

Formative Evaluation of the Vitendo4Africa Mentoring Program

December 6, 2018

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Background and Objective

Mentorship Programs, Public Policy, and Funding

- **History/Emergence of Mentorship Programs¹**

- Modern mentorship programs began in the late 1980s
- Federally funded and various federal bipartisan program supports since mid-90s
- Today, an estimated 2.5 million youth mentorship program participants

- **Public and private funding environment²**

- While individual programs receive significant government support, there is no long term strategy or mechanism to fund youth mentorship programs
- Estimate around \$500 million in private/philanthropic funds
- No known research to date has captured total state/local mentorship funding



1 Fernandez-Alcantara, A. (2015). Vulnerable Youth: Federal Mentoring Programs and Issues. Congressional Research Service.

2 Walker, G. (2007). Mentoring, Policy, and Politics. Public/Private Ventures.

Vitendo 4 Africa Mission

- To service African immigrants in various ways such as legal services, community organization, places of worship, and their mentorship of youths.
- To bridge the gaps of understanding and efficiency in maneuvering institutions, life stages, and career preparation and acquisition.
- To help give African youth advantages when preparing for their secondary education and their ultimate career goals.
 - Through ACT prep, Africa Mission Trip, and Mentors
 - “Ideally, friendships will develop in such a way that students feel comfortable in approaching their mentors for help with academic, social and personal concerns.”¹

¹ Vitendo 4 Africa Mentoring Program. V4A Revised March 29, 2017.

10/05/2018
@5.30PM

IDENTITY THEFT CHAT

How to Combat Identity Theft

Identity theft is the fastest growing white collar crime in America. Millions of Americans become victims each year. Identity thieves attack businesses and people of all ages and incomes.



How do you stop your thief?

Knowledge is our best defense don't miss it

STL COUNTY
COMMUNITY
EMPOWERMENT
OFFICE & STL COUNTY
POLICE DEPARTMENT
@
Vitendo4Africa
7220 N. Lindbergh Blvd
Hazelwood, MO 63042

Vitendo4Africa Promoting health access for minority in North County

PRESENTS

3rd Annual Family HEALTH FAIR

Saturday, January 26th, 2019 | 9 a.m. to 2 p.m.

Activities will include free screening of:

- Blood Sugar
- Vision Test
- Diabetes
- Blood Pressure
- Body Mass Measurements
- Cholesterol Test
- Mammograms

And more doctors on site to answer all health concerns.

Christ Covenant Church
3465 Shakelford Rd, Florissant, MO 63031

FOR MORE INFO CALL 314-252-0488

Comparison and Previous Research

- At-risk or disadvantaged youth often see the environmental obstacles to finishing or continuing their education or career path too great to overcome, thus empirically mentorship intervention is a preventative measure.¹
- Shows that African Americans in college are not receiving any benefits in terms of grades while they show increased engagement in networking and campus activities.²
- Managing ethnic identity with their new American identity can be very difficult, and peers help with coping with managing these multiple roles. Students in mentoring programs can work together to provide additional social support and group counseling.³

1 Aschenbrener, C., & Johnson, S. (2017). Educationally-Based, Culturally-Sensitive, Theory-Driven Mentorship Intervention with At-risk Native American Youth in South Dakota: A Narrative Review.

2 Brittian, A. S., Sy, S. R., & Stokes, J. E. (2009). Mentoring: Implications for African American College Students.

3 Ching, A. M., Yeh, C. J., Siu, W. Y., Wu, K. A., & Okubo, Y. (2009). Evaluation of a School-based Internship Program for Chinese Immigrant Adolescents in the United States. *Adolescence*.

Program Logic Model

Program Implementation				Intended Outcomes
Inputs	Components	Activities	Outputs	Initial and Intermediate
Program director	Mentor recruiting	To help youths explore career options	Number of youth participants	Youths decide on an initial potential career path
Volunteer mentors	Mentor training and support		Number of volunteer mentors	Youths attend college to pursue chosen career path
1 hr/wk per mentor	Youth participant recruiting	To answer youths' questions about their career interests	Number of weekly mentor-youth interactions	Youths learn how to effectively communicate
Youth participants	Resource acquisition	To answer youths' questions about career preparation	Level of youth self-efficacy	Youths learn how to conduct themselves in U.S. culture
1 hr/wk per youth	Group activities planning		Number of high school seniors that apply to college	
Parents of youth	Parent engagement	To help youths develop life and career skills		
1 hr/mo per parent				
Meeting location 20' x 20' room		To help youths appropriately handle social and personal issues.		

Data, Methods, and Limitations

Survey Development and Testing

Development: Survey developed via group collaboration based off previous mentorship questionnaires, objective of the mentorship program, and specific informational desires of V4A leadership.

Testing: Occurred organically during initial phone interviews with mentors

- Restructuring of questionnaire to improve flow
- Removing redundant items
- Improving specificity of items
- Adding items to address concerns of mentors

Survey Administration via Qualtrics



- Survey designed and intended to complement themes and responses the evaluation team received from interviews and focus group.
- While a comprehensive validated, reliable scale was not available, the survey draws from previous work and tested instruments used to evaluate programs.¹
- Peer review and feedback from the software platform improved the survey
 - Mobile-friendly
 - Reduced open-text answers
 - Emphasis on measurable questions using yes/no and likert scales

¹ Rhodes, J., Reddy, R., Roffman, J., & Grossman, J. (2005). Promoting successful youth mentoring relationships: A preliminary screening questionnaire. *Journal of Primary Prevention* 26: 147-168.

Limitations

- Response rate
 - Low rate of response via Qualtrics survey
 - Only some mentees able to provide experience during group session
- Forced binary responses
 - Many questionnaire items would improve from in depth, qualitative responses, but binary (yes/no) responses were necessary for manageable analyses.
- Qualitative responses may not represent all mentors/mentees



Evaluation Findings and Observations

Survey Results

Q2 - What is your role in the Vitendo 4 Africa Mentoring Program?

#	Answer	%	Count
1	Adult Mentor	25.00%	2
2	Youth Mentee	75.00%	6
	Total	100%	8

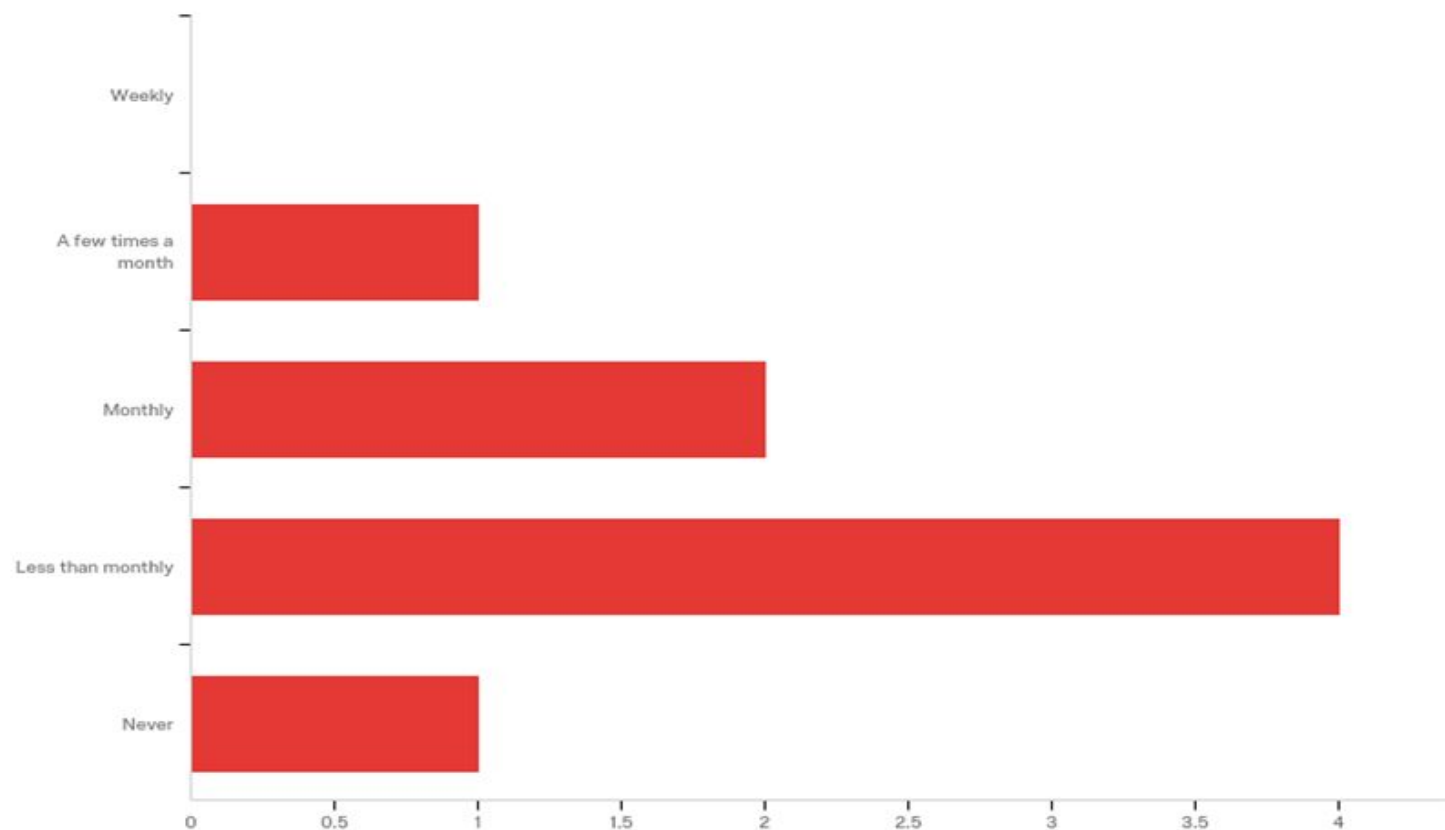
Q11 - Did you have experience as a mentor in a mentorship program previous to this program?

#	Answer	%	Count
1	Yes	0.00%	0
2	No	100.00%	2
	Total	100%	2

Q13 - Did you have experience participating in another mentorship previous to the Vitendo4Africa program?

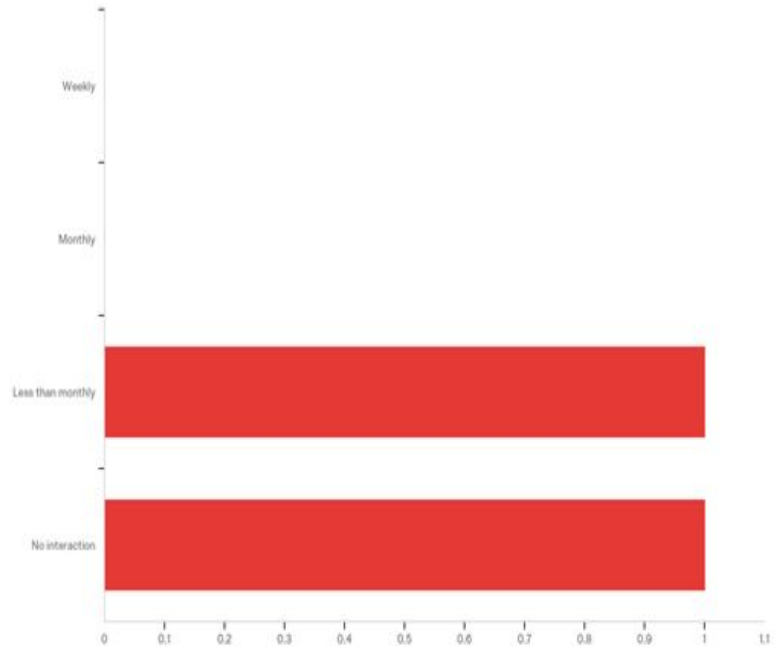
#	Answer	%	Count
1	Yes	16.67%	1
2	No	83.33%	5
	Total	100%	6

Q4 - How often do you meet with your mentee or mentor?



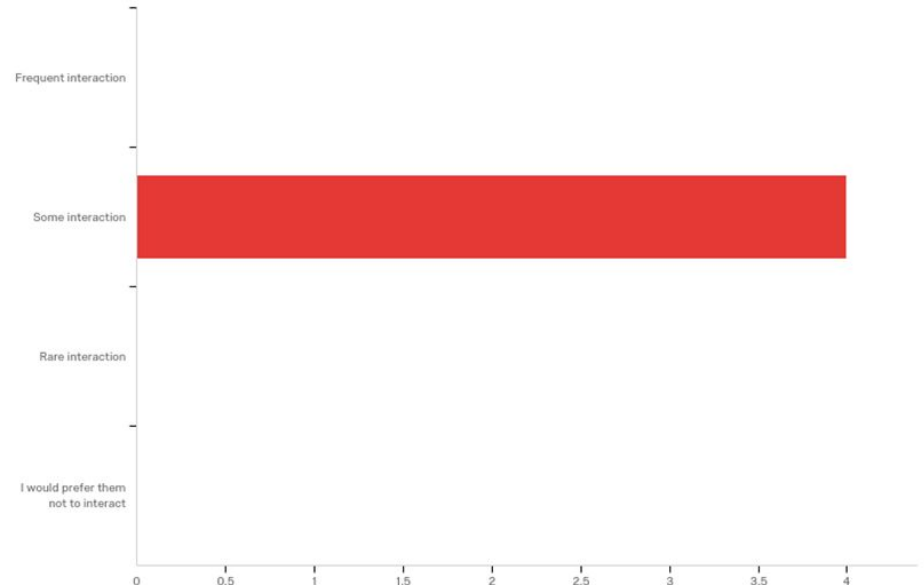
MENTORS

Q35 - How often do you interact with the parents/guardians/caretakers of your mentees?



MENTEES

Q38 - What level of interaction would you like your mentor to have with your parents/guardians/caretakers?



Q37 - How often does your mentor interact with your parents/guardians/caretakers?

#	Answer	%	Count
1	Frequently	0.00%	0
2	Sometimes	60.00%	3
3	Rarely	0.00%	0
4	Never	40.00%	2
	Total	100%	5


Q29 - Do you feel comfortable approaching the program coordinator?

#	Answer	%	Count
1	Definitely yes	85.71%	6
2	Probably yes	14.29%	1
3	Might or might not	0.00%	0
4	Probably not	0.00%	0
5	Definitely not	0.00%	0
	Total	100%	7

Q25 - Does the program coordinator check-in on your mentor/mentee relationship?

#	Answer	%	Count
1	Frequently	25.00%	2
2	Sometimes	12.50%	1
3	Rarely	25.00%	2
4	Never	37.50%	3
	Total	100%	8

Q26 - Ideally, how often should the coordinator check-in on your mentor/mentee relationship?

#	Answer	%	Count
1	Frequently	25.00%	2
2	 Sometimes	62.50%	5
3	Rarely	0.00%	0
4	Never	12.50%	1
	Total	100%	8

Orientation and End-of-Year Activity

For the individuals who participated, they felt that the activities added value to the program, their mentor/mentee relationships, and increased their confidence in the program.



Q40 - What would you improve or change about the program?

What would you improve or change about the program?
More engaging
Make it mandatory for mentors attending the meeting frequently
Being able to find someone in my career path and being able to meet

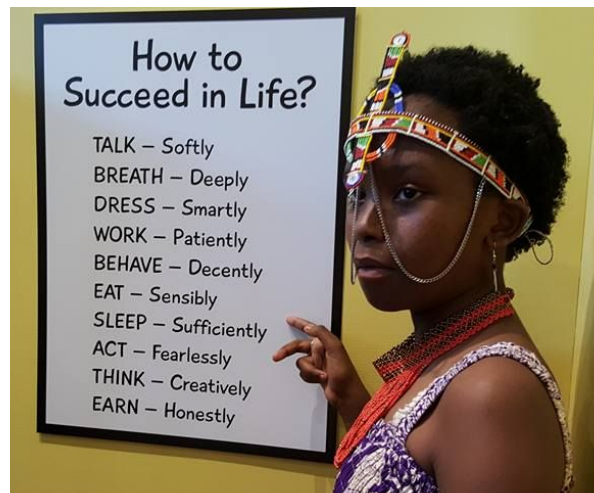
Q39 - Why have you remained in the Vitendo4Africa program?

Why have you remained in the Vitendo4Africa program?
It gives me a perspective on different career paths and connects me with like minded people
It's support system
It has helped me a lot with college application and readiness. Has also helped me both academically and socially. Has given me a supportive platform to strive to achieve my goals
To inspire young people pursue their dreams
Because I'm told to
Good guidance

Qualitative Evaluation Summary & Analyses

Qualitative Response Analyses

- Two sets of group interviews conducted for qualitative analyses
 - Phone interviews with mentors
 - In-person group interview with mentees
- Analyses focussed on
 - General themes and quantity of similar responses
 - Unique insights and experiences



Why gather qualitative data?

Quantitative (statistical) data can explain general trends, but qualitative data from open ended responses gives us an idea about *why* trends may be occurring in the program and possible insight into problems and solutions.

Mentor Phone Interviews

General Themes:

- “Feel like I’m making a difference.”
- Confidence in program
- Program success in providing guidance and tools
- Meet with mentees ~1 per month
- Average 2-3 mentees who are well matched to mentor
- Would like to see program expansion in future
- Would like greater representation from jobs outside of white collar professional
- Greater need for parental involvement or education of parents

Mentor Phone Interviews

Unique Insights on Various Topics Regarding:

- Parent involvement:
 - Would like to see parents involved from the beginning and at more meetings.
 - Would be wary of parents giving conflicting information from mentors and would want parents to receive education or informational sessions.
 - Would like parents to receive information about college application process.
- Meeting with mentees:
 - Meetings occur once per month at most and are arranged via text when convenient; usually occur in conjunction with planned monthly meeting and are professional.
 - Meetings occur frequently and also include personal phone calls and texts almost daily to maintain contact beyond just professional ties.
- Rapport with mentees:
 - Difficult building rapport due to age difference.
 - Takes daily contact to build rapport, but it is possible.

Mentor Phone Interviews

- **Improvement to program:**

- Creating an app for all mentors, mentees, and parents to access and communicate with one another
- Better feedback
- More diverse mentees from other immigrant communities
- Expand program to other Kenyan diasporas across US
- Get mentors from outside of white collar professions
- Add less structured activities that don't just focus on professionalism
- Add 1-2 good workshops each year for mentees and parents
- Improve participation from parents
- Get participants excited about the outcomes

Mentee Group Interview



- Conducted at Nov 2018 monthly meeting with ~15 mentees
 - Included mentees who had been part of the program since the beginning, those who had joined part way through, and new mentees not yet with mentors
 - Private interview between only mentees and assessors
- Comprised of
 - open discussion of program
 - guided questioning following questionnaire items established previously for mentors/mentees
- Lasted ~1 hour

Mentee Group Interview

General Themes:

- Effectiveness of program at creating professional contacts
- Effective college preparation
- Gives perspectives to life and future beyond school
- Mentor-Mentee match is fairly close for professional interests
- Would like increased meeting time with mentors (from once per month to 2)
- Need more social gatherings to feel close with mentors
- Lack of transportation to meetings is a major issue
- “Kenyan Time” still an issue

Mentee Group Interviews

Specific Issues:

- Transportation
 - Need better transportation system for mentees who need rides to meetings and events
- Low monthly meeting attendance
 - Would like more people to attend
 - But do not want to change time
- Large age differences between mentors and mentees
- Mentors are often difficult to meet
 - May only see them once per month at most (sometimes only once every 2-3 months)
 - Would like to increase meeting amount or have increased communication

Specific Wishes:

- More frequent social events to improve relationships with mentors
 - E.g., barbeques, going to park, playing games, bowling, sporting events
- Access to shadowing jobs outside of those typically seen (e.g., medicine, law, engineering)
- Parental involvement
 - Want parents to receive outside informational meetings about college application process
 - Want combined parent-mentor-mentee meeting once every ~3 months

Recommendations

Have mentors and youth use the Fast Friends (FF) Procedure to establish trust and build rapport.

- The success of mentorship significantly depends on the nature of the relationship between mentor and protégé.
- Youths indicated that whether or not they opened up to mentors depended on their comfort level with mentors and belief that mentors would maintain confidences.
- FF is an approach for quickly establishing trust and building deep relationships.

Aron, A., Melinat, E., Aron, E. N., Vallone, R. D., & Bator, R. J. (1997). The Experimental Generation of Interpersonal Closeness: A Procedure and Some Preliminary Findings. *Personality and Social Psychology Bulletin*, (4).

University of California - Berkeley. (n.d.) Fast Friends procedure full protocol used in Page-Gould, Mendoza-Denton, & Tropp (2008).

Establish positive and negative incentives and provide support resources to encourage consistent attendance and on-time arrival for programs events and activities.

- Mentors and youths indicated that people arriving late to programs and events was an issue.
- More than half of the youths arrived to the focus group session more than 10 minutes after the designated start time.
- Youths indicated that consistent transportation was often an impediment that prevented many of their peers from participating.
- Youths indicated that mentors cancelling meetings because of other obligations was a regular occurrence.
- 5 of 8 survey respondents reported not scheduling future meetings before leaving a current meeting.

Encourage and facilitate appropriate parental involvement by planning and scheduling quarterly activities that specifically involve the parents of youth participants.

- Youths and mentors indicated a desire for parental involvement greater than current levels.
- Most youths indicated they were fine with mentors interacting with their parents.
- Youths indicated that they would be uncomfortable with parental involvement in *all* program activities.
- Work schedules and fatigue were cited as the primary impediments preventing parents from being more regularly involved.

Suggestions

- Non-career focused social activities that include parents.
- Have mentors provide mentorship to parents also.
- Provide parents with suggestions for activities to do and topics to discuss with their children.

Consider expanding participation beyond the Kenyan immigrant community.

- Youths indicated that the programs exclusive focus on attracting program participants from Kenyan immigrant community was a limitation.
- Exclusive focus on participants from Kenyan immigrant community limits the pool of potential resources for the program.



Suggestions

- Recruit mentors from outside the Kenyan immigrant community.
- Partner with other mentor programs for specific activities.
- Partner with other service programs in the St. Louis Community.

Consider relocating primary group meeting location to a larger, more conveniently located facility.

- The conference room in the 7720 N. Lindbergh location has limitations:
 - Can only comfortably accommodate 10 to 12 people.
 - Room arrangement not particularly conducive to some types of activities.
 - Location is somewhat isolated.



Suggestions

- Florissant Valley Branch of St. Louis County Library System
- Prairie Commons Branch of St. Louis County Library System.

References

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- Fernandes-Alcantara, A. L. (2015). Vulnerable Youth: Federal mentoring programs and issues.
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