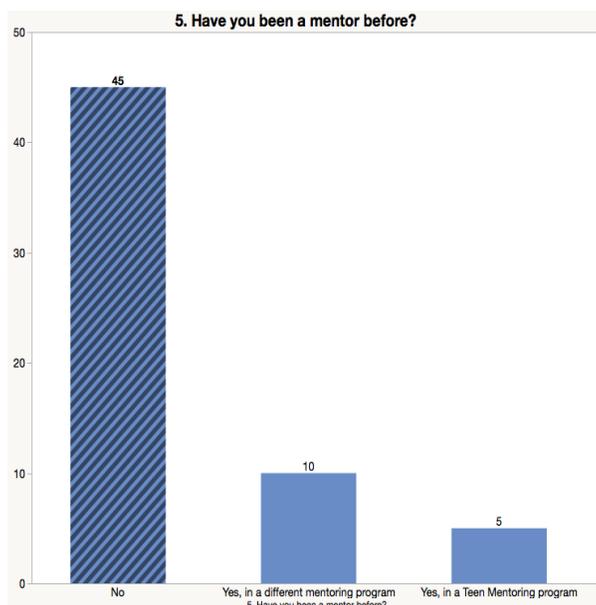
Question 3: What is your gender?

Thirty-nine mentors reported being female, 19 reported being male, and one mentor reported being transgendered (1 skipped the question).

Question 4: How long have you been a mentor this year?

The majority of mentors reported being a mentor for less than 6 months (n=51), with some reporting (n=9) being a mentor for 6 months to a year.

Question 5: Have you been a mentor before?



This program is the first opportunity for most respondents (n=45) to serve in the role of mentor, however 15 of 60 respondents reported having past mentoring experience.

Question 6: What made you want to become a mentor?

Respondents were able to check multiple responses from a list of 4 items (plus "other")

- To gain leadership Skills (n=30)
- For school credit (n=29)

- To help others (n=22)
- I was a mentee myself (n=4)

Other responses included "I had to for a class" (n=5), "to experience something new" (n=1) and "looks good on a resume" (n=1).

Question 7: Please describe the teen mentoring program at your school?

Comments for this open ended question included visiting another school to help mentees with homework, reading, playing games, and overall helping others. There were a few one off comments that indicated mentors found the experience 'kind of boring', although overall the tone was positive. The following quotes illustrate how some of the teen mentoring programs were organized.

We have a rotation schedule where a different member of our group goes to visit the other school once every week. Each group has two mentees that they spend equal time with every Thursday. We pick them up from their classes, bring them to the gym and help them with their homework for some time. Then we can play quiet games, and then we finish by playing a physically active game i.e. tag or doge-ball.

We take a ten-minute walk over to an elementary school (K-6). We take time to help them with the subjects they are struggling with and/or with some of their schoolwork and homework. Not only do we become their teacher, we also become their best friend as well.

It is very nice and fun. I like meeting new people and helping them to get ready for their next year grade. I enjoy helping and the activities are very fun.

Question 8: How often do you meet with your mentee/s (the person you mentor)?

Schools varied in the amount of time mentors and mentees met. For instance, the majority M.E. LaZerte mentors reported meeting two or more times a week, while most of John D. Bracco mentors reported meeting once every two weeks. Bellerose mentors, for the most part, reported meeting with their mentees once every two to three weeks.

Question 9: What types of activities do you participate in with your mentees/s?

Several activities were mentioned in this open ended question. The most common activities noted were helping with homework, engaging in gym activities, reading and doing math, having free time, participating in games such as treasure hunts and playing board games, and talking with mentees.

Question 10: Have you seen and used the Teen Mentoring Toolkit?

The schools that saw and used the Teen Mentoring Toolkit included M.E. LaZerte (n=4) and John D. Bracco (n=18).

Question 10(a): If yes, please rate your level of agreement with the following statements.

	Not at All	Somewhat	Yes
The content of the Toolkit is easy to understand	0(0%)	9(41%)	13(59%)
I found the Toolkit to be useful for planning a mentoring program	2(9%)	7(32%)	13(59%)
Activities included in the Toolkit were clear and easy to use	2(9%)	8(36%)	12(55%)

Question 10(b): Please share any feedback you have on the Toolkit?

This open-ended question received 11 responses mainly stating the toolkit "is good", with one stating the Toolkit "is a bit confusing." Other responses included:

The Toolkit kept us on track and made the activities easier to plan

It was very useful but there was a couple that needs to be more explained on the activities

Question 11: How were you recruited to be a teen mentor (check all that apply)

The majority of responses (n=31) indicated they were asked by a teacher or staff. Ten reported being a mentor was a requirement of an IB course. A few (n=5) stated they felt they were not given a choice or were 'forced' to participate.

Question 12: On a scale from 1 to 4 with 1 being strongly disagree and 4 being strongly agree, to what extent do you agree or disagree with the following statements:

Note: % may not all equal 100% due to rounding.

	1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree	Not Sure / Don't Know
a. I feel supported in my role as a mentor	4(7%)	2(3%)	24(41%)	26(44%)	3(5%)
b. I feel supported to take action around the issues facing my school	3(5%)	9(15%)	26(44%)	16(27%)	5(9%)
c. I find adults in my school are more readily available for discussion and support when I need help	4(7%)	5(9%)	26(44%)	19(31%)	5(9%)
d. I have increased the number of connections (e.g. friends, people I hang out with, say hi to in the hall) with other youth at my school	3(5%)	10(17%)	24(41%)	18(31%)	3(5%)
e. I have increased the number of connections (e.g. people I know who to turn to if I need help) with the adults at my school	5(8%)	16(27%)	21(36%)	13(22%)	4(7%)
f. I am able to use my talents and abilities as a mentor	7(12%)	2(3%)	27(46%)	20(34%)	3(5%)
g. I am proud to be a mentor at my school	5(9%)	3(5%)	24(41%)	22(38%)	4(7%)

Question 13: On a scale from 1 to 4 with 1 being strongly disagree and 4 being strongly agree, to what extent do you agree or disagree with the following statements:

	1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree	Not Sure / Don't Know
a. I feel the atmosphere in my school has improved	5 (8%)	11 (18%)	25 (42%)	8 (13%)	11 (18%)
b. I do my best to help other students whenever I can	4 (6%)	2 (3%)	34(57%)	15 (25%)	5 (8%)
c. I do not always feel comfortable helping other people when they need it	11 (18%)	17 (28%)	25 (42%)	2 (3%)	5 (8%)
d. I try to be a positive role model for my peers and for younger students	4 (6%)	3 (5%)	28 (47%)	22 (37%)	2 (3%)
e. I don't know how I can contribute to building a safe, caring and inclusive school environment	10 (17%)	21 (35%)	20 (33%)	4 (6%)	5 (8%)
f. I feel more connected to my school as a result of being a mentor	10 (17%)	9 (15%)	22 (37%)	11 (18%)	7 (12%)
g. My experience as a mentor has helped me get along better with others	5 (8%)	12 (20%)	28 (47%)	10 (17%)	5(8%)
h. I have increased my awareness regarding	5 (8%)	7 (12%)	26	15 (25%)	7 (12%)

the importance and benefits of developing secure, healthy relationships (43%)

Note: % may not all equal 100% due to rounding.

Question 14: Please list the ways you have benefited from being a mentor:

Many respondents noted ways they have benefited from being a mentor. The most common response was around gaining skills, improving communication and helping others.

I have learned how to meet others easier and have learned how to work better with children and other kids with special needs

I feel accomplished and sense of usefulness in my school and community.

A few noted they did not feel they benefitted from being a mentor.

I don't think I have gained many things by being a mentor, but I hope my mentee has.

Question 15: Through my participation in the teen mentoring program, I have increased the following skills:

	Not at all	Somewhat	Yes
Leadership	1 (2%)	20 (34%)	37 (64%)
Communication	3 (5%)	23 (40%)	32 (55%)
Team building	7 (12%)	25 (43%)	26 (45%)
Problem solving	6 (10%)	24 (41%)	28 (48%)
Critical thinking	6 (10%)	28 (50%)	22 (39%)

Note: % may not all equal 100% due to rounding.

Question 16: What have you enjoyed about being a mentor?

The majority answered "helping others" followed by "making new friends." "Developing relationships" was also mentioned several times, followed by "doing fun things."

Question 17: Do you have any other comments or suggestions?

There were only a few final comments with some reiterating they enjoyed the experience and other offering suggestions for future teen mentoring program.

I think we need more time with the kids, but other than that it was fun!

I'd suggest having a day just dedicated to getting to know the mentee rather than going straight into work

I feel like it was a little forced, it should be an option and not necessary.

Note: During the review of the survey findings, it was noted by a Steering Committee member that this was the first time one of the schools participated in a teen mentoring program. Often, as seen with other programs, it will become a tradition and students look forward to their participation, asking if the program will be taking place again next year.

5b. Mentee Survey

The following provides a summary of survey results.

Question 1: What school do you attend?

All 26 mentee responses were from the same pilot site.

Question 2: What grade are you in?

Respondents indicated being in grade 6.

Question 3: What is your gender?

There were 14 boys and 12 girls.

Question 4: How did you find out about the opportunity to be part of the teen mentoring in your school as a mentee?

The majority of mentees responded they were "asked by a teacher or other staff at my school." A few indicated they saw a poster or thought it would be a good learning experience.

Question 5: Please tell us about the mentoring program at your school.

About our mentoring we have been doing lots of activities like memory games and organizing things.

The mentoring program was really fun and the activities we did really engaged me into it that I didn't feel bored at all.

This was a very fun experience in my book. Meeting my amazing mentor who I made a flower bracelet for her.

Question 6: How often do you meet with your mentor?

There was no consistent answer provided to this question. Future surveys asking this type of question could restrict the possible responses to a predefined range and not allow for open-ended "other" responses.

Question 7: What activities do you do with your mentor?

Respondents noted playing games such as soccer and having a scavenger hunt, writing activities, making a CD case and talking as the activities done with their mentors.

Question 8: To what extent do you agree or disagree with the following statements:

Through my participation in mentoring activities:

	Disagree	Agree	Not Sure / Don't Know
a. I feel supported by the mentor students	1(4%)	16(73%)	5(23%)
b. I feel supported to take action around the issues facing my school	2(9%)	15(65%)	6(26%)
c. I find that the adults in my school are more readily available for discussion, support and when I need help, than before my participation	3(13%)	14(61%)	6(26%)
d. I have increased the number of connections (e.g. friends, people I hang out with, say hi to in the hall) with other youth at my school	5(22%)	14(61%)	4(17%)
e. I have increased connections (e.g. people I know who to turn to if I need help) with the adults at my school	4(17%)	12(52%)	7(31%)
f. I am proud to be a student at my school	3(13%)	17(74%)	3(13%)
g. I feel the atmosphere in my school has improved since the start of the teen mentoring program	6(26%)	14(61%)	3(13%)
h. I do my best to help other students whenever I can	3(13%)	17(74%)	3(13%)
i. I don't really know how to contribute to building a safe, caring and inclusive school environment	5(23%)	12(54%)	5(23%)
j. I get along better with others	2(10%)	15(71%)	4(19%)

k. I understand others' feelings better than before	3(14%)	15(68%)	4(18%)
l. I am more aware of the importance and benefits of developing secure, healthy relationships	3(14%)	12(57%)	6(29%)

Note: % may not all equal 100% due to rounding and number of responses.

Question 9. Please list ways that you have benefited from being a mentee in the teen mentoring program:

The following are representative comments respondents provided around the benefits of being a mentee

I feel more confident for next year in Junior High.

I have become more involved with learning and participating in group discussions.

I have learned more to work with other students when we're doing work.

I have a better and easier way to make friends.

I haven't changed a bit...

Question 10. Through my participation in mentoring, I have increased the following skills:

	Not at all	Somewhat	Yes
Leadership	5(24%)	4(19%)	12(57%)
Communication	2(9%)	7(33%)	12(57%)
Team building	4(19%)	6(29%)	11(52%)
Problem solving	3(14%)	7(33%)	11(52%)
Critical thinking	3(14%)	10(48%)	8(38%)

Note: % may not all equal 100% due to rounding.

Question 11. Do you have any other comments about your experiences with being a mentee?

There were 21 responses with most of them stating they had nothing further to add. However, one respondent noted:

It didn't help me it didn't change me to me it was a waste of time

While others offered suggestions or noted it was a positive experience:

I think they should let us choose our mentors, staying with someone i never met is scary. It doesn't feel comfortable cause i have no idea who they are.

It needs to be a little bit longer

It was the most amazing experience to go and see how nice the students in grade 8 treated me and the other students.

6. Provincial Implementation Considerations

The Toolkit will become live on June 1st 2015 and will be accessible to anyone clicking on the URL albertamentors.ca/teen-mentoring. To facilitate uptake, the main focus will be using Toolkit Champions and implementing a communication's plan. A generic Power Point presentation has been created by Safe and Caring to be used by anyone interested in starting a teen mentoring program. The presentation will be available as part of the Toolkit.

Communication and Social Media

Both Safe and Caring and the Alberta Mentoring Partnership have created a social media plan that will announce the Toolkit using Twitter (#abmentors), on Facebook as well as part of their newsletters. Information about the Toolkit will be shared in June 2015 and then at key intervals. Steering Committee members have also agreed to promote the Toolkit through social media.

The following statements were provided by the pilot sites as part of the midpoint evaluation and could be used to inform key messages:

- The Toolkit is a great tool for someone starting out
- You don't need to start from scratch
- It is okay to start small and even to stay that way to remain viable.
- Keep it simple!
- This is doable. Don't worry about getting it perfect.
- Be flexible in the process, there are different ways this can work.

Use of our Champions

The representatives on the Steering Committee have become the champions of the Toolkit. The Steering Committee consists of representatives from Safe and Caring Schools & Communities, Alberta Mentoring Partnership, Alberta Health, Alberta Health Services, Alberta Education, Alberta Centre for Child Family & Community Research, The Boys & Girls Clubs Big Brothers Big Sisters of Edmonton & Area and the Alberta Teachers Association. The pilot schools are also members of the Steering Committee and include: Bassano, John D. Bracco, M.E. LaZerte, Jasper Place and Bellerose Composite High School.

Steering Committee members and those who participated in the pilots will be an effective voice in promoting this resource. For instance, members of the Steering Committee have offered to present to other IB Coordinators and Success Coaches as well as informing others in their organizations and networks. To support this promotion, Safe and Caring and the Alberta Mentoring Partnership have created a presentation that can be adapted, postcards (both print and on line) that can be shared and a one pager describing the Toolkit.

Some examples of what Steering Committee Members agreed to do to support implementation include:

- Share successes, promote the Toolkit with our networks
- Provide support, recommendations and guidance to colleagues
- Add the link to resources used in presentations and include it in all our upcoming communication items (e.g. The Alberta Teachers' Association included a promotional item in their newspaper that gets distributed to Alberta school districts.)
- Share with the Alberta Mentoring Partnership (AMP) Leadership Team and partners, & Safe and Caring contact list
- Promote to school principals
- Continue to build connections between feeder schools
- Promote through Alberta Education (AE), put information in the AE "back to school activity packages" and share with school boards.

According to Small (2008), having the support of the school is important for school based mentoring programs. Mentoring relationships benefit when schools provide program resources such as a place to meet, liaison staff and access to evaluation¹.

7. Implementation Evaluation

Any future evaluations will depend on human and financial resources. The main evaluation question post pilot will be around uptake and degree of use. Alberta Mentoring Partnership (AMP) will be tracking Google Analytics to be able to report on pageviews.

¹ Small, S.A. (2008) What research tells us about effective youth mentoring programs. A What Works, Wisconsin Fact Sheet. University of Wisconsin-Madison/Extension. Retrieved from http://fyi.uwex.edu/whatworkswisconsin/files/2014/04/factsheet_2mentoring.pdf

The staff, mentor and mentee surveys will still be available for use by individual schools and community organizations as part of the Toolkit. There is no plan at this time to collect the information on a provincial basis.

There is an opportunity to connect with the Alberta Centre for Child Family & Community Research (ACCFCR) regarding a research project on Teen Mentoring.

The following table summarizes some areas for future consideration as part of an implementation evaluation.

Evaluation Questions	Data	Tracking
What has the uptake of the Toolkit been since becoming live on June 1st, 2015?	Google Analytics: pageviews # of inquiries # of schools and community organizations who report using the Toolkit and have teen mentoring programs # of schools and community organizations who sign up for the on-line training for the purposes of Teen mentoring programs	AMP Self-reports/Inquiries made to AMP and Safe and Caring Training statistics (AMP)
What is the impact of teen mentoring?	Mentor & mentee survey Participation in a research project	Individual school and community programs – there are no plans to collect provincially at this time Possibility of connecting with ACCFCR who is conducting a research project on Teen Mentoring, looking at Big Brothers Big Sisters (Edmonton) historical data and building on Dr. Tim Cavell's research.

8. Second Collaboration Day

On May 29th, 2015 representatives from each pilot site and members of the Steering Committee came together to network, celebrate and recognize the successes of the pilot. The day was an opportunity to review the changes made and officially launch the revised Toolkit. Appendix A summarizes the feedback received from participants. It is important to note that the face to face collaboration days were a useful forum to bring sites together to share their learnings and experiences around teen mentoring, an outcome of the project.

During the first Collaboration day early on in the project, a representative from an established teen mentoring site presented on the details of their program. Participants noted this as beneficial on the feedback form. On the second Collaboration day, a newly formed program presented their lessons learned. Participants reported that it was great to see how the Toolkit was used in action to inform a program. Integrated throughout both days was an in-depth review of the Toolkit, sharing of research and evaluation findings, as well as updates and discussions about future implementation. Overall, this part of the pilot reinforced the importance of bringing key stakeholders together at regular intervals throughout an initiative such as this.

9. Conclusion

The May 29th Collaboration Day signaled the conclusion of the Teen Mentoring Toolkit pilot. Although the length of time allocated for this project was noted to be a challenge, much has been accomplished in a short period of time. A Steering Committee was formed, including several pilot sites, and participants were actively engaged in reviewing and providing feedback on the Toolkit. As a result, the resource was updated and improved. Tools were tried as programs were started up. Students experienced the opportunity to be a mentor,

many for the first time. Two videos were created to capture the experiences of the mentors. Of course future evaluation on the longer term impacts of the programs and the fuller implementation of the Toolkit would serve to enhance this work, the objectives were met and the opportunities for sites to come together to share their learnings and experiences was rich.

This has been a really cool project; we as a school are planning to deliver this next year. Mentors are excited! I will advocate for this program.

We very much appreciated the opportunity to participate in the Teen Mentoring Pilot project. The sharing that occurred during meetings was very helpful and we certainly felt supported throughout the process.

APPENDIX A: Summary from 2nd Collaboration Day

Teen Mentoring Toolkit Pilot Steering Committee

2nd Collaboration Day Feedback Form

May 29th 2015

*Today was an opportunity to celebrate our work together on piloting the Teen Mentoring Toolkit.
Please take a moment to answer the following questions:*

A total of 9 participants completed the feedback form.

1. What were some highlights for you from today's session?

- *School presentation (a highlight for most)*
- *Successes of the real world implementation of the Toolkit*
- *Seeing the finished product!*
- *Talking to the creators of the project*
- *Next steps discussion*

2. After today, how inspired do you feel to promote the Teen Mentoring Toolkit?

1 2 3 4 5 6 7 8 9 10

Not at all - - - - - 1 1 7 All Fired up!

Comments:

- Excited to use it in September

3. Will you be recommending starting a teen mentoring program to a school or community group?

(100%) circled yes

If yes, please describe some actions or next steps you will take.

- *Sharing successes, promoting the Toolkit*
- *Provide support, recommendations and guidance*
- *Send info to my contact list*
- *Add the link to resources I use in presentations*
- *Promote to school principals*
- *Include it in all our upcoming communication items*
- *Introduce them to the website, offer guidance if requested*
- *Continue to build connections between feeder schools*
- *Promotion through Alberta Education at every opportunity*

4. Are there any future training or discussion topics you would like to see offered? If yes, please specify below.

- Need to have a person/group identified to carry on the work for 3-5 years.

5. Are you representing a pilot site: (4) Yes (5) No

6. Is there anything else you want to add... please use the space below.
- Glad to see a very successful finish to the teen mentoring pilot, and if it is any indication of where it will go, it is sure to be a hit.
 - I appreciate the work ... put into this. I know this program is an asset to our youth and working forward to seeing the growth.
 - Great work!

APPENDIX B: List of Changes to Toolkit

Completed changes to Toolkit

1. Review introduction and revise information / update wording on Education Act (School Act)
2. Put information from Alberta Education in side bar
3. Create an icon to click and be able to download full Toolkit
4. Create videos to enhance sections and add to Toolkit
 - promo (student voice)
 - mentor training
5. Review the toolkit from a formatting perspective (white space, bullet points etc.)
6. Planning Your Program
 - Add a form that has questions to help with planning. Have logic model as an option.
7. Recruitment
 - Offer options: One pilot has matched two classes; it is an easy way to try it out. Add text to suggest different ways of recruitment and matching can happen
8. Recruitment: add quote to suggest “sometimes the people you don’t expect to, turn out to be the best mentors” (to express the importance of selecting a variety of teens)
9. Training: Highlight: NEED SUPPORT WITH ON LINE TRAINING: “Teachers and Program staff should e-mail mentor.support@albertamentors.ca to set up an admin account to help keep track of the students’ participation and grades.”
10. Training: Create link to download training materials ahead of time to use offline
11. Matching - Add a sentence like: Talk to your mentors and mentees about match closure at the beginning. See information in the Match Closure section. (add link)
12. Monitoring and Support
 - Add a section considering that teen mentors may also use this reference: i.e. a box that states:
“As a mentor, you can ask for help from your advisor, your leader or teacher. Feel free to ask for assistance when you need it.”
13. Reflecting, Learning and Improving
 - Make a clear distinction between assessment (student) and evaluation (program)
14. Alberta Education review: Recognizing Diversity & Promoting Respect (RDPR)

Completed changes to Toolkit

15. Update one pager for promotion; post card and power point

16. Acknowledgement of Steering / Pilot Reps

17. Pull copies of blank forms & fillable tools to one place; organize list of tools under each section heading

18. Incorporate documents from Steering (pilot sites & community based organizations)

- Planning your program: Bellerose school sample high school IB mentorship programming + Bellerose Video (benefits of mentoring)
- Recruitment: Sample of class-to-class mentoring, JD Bracco / Fraser Elementary tools & Forms + JD Bracco Video (preparing for littles)
- Training: Side bar & link to BGCBIGS documents; web link for BGCBIGS

Changes NOT incorporated to Toolkit

1. Create a 'starter kit' - Include a step by step (1, 2, 3,) – rather samples that pilot schools used were provided as examples

2. Develop implementation plan – not completely – however aspects were developed (e.g. Power Point presentation, promotional material).

3. Reflecting, Learning & Improving:

- Add an example of a *pre-mentoring reflection*
- Example *assessments* to use as guidelines? Or refer to CTS courses, What's available

Include examples of completed evaluation reports - included as part of what pilot schools used, examples offered