

Collaborative Mentoring Webinar Series



NATIONAL
MENTORING
RESOURCE CENTER
A Program of OJJDP

A Fresh Look at Logic Models: Enhance and Amplify Their Value



August 17, 2017

2017 Collaborative Mentoring Webinar Series Planning Team

The Collaborative Mentoring Webinar Series is funded by the **Office of Juvenile Justice and Delinquency Prevention** through the National Mentoring Resource Center and facilitated in partnership with MENTOR: The National Mentoring Partnership



Good to Know...

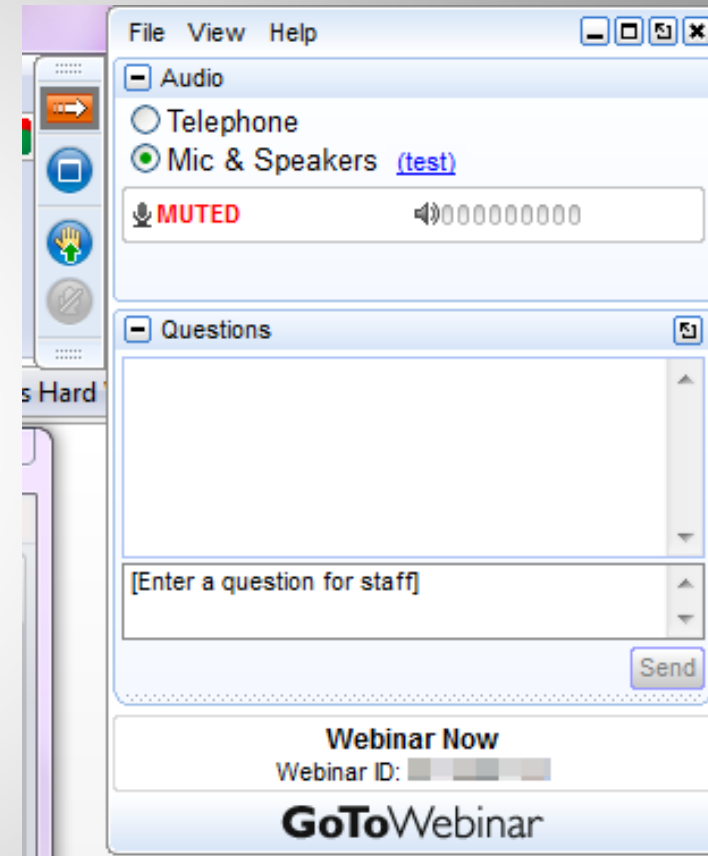
One week after the webinar, all attendees receive an email with:

- Instructions for how to access a PDF of presentation slides and webinar recording
- Link to the Collaborative Mentoring Webinar Series webpage, where all slides, recordings and resources are posted

Please help us out by answering survey questions at the end of the webinar.

Participate in Today's Webinar

- All attendees muted for best sound
- Type questions and comments in the question box
- Respond to polls
- Who is with us today?



objectives

- 1 Use logic models to enhance various aspects of organization
- 2 Gain real approaches to assessing logic models
- 3 Learn to revise logic models for increased outcomes



INTRODUCTIONS

Audrey Siegfried, Facilitator



Audrey has supported over 50 diverse nonprofits, schools, and companies as a consultant and trainer. Formerly the training manager with Mentor Colorado, Audrey led statewide quality mentoring initiatives for over 60 agencies. Prior to moving to Colorado, Audrey worked for twelve years with volunteers, youth, and families in Washington, DC in various capacities of nonprofit management and youth development and served as an advisor for the DC Mentoring Collaborative from 2010-14.

Audrey has trained thousands of people and has served on numerous mentoring committees nationally. She is currently pursuing her MBA from University of Colorado and holds a BA in English from George Washington University.

Today's Webinar

- Samuel D. McQuillin, Ph.D.
Assistant Professor, Dept. of Psychology |
University of South Carolina
- Susan Duncombe, MSW, LCSW
COO | Denver Urban Scholars

**Q & A throughout the presentation
(use the Q & A panel)**

Sam McQuillin, Ph.D.

Asst. Professor, Psychology | Univ. of South Carolina



Sam studies how schools and communities can work together to promote emotional, behavioral, and academic wellness in children who are environmentally or developmentally at-risk. He developed a youth mentoring program for early adolescent children based on practices from Motivational Interviewing (MI). Sam's a research board member of the National Mentoring Resource Center, a Society for the Study of School Psychology Early Career Award recipient, and the director of the University of South Carolina's and University of Houston's AMPED Youth Mentoring programs. He also serves as a quantitative methodologist on a broad range of research projects. Sam completed his doctoral work at the University of South Carolina and attended the APA Accredited Internship at Cypress-Fairbanks ISD in Cypress, Texas. Prior to joining faculty at USC, he was an Assistant Professor of School Psychology at the University of Houston for four years.

Susan Duncombe, MSW, LCSW

COO | Denver Urban Scholars

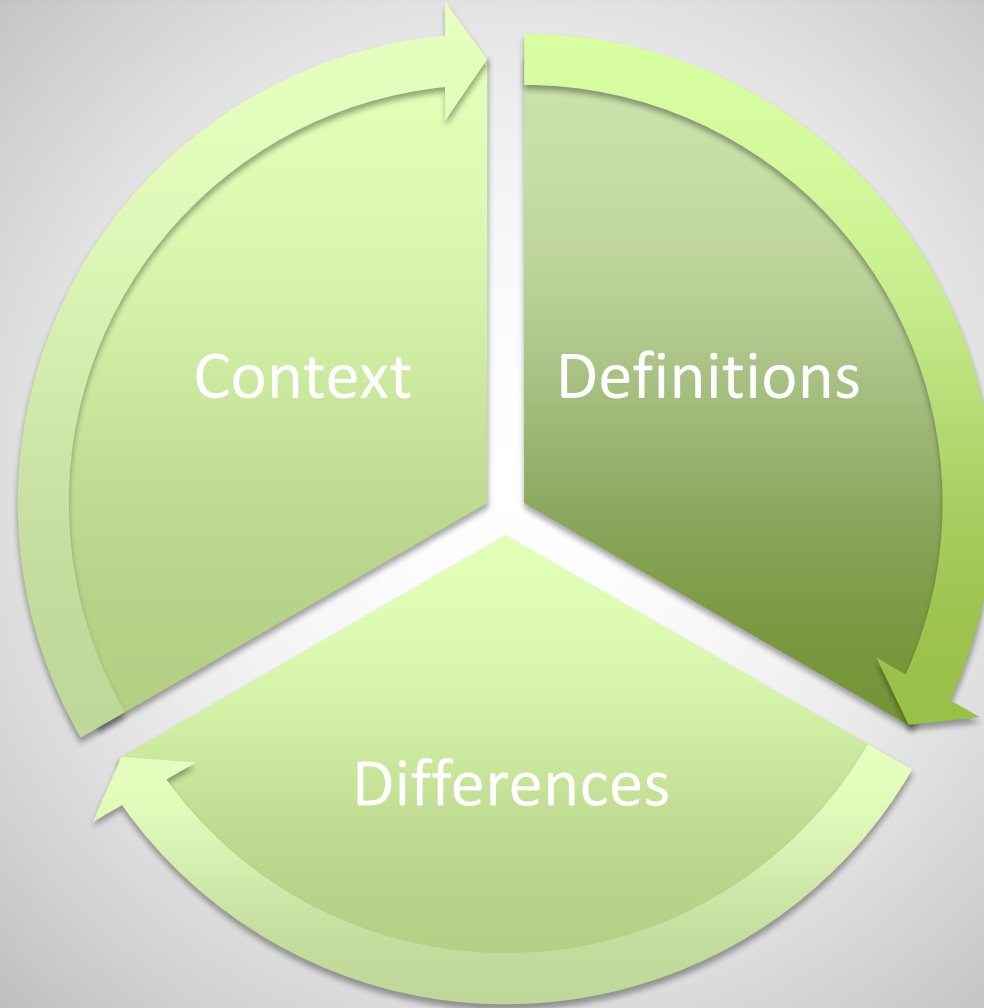


Susan has over 19 years of experience in the nonprofit sector working with youth and families. As an AmeriCorps VISTA in northeast Denver, she started a school readiness program for Spanish-speaking toddlers and their parents. After traveling throughout Mexico and Central America, Susan then worked in a women's shelter in New Mexico, returning to Denver to earn her Masters in Social Work from the University of Denver. After working in day treatment and residential treatment as a bilingual family therapist, she began her tenure with Denver Urban Scholars in 2008 as Youth Development Coordinator. She left to serve as Resident Services Director with an affordable housing organization, and returned to Denver Urban Scholars in January 2014 as Program Director, transitioning to VP, Programs and now COO.

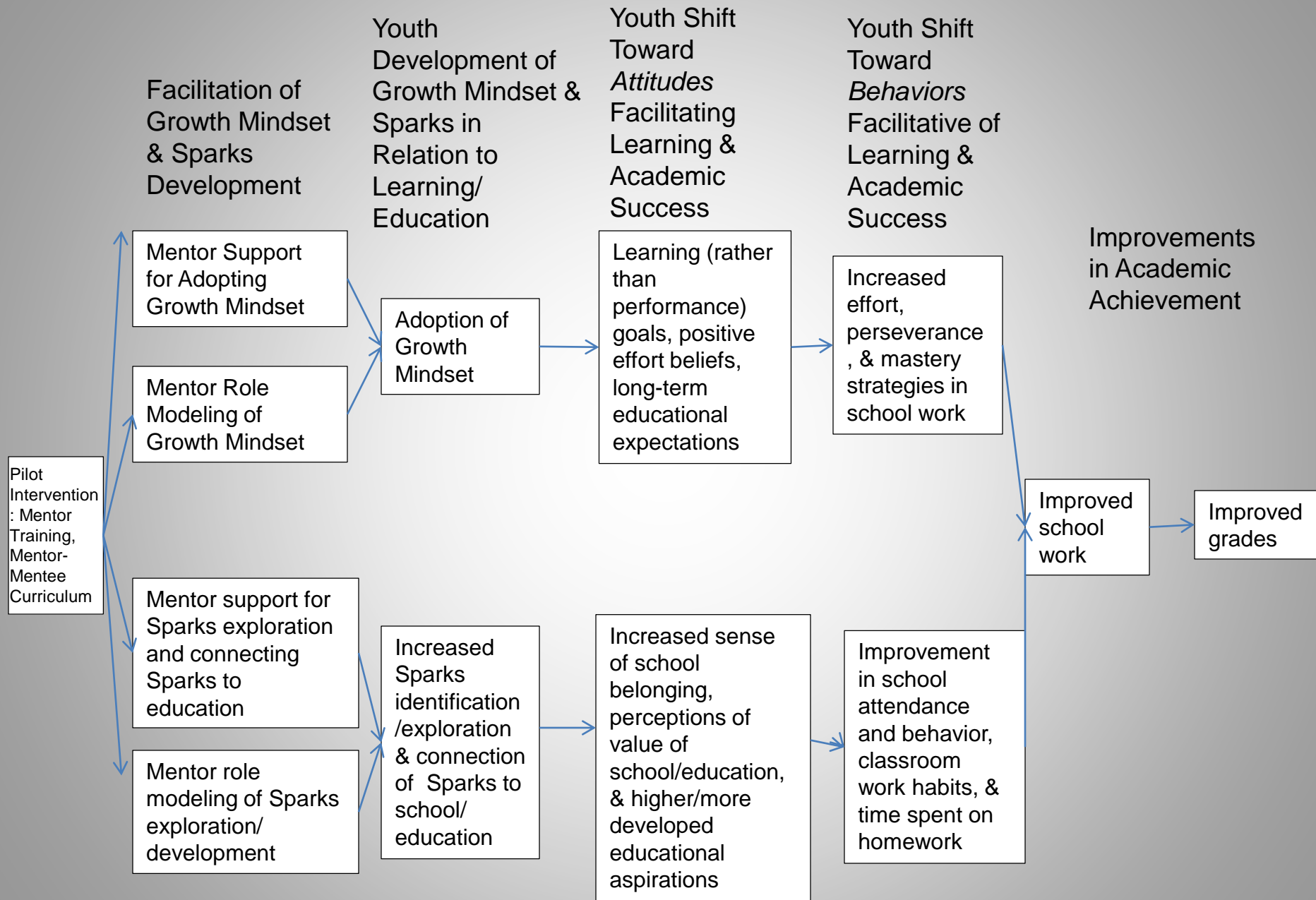


LOGIC MODELS & THEORY OF CHANGE

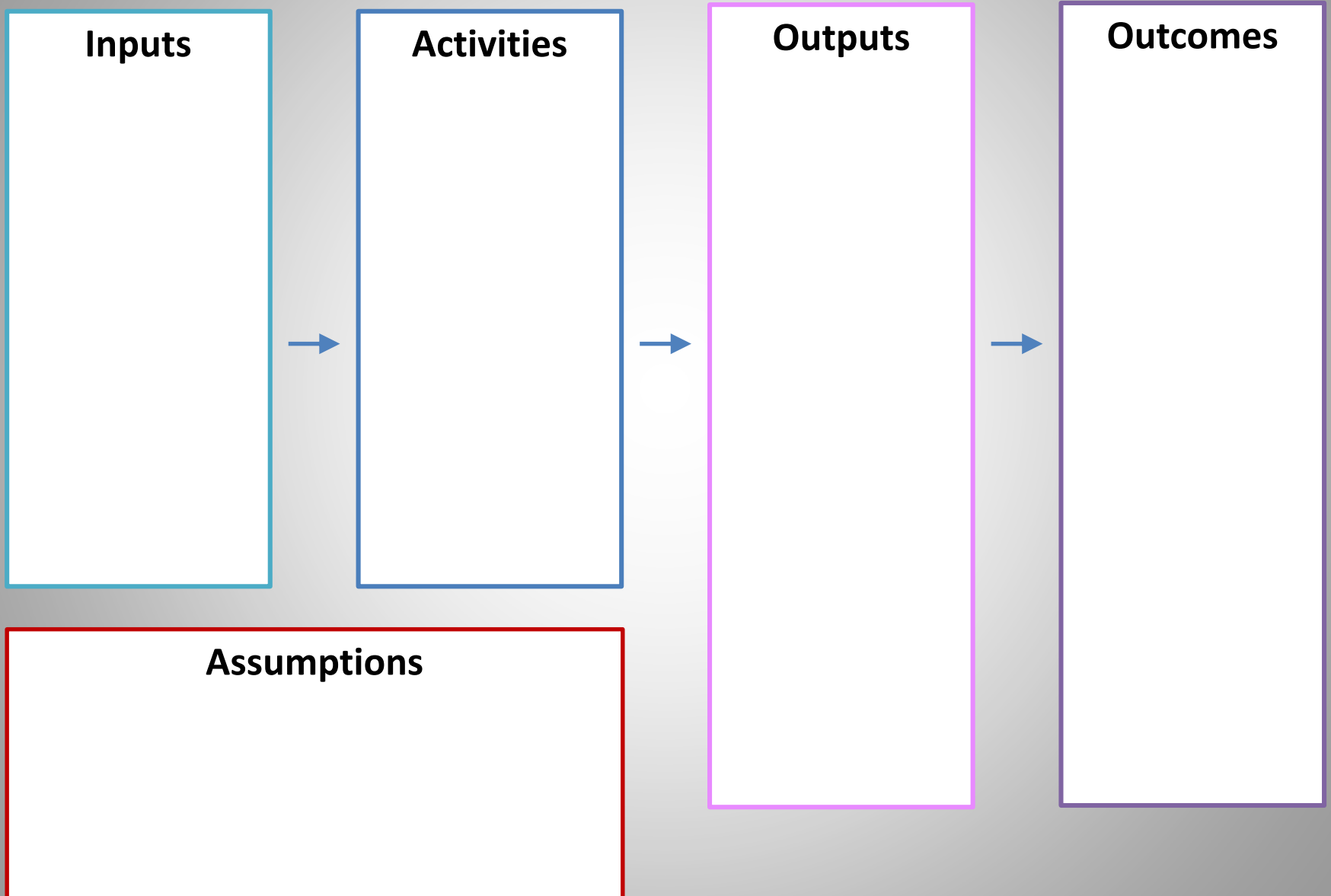
What's What: TOC & Logic Models



Theory of Change for “Academic Success” Mentoring Pilot Project



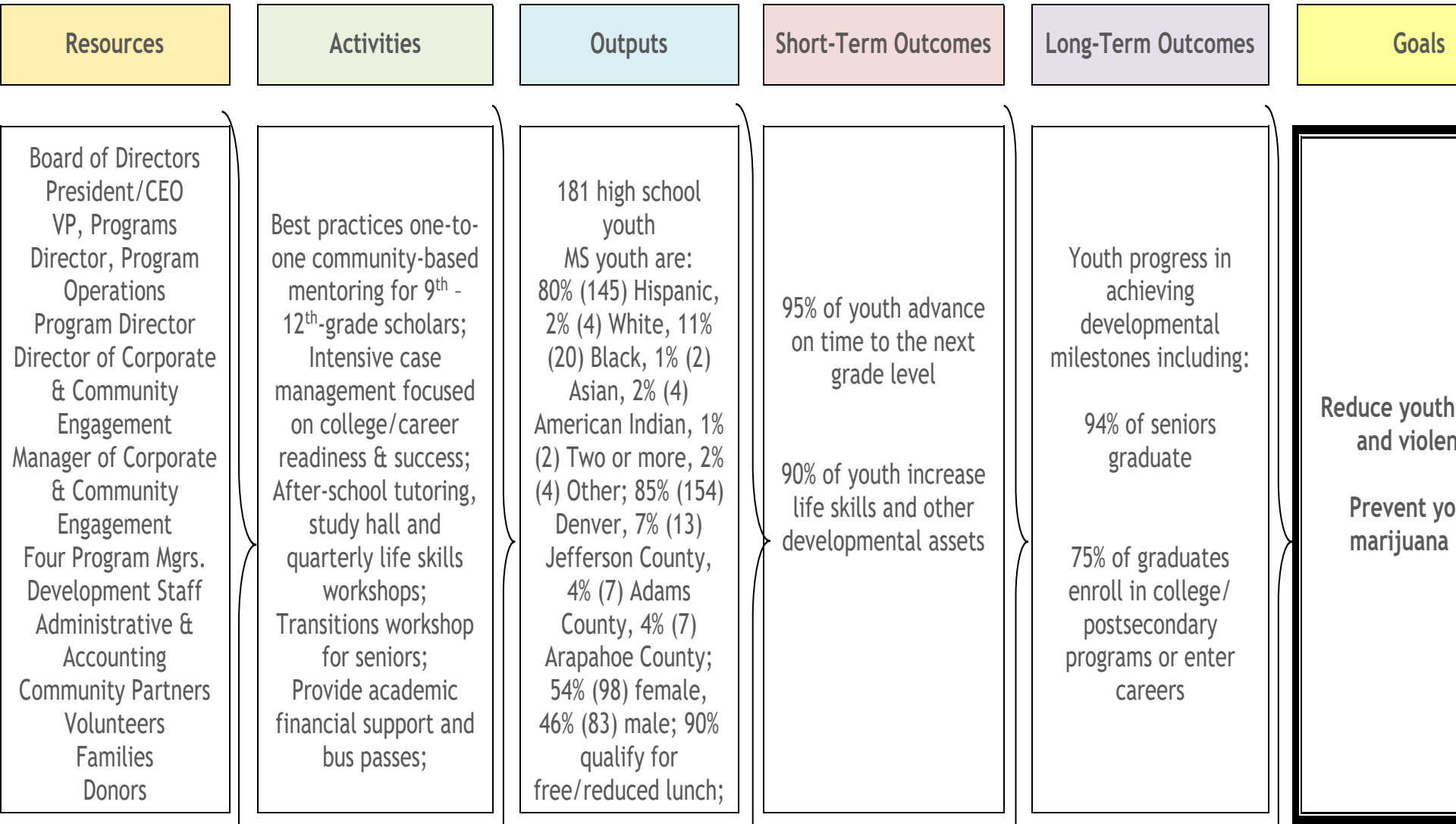
Logic Model Components



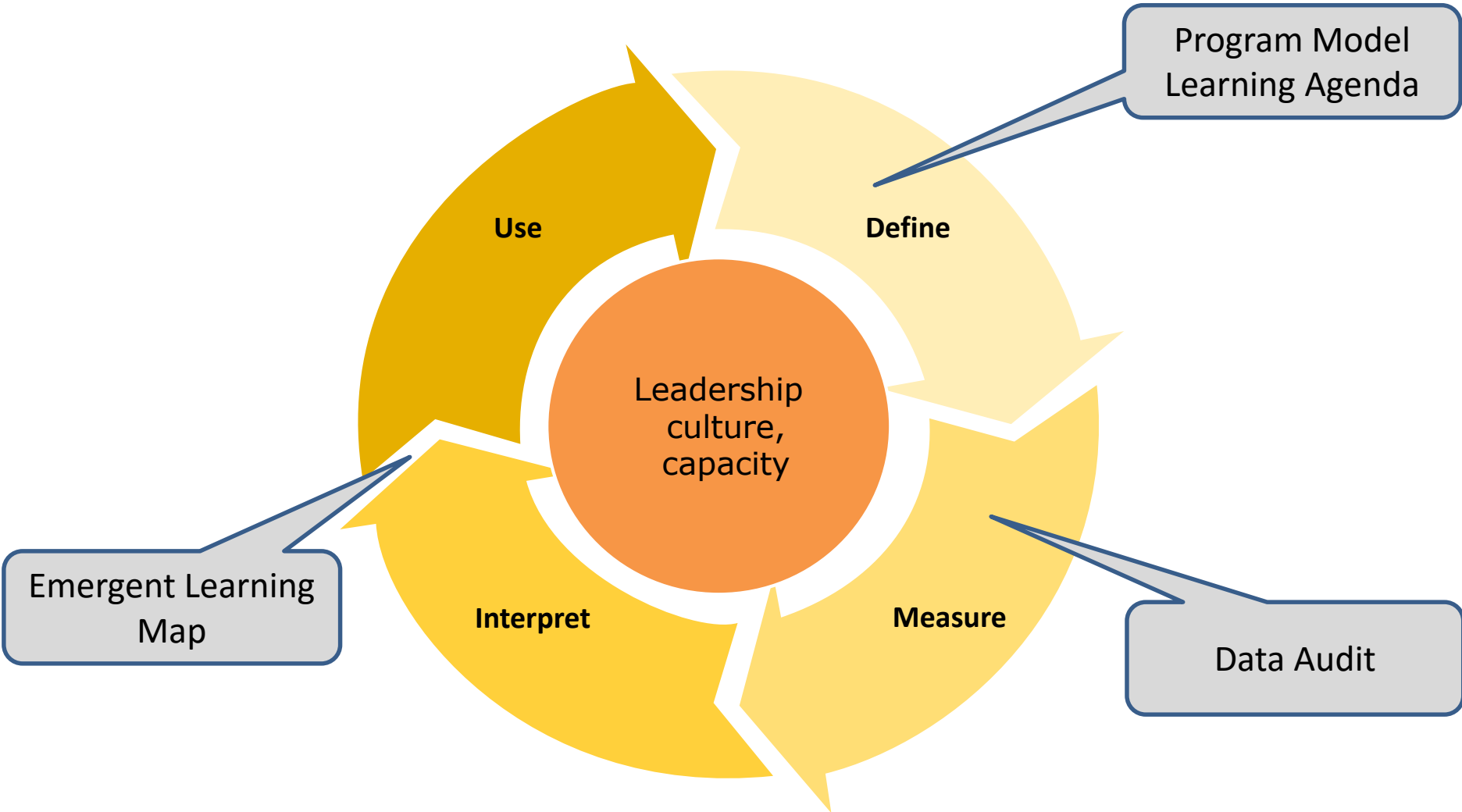


PROGRAM EXPERIENCE

Milestones Logic Model Denver Urban Scholars



Data Action Cycle



Super Scholars Mentoring Program Logic Model Elements

Inputs

- School concern about students with behavior and academic problems
- Parent support for mentoring program
- Half-Time Coordinator
- Teachers
- School staff
- 6 Local business partners
- 2 Hours of available contact per student per week
- Non-profit software system
- Program curriculum
- Volunteers from local businesses
- School space
- School performance records
- Relationship surveys

Activities

Administrative

- School planning meetings
- Referral process
- Mentor schedule coordination
- Mentor support and supervision calls/emails
- Mentor recruitment
- Mentor training
- Mentor survey
- Mentee survey
- End of year celebration

Program

- Board games
- Sports and recreational activities
- Mindset “sparks” curriculum
- Career education
- Study skills training
- Conflict management instruction
- Goal setting

Expected Outputs

Administrative

- 45 mentors recruited
- 45 mentors completed 2hrs of training
- 45 students referred
- 45 mentees matched
- At least 40 relationship satisfaction surveys returned
- Mentors received 2 contacts from supervisors per semester
- 45 Mentors receive ongoing training

Program

- 1 hour of mentoring per session
- Two mentoring meetings per week
- Mentors spend %50 of time on fun and recreational activities
- Mentors spend %50 of time on curriculum
- Mentors complete curriculum
- Mentors complete 1 hour of ongoing training during Fall/Spring semester

Outcomes

Short-Term

- Positive relationships with mentors
- Stronger academic enabling skills
- Higher academic self-efficacy
- Conflict resolution knowledge

Intermediate

- Improved mentee grades
- Reduced disruptive behavior
- Strong motivation to attend college
- Better study skills

Long-Term

- School matriculation
- College attendance
- Reduced community crime
- Enhanced social mobility
- Improved community engagement in civic matters

Assumptions

- **IF** mentors receive at least 2 contacts from supervisors per semester, **THEN** they would be better equipped to address their mentees’ needs.
- **IF** mentees and mentors meet at least two times a week, **THEN** they will be able to develop a rapport and a stronger relationship.
- Support for the program from volunteers and local businesses will continue to be available.



ASSESSING LOGIC MODELS

Purpose

What's the purpose of assessing?

What does it provide for our organizations?

**REDUCE
UNCERTAINTY**

Fidelity of Implementation



Presence

Consistency

Quality

Purpose

What's the purpose of assessing?

What does it provide for our organizations?

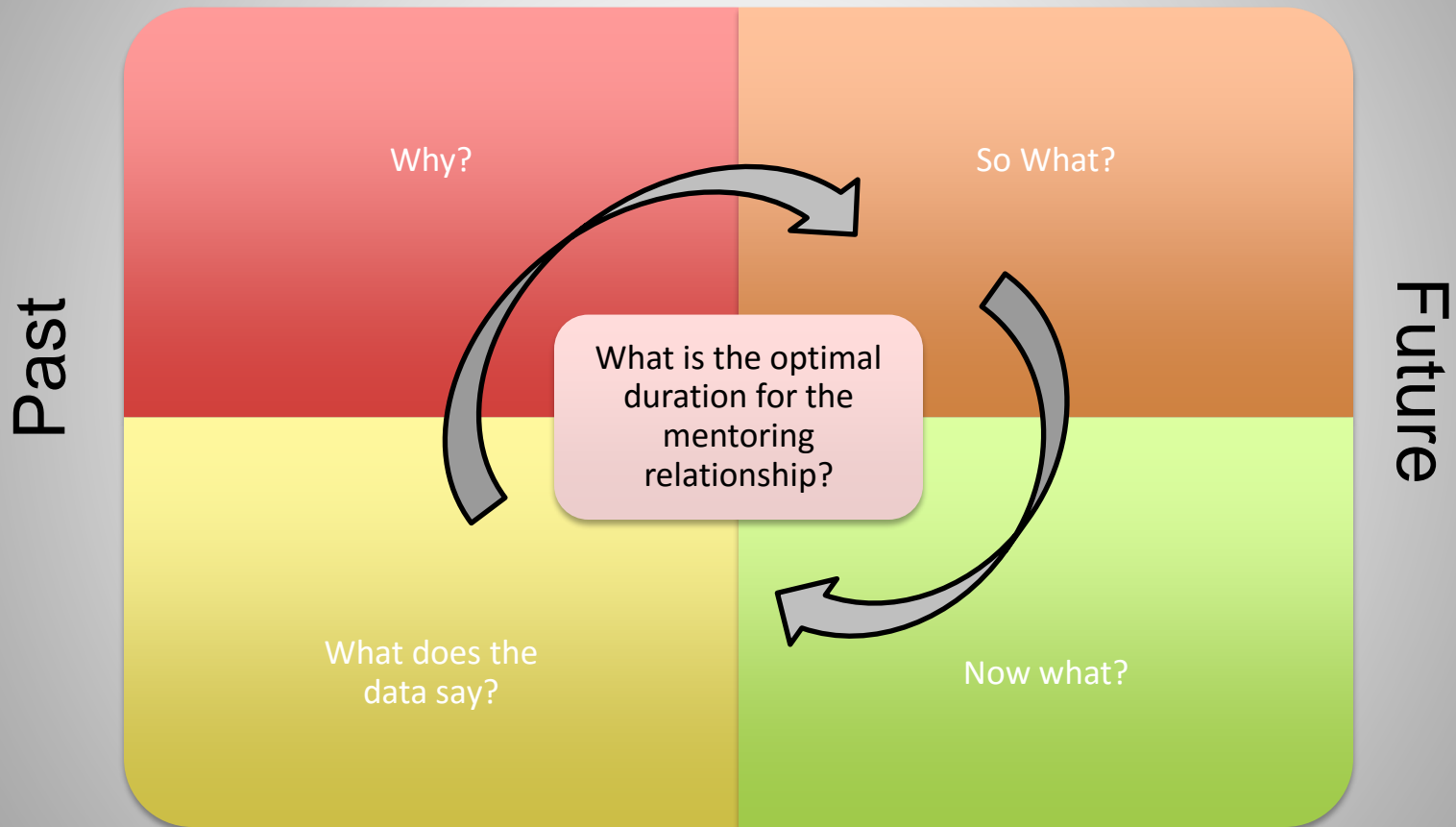
Assessment Tools

- 1 Data Use Meetings
- 2 Emergent Learning Map
- 3 Mason Jar Activity



Data Use Meetings

Emergent Learning Map



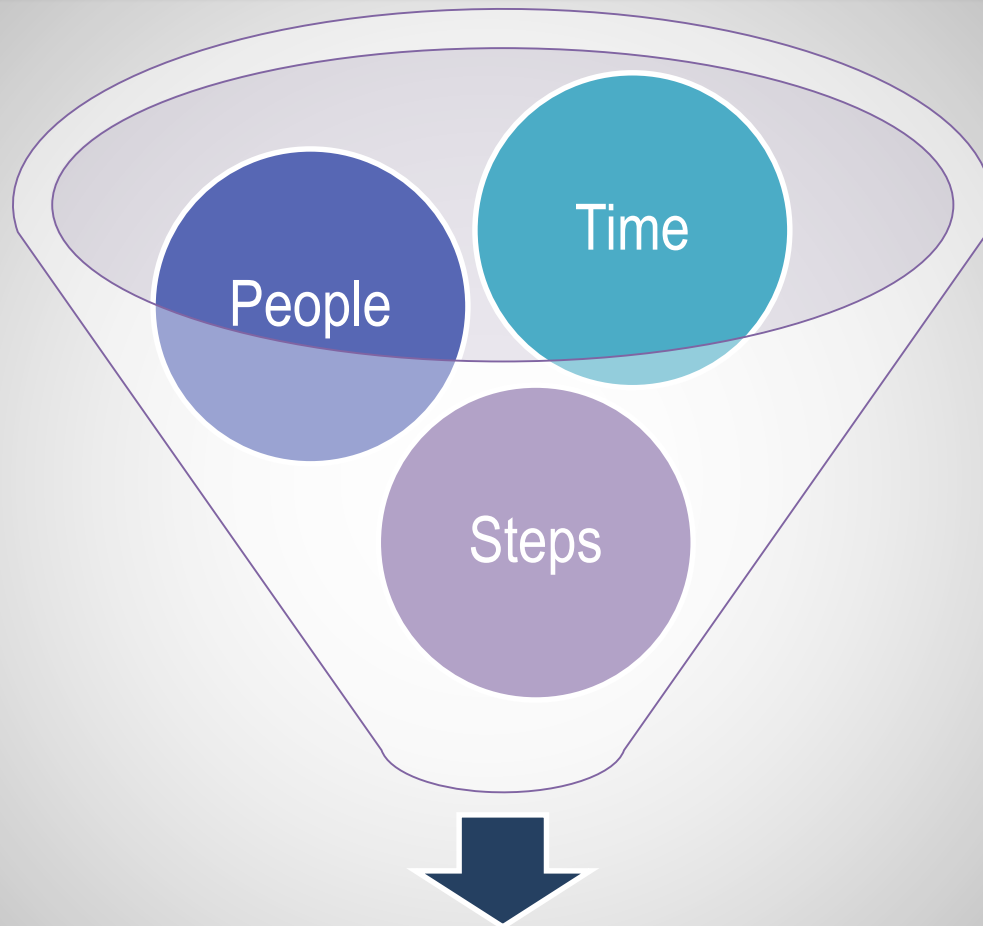
Mason Jar Activity





REVISING YOUR MODEL

Process



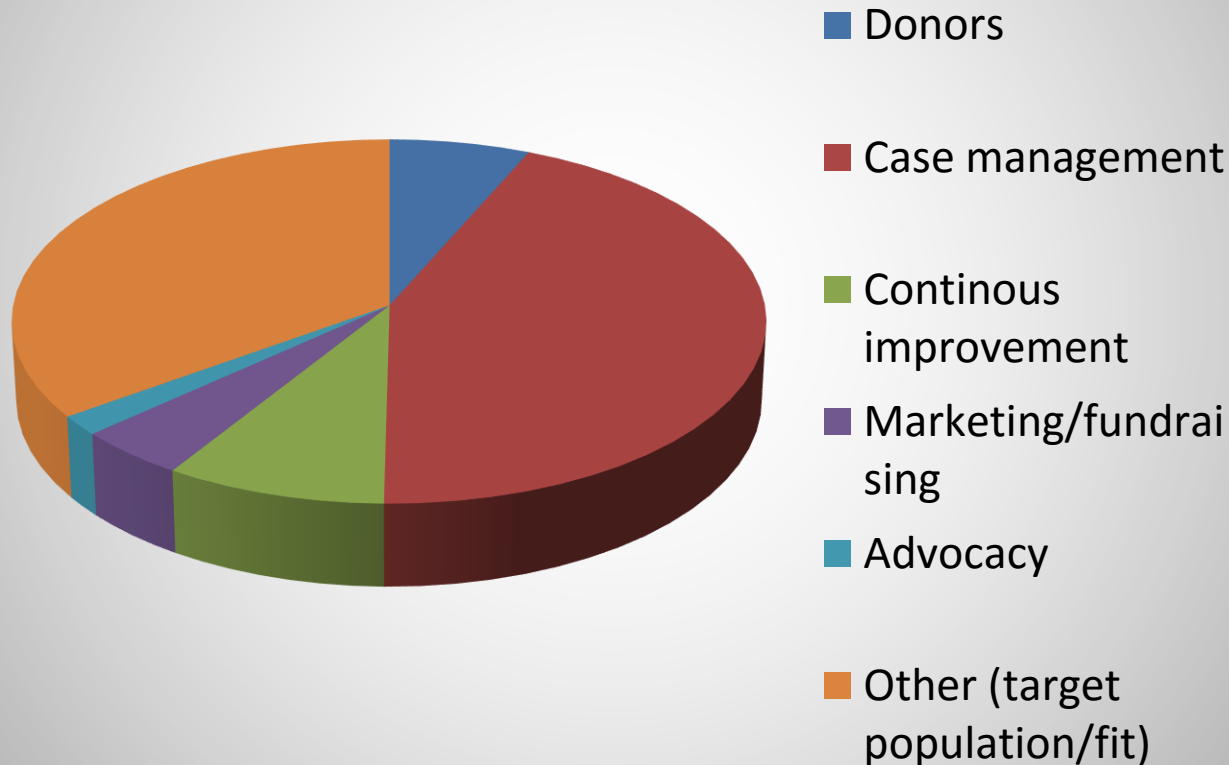
Impactful Revisions

High School Application	Case Mgmt	Continuous Improvement: Msmt Strategy	CI – Other	Donor Reporting	Marketing	Advocacy	Other
Birthplace	x						Target pop
Ethnicity	x			x			Target pop
Household make-up: age, relation, employer							Target pop
Parent’s occupation							Target pop – SES
Parent’s salary				x			Target pop – SES
Natural parent information							Target pop
Parent education level	x			x			Target pop
Parent incarceration (current, previous)	x			x			Target pop
Has student been arrested	x						Target pop
Probation officer?	x						Target pop
Rent/own home							Target pop



Data Audit

What we were collecting:



But case managers weren't using the data.

3-Step Empowerment Evaluation

OVERVIEW

- STEP 1:** Establish a mission, common value set
- STEP 2:** Prioritize organizational/program activities, rate current state
- STEP 3:** Create & assign specific goals & monitoring to most appropriate participants for future meeting(s)

STEP 1: ESTABLISH MISSION

- WHAT:** Create set of common values shared by participants
- HOW:** Open dialogue, visual display (poster/projector)

STEP 2-A: PRIORITIZE ACTIVITIES

- WHAT:** Generate list of most important activities necessary to meet mission
- HOW:** Each participant receives 5 dot stickers, places stickers next to activities they believe to be most important

STEP 2-B: RATE ACTIVITIES

- WHAT:** Rate current state of affairs
- HOW:** Each participant asked to rate the prioritized activities on 1-10 scale, results recorded publicly & averaged, useful dialogue ensues

STEP 3: CREATE ACTIONABLE GOALS & MONITORING

- WHAT:** Participants generate goals & strategies to support prioritized activities, assign specific participant to monitor & report back to group for future meeting(s)
- HOW:** Open dialogue, visual display (poster/projector)

Refining Activities & Outputs

- 1 **Identify mission collaboratively.** What's important to us? What values do we want to embody?
- 1 **Detail activities involved in fulfilling priorities** (e.g. mentoring children, reaching out to donors). Break down each activity into sub-components, (e.g. what is involved in mentoring: greeting children, between meeting contacts)
- 2 **Democratically identify prioritized activities.** Involve stakeholders to gain feedback about what is most important to them.
- 3 **Rate your success with each priority.** Use subjective rating from 1-10; 1 currently not being implemented to 10 with no possible improvement.
- 4 **Develop action steps.** Ask questions like, "What could be our first step to moving our academic skills training from a 4 to a 5? What is one thing we could do to better actualize this priority?"
- 5 **Identify measures and markers of the activities.** How are we measuring the presence, quality, and consistency of the activity? When will we measure this activity?
- 6 **Develop action team to focus on specific prioritized activities.** Base on measures, markers, and suggestions for continuous quality improvement.



RESOURCES & WRAP UP

Community Builder's Approach to

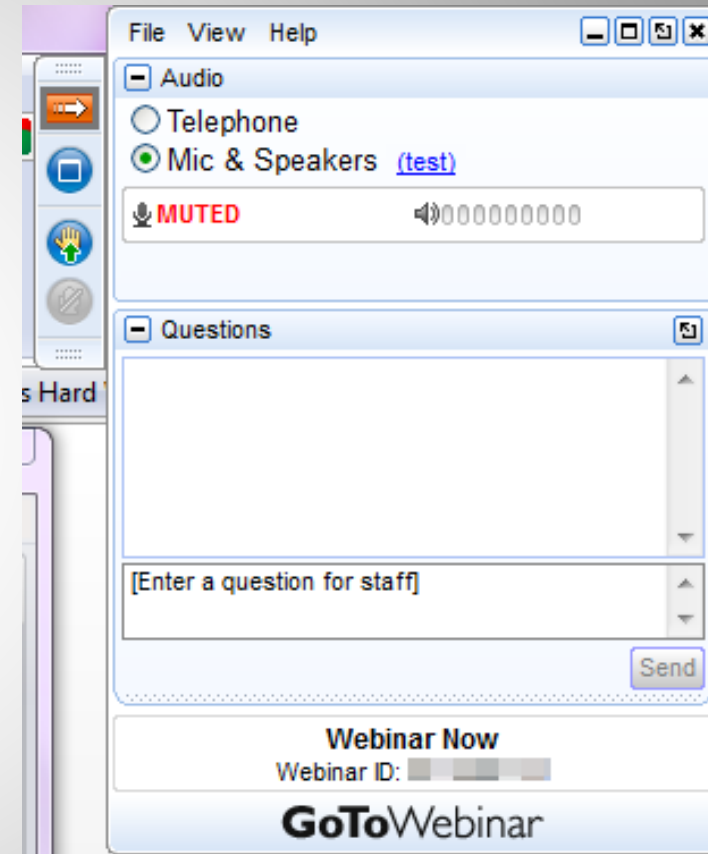
TOC aspeninstitute.org/publications/community-builders-approach-theory-change-practical-guide-theory-development/

Measurement Guidance Toolkit for Mentoring Programs

nationalmentoringresourcecenter.org/index.php/learning-opportunities/measurement-guidance-toolkit.html

Q&A

Type your questions in the question box:



Additional Resources



National Mentoring Resource Center

Check out the [OJJDP National Mentoring Resource Center](#) for no-cost evidence-based mentoring resources

Mentoring Connector

Recruit mentors by submitting your program to the Mentoring Connector <https://connect.mentoring.org/admin>

Remember...

After the webinar:

- Please help us out by answering survey questions at the end of the webinar.
- Everyone will get an email with information on how to download the slides, recording, and resources on the CMWS webpage on the MENTOR website:

http://www.mentoring.org/program_resources/training_opportunities/collaborative_mentoring_webinar_series/

Stay Connected

- Email us at collaborativewebinarseries@mentoring.org
- Tweet with hashtag #MentoringWebinar
- Visit our webpage on the MENTOR website for past and upcoming webinars:



The screenshot shows a web browser window displaying the MENTOR website. The URL in the address bar is www.mentoring.org/program-resources/collaborative-mentoring-webinar-series/. The page features a dark blue header with the MENTOR logo (The National Mentoring Partnership) and navigation links: "BECOME A MENTOR", "ADVOCATE", "DONATE", "Why Mentoring", "Get Involved", "Program Resources", "Our Work", and "News". A search bar is also present. The main content area has a large image of four diverse people smiling and talking, with the text "COLLABORATIVE MENTORING WEBINAR SERIES" overlaid in white. Below the image, the word "WEBINARS" is written in bold. The text below reads: "MENTOR: The National Mentoring Partnership (MENTOR) is proud to facilitate the Collaborative Mentoring Webinar Series, supported by The National Mentoring Resource Center, The Office of Juvenile Justice and Delinquency Prevention (OJJDP) and in partnership with the following *Mentoring Partnerships*: California Mentoring Partnership, Mentor Colorado, Illinois Mentoring Partnership, Mentor Mentoring Programs: the National Mentoring Program Survey has officially launched. Stand up and be counted today!"

Collaborative Mentoring Webinar Series

Join Us Next Month!



Sports-based Mentoring
September 21
1 - 2:15 pm Eastern



Collaborative Mentoring Webinar Series