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Candidate Outcome Indicators: Youth Mentoring Program

Implementing an outcome monitoring process enables organizations to track progress in achieving the program's mission. With this information, program managers can better develop budgets, allocate resources and improve their services. This document includes the following suggestions for starting or improving outcome measurement efforts:

1. **Outcome sequence chart** – *Identifies key outcomes presented in the sequence that are normally expected to occur.* The chart illustrates how one outcome leads to the next and identifies specific indicators that might be used to track each outcome. Intermediate outcomes tend to be on the left, and end (or final) outcomes are on the right. The program description at the top of the chart is meant to encompass a range of similar programs.
2. **Candidate outcome indicators** – *Lists outcomes and associated indicators as a starting point for deciding which outcomes to track.* They were chosen based on a review of the program area and consultation with program experts. Only outcome indicators are included (not physical outputs, such as number of classes held; not efficiency, such as cost per counseling session; and not organization issues, such as success in fundraising or staffing). The focus is on program beneficiaries (clients, customers, citizens, participants) and what has been accomplished for them. A data source or collection procedure is suggested for each indicator.

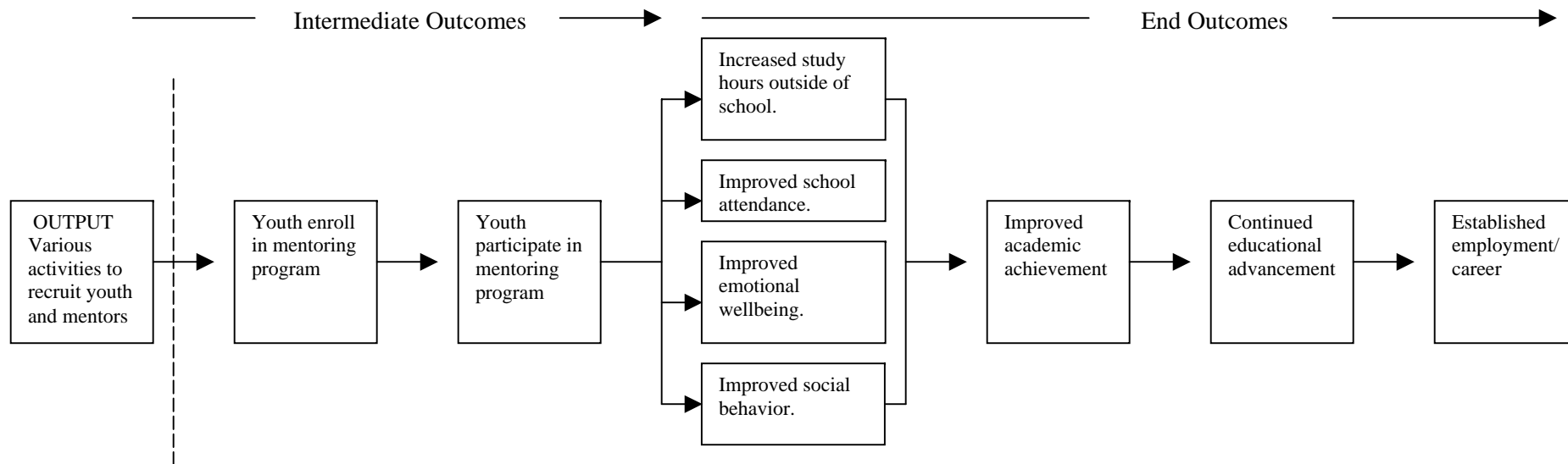
Suggestions and Limitations for Use of the Materials

- Involve others in deciding which outcomes and indicators to track. Obtain input from staff, board members, and clients. As an early step, prepare your own version of an outcome sequence chart—one that you believe fits the needs of your program.
- Review the project report for additional ideas on relevant indicators and additional resources: *Building a Common Framework to Measure Nonprofit Performance.*
- Tabulate the outcome information by various categories of clients to see if outcomes are different for different clients (e.g., gender, age group, income level, handicap level, and race/ethnicity). Use that information to help better target your efforts.
- Start with a small number of the indicators, especially if you have had only very little experience with such data collection and have very limited resources. Add more outcomes and indicators to the performance measurement system later, as you find that information is likely to be useful.
- Outcome information seldom, if ever, tells *why* the outcomes have occurred. Many internal and external factors can contribute to any outcome. Instead, use the outcome data to identify *what* works well and what does not. Use the data to determine for which *categories of clients* your procedures and policies are working well and for which they are not working well. To the extent that the program is not working as well as expected, then attempt to find out the reasons. This investigation process leads to continuous learning and program improvement.

Youth Mentoring Program Description

To improve the academic achievement, self-esteem, social competence, and avoidance of problem/high-risk behavior by providing a relationship with a caring adult friend who works to help youth achieve their potential. The focus of outcomes for this program is targeted toward youth as the primary recipients of services, not mentors.

Outcome Sequence Chart



Indicators

1. Number of youth recruited in relation to number of mentors recruited.

2. Number and percent of youth enrolled in mentoring.

3. Number and percent of youth participating in mentoring.

4-5. Number and percent of youth who increased their weekly hours of homework/reading.

6-7. Number and percent of youth who showed a decrease in or absence of times they skipped class/a day of school.

8-10. Number and percent of youth who showed improved self-esteem and decreased alienation.

11-14. Number and percent of youth who show decreased substance abuse, arrests, gang involvement, and improved relationships.

15-17. Number and percent of youth who a) improved their test performance/overall GPA, b) graduate from school.

18. Number and percent of youth who are enrolled in college the first year after high school graduation.

19. Number and percent of youth who establish themselves in employment/career.

Participant satisfaction

Satisfaction with program services is an outcome that occurs within almost every program area, yet does not necessarily have a sequential placement. The indicator may be: Number and percent of youth satisfied with youth mentoring programs and services.

Sources Consulted: Making a Difference: An Impact Study of Big Brothers Big Sisters by Tierney, Grossman, and Resch (1995); Career Beginnings Impact Evaluations: Findings from a Program for Disadvantaged High School Students (by Cave and Quint) (1990); Project BELONG Final Report (by Blakely, Menon, and Jones (1995); National Mentoring Center, Strengthening Mentoring Programs Training Curriculum (2000); Report on Performance Measurement for the Corporation for National and Community Service (Urban Institute, 2002).

YOUTH MENTORING						
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	Common Outcome	Program Specific Outcome	Youth Mentoring Indicators	Data Collection Strategy	Notes	Outcome Stage
1	Improved recruitment (OUTPUT)	Various activities to recruit youth and mentors.	Number of youth recruited in relation to number of mentors recruited.	Internal program records	See Note #1.	Output
2	Increased Enrollment	Youth are enrolled in mentoring program.	Number and percent of youth enrolled in mentoring over a 12 month period.	Internal program records	See Note #2. This includes parents and others enrolling youth in mentoring program.	Intermediate
3	Increased Participation	Youth participate in mentoring program.	Number and percent of youth participating in mentoring for a 12 month period.	Internal program records	The meaning of "participating" is left to the discretion of individual programs. The percent of participating youth should be calculated against the total number enrolled.	Intermediate
4	Increased Study	Increased Study Hours Outside of School	Number and percent of mentored youth who increased (or maintained) their weekly hours of doing homework over the 12 months since entering the program.	Pre and post (about 12 months after entering the program) survey of mentored youth, or "retrospective" post-only survey	The option of 'maintained' exists for those mentored youth who showed a sufficient number of weekly homework hours upon entry into the program. The percent of improving youth should be calculated against the total number participating for a 12 month period (percentages for all remaining indicators should be calculated this way).	Intermediate/ End
5	Increased Study	Increased Study Hours Outside of School	Number and percent of mentored youth who increased (or maintained) weekly hours spent reading over the 12 months since entering the program.	Pre and post (about 12 months after entering the program) survey of mentored youth, or "retrospective" post-only survey	The option of 'maintained' exists for those mentored youth who already showed a high number of weekly reading hours upon entry into the program.	Intermediate/ End

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	Common Outcome	Program Specific Outcome	Youth Mentoring Indicators	Data Collection Strategy	Notes	Outcome Stage
6	Improved School Attendance	Improved School Attendance	Number and percent of mentored youth who showed a decrease in or absence of times they skipped <u>class</u> over the 12 months since entering the program.	Internal program records, survey of mentored youth	Requires pre-evaluation.	Intermediate/End
7	Improved School Attendance	Improved School Attendance	Number and percent of mentored youth who showed a reduction in, or absence of, times they skipped a <u>day</u> of school over the 12 months since entering the program.	Internal program records, survey of mentored youth	Requires pre-evaluation.	Intermediate/End
8	Improved Emotional/ Psychological Wellbeing	Improved Emotional Wellbeing	Number and percent of mentored youth who showed decreased levels of anger/alienation (see note) as of 12 months since entering the program (if past problem).	Administration of appropriate questionnaire to the youth (see note)		Intermediate/End
9	Improved Emotional/ Psychological Wellbeing	Improved Emotional Wellbeing	Number and percent of mentored youth who showed improved self-worth/self-esteem (see note) as of 12 months since entering into the program.	Administration of appropriate questionnaire to the youth (see note)	Requires pre-testing. Self-worth/self-esteem testing	Intermediate/End
10	Improved Emotional/ Psychological Wellbeing	Improved Emotional Wellbeing	Percent of mentored youth who felt that the mentoring they received from the program had helped them in feeling good about themselves as of 12 months since entering the program.	Survey of mentored youth		Intermediate/End
11	Improved Behavior	Improved Social Behavior	Number and percent of mentored youth who showed a reduction in substance abuse, or no abuse of substances, as of 12 months since entering the program.	Survey of mentored youth	Substance abuse includes alcohol and/or drug abuse.	Intermediate/End
12	Improved Behavior	Improved Social Behavior	Number and percent of mentored youth who refrained from, or showed a reduction in, crimes committed over the 12 months since entering the program.	Survey of mentored youth	Crimes include minor and criminal offenses.	Intermediate/End

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	Common Outcome	Program Specific Outcome	Youth Mentoring Indicators	Data Collection Strategy	Notes	Outcome Stage
13	Improved Behavior	Improved Social Behavior	Number and percent of mentored youth who have refrained from, or decreased, their involvement in gangs over the 12 months since entry into the program.	Survey of mentored youth		Intermediate/End
14	Improved Behavior	Improved Social Behavior	Number and percent of mentored youth who showed improved relationships with family members (see note) as of 12 months of entering the program.	Survey of mentored youth and/or their parent/guardian	Trust as measured using such scales as the Relationship with Mother scale of the Inventory of Parent and Peer Attachment (IPPA) (Armsden and Greenberg, 1987).	Intermediate/End
15	Improved Academic Achievement	Improved Academic Achievement	Number and percent of mentored youth who improved substantially on tests as of 12 months of entering the program.	Comparison of pre and post test scores on the subject matter being tutored.		End
16	Improved Academic Achievement	Improved Academic Achievement	Number and percent of mentored youth who improved (or maintained) their grade point average (GPA) as of 12 months of entering the program.	Internal program records, survey of mentored youth		End
17	Improved Academic Achievement	Improved Academic Achievement	Number and percent of mentored youth participating for 12 months who graduate from high school.	internal program records, survey of mentored youth	Indicator is for mentoring of high school students. Program may want to also track students who participate for less than 12 months.	End
18	Continued Educational Advancement	Continued Educational Advancement	Number and percent of mentored youth participating for 12 months who are enrolled in college the first year after high school graduation.	Survey of mentored youth	Indicator is for mentoring of high school students. Program may want to also track students who participate for less than 12 months.	End

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	Common Outcome	Program Specific Outcome	Youth Mentoring Indicators	Data Collection Strategy	Notes	Outcome Stage
19	Improved Employment	Established employment/career	Number and percent of mentored youth participating for 12 months who establish themselves in employment/career (or continue with education) within 5 years of graduating from high school.	Survey of mentored youth	It may be possible to use this indicator for only a few youth due to the difficulty of tracking their whereabouts after they leave high school. Program may want to also track students who participate for less than 12 months.	End
Note #1: Outcome indicators are likely to be considerably more useful if they are broken out by client type as well, such as by age group, race/ethnicity, gender, disability, and geographic area.						
Note #2: Research suggests that the effects of mentoring/tutoring programs are usually seen after 12 months of program participation. These indicators therefore use the 12 month period as a suggested time frame for measuring program outcomes. Programs may want to use other periods of time as they deem it appropriate.						
Sources Consulted:						
Tierney, Grossman, Resch, <i>Making a Difference: An Impact Study of Big Brothers Big Sisters</i> (1995)						
Cave, G. and Quint, J., <i>Career Beginnings Impact Evaluations: Findings from a Program for Disadvantaged High School Students</i> (1990)						
Blakely, C.H., Menon, R., and Jones, D.J., <i>Project BELONG: Final Report</i> . (1995)						
National Mentoring Center, <i>Strengthening Mentoring Programs Training Curriculum</i> (2000)						
The Urban Institute, <i>Report on Performance Measurement for the Corporation for National and Community Service</i> (2002)						
Reviewers Consulted:						
Cabrini Connections and the Tutor/Mentor Connection (Chicago)						