



# Youth Frontiers Evaluation

Evaluation plan

NSW Department of Education and  
Communities

25 May 2015

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## Abbreviations, acronyms and key terms

AYMN	Australian Youth Mentoring Network
DEC	Department of Education and Community
YF	Youth Frontiers
KPI	Key Performance Indicators

# 1. Background to the evaluation

## 1.1 Goal 24 of NSW 2021—making it easier for people to be involved in their communities

*NSW 2021* is the 10-year state plan designed to guide policy and budget decision making and deliver on community priorities. It sets goals, targets, and actions to achieve this. Goal 24 of the plan outlines strategies to strengthen local communities by making it easier for people to get involved as volunteers, as participants in local organisations and causes, and as supportive neighbours and community members. The three targets under Goal 24 are to

1. increase volunteering
2. increase community participation
3. improve our sense of community.

Actions to achieve these targets are premised on the position that harnessing the desire to improve and protect local neighbourhood will strengthen these communities, and that communities where participation is encouraged are more likely to have thriving support networks of neighbours and friends. For example, volunteering in the community not only benefits recipients of services, but provides valuable mentoring and work experience for volunteers, along with personal fulfilment.

### 1.1.1 Youth mentoring in NSW

Youth mentoring is a structured, trusting relationship that brings young people together with caring individuals (usually an adult(s) or older peers(s)) who offer guidance, support and encouragement. Increasing opportunities for young people to be mentored aligns well with the Goal 24 because mentoring programs and relationships can build community connections and facilitate positive developmental outcomes—including the skills, attitudes and capacities needed for young people to participate in civic life.

In 2014, the Department of Education and Communities piloted a model for state-wide youth mentoring. The pilot was successful. Through four mentoring programs delivered by YWCA NSW, 521 young people participated as mentees and 214 adults volunteered as mentors. The pilot also displayed solid compliance with the 2012 Australian Youth Mentoring Benchmarks (AYM Benchmarks). Recommendations from ARTD's evaluation of the pilot were used to inform the development and roll-out of the current state-wide youth mentoring model, Youth Frontiers.

Mentoring was also a key agenda item at the 2014 Youth Advisory Council Forum. At the forum, government and non-government stakeholders—including academics and service providers—explored the role of youth mentoring in enhancing civic participation and leadership.

### 1.1.2 Youth Frontiers as a model for increasing volunteering, community participation, and increasing peoples' sense of community

Youth Frontiers is the current model for the delivery of youth mentoring in communities across NSW, and to support the progress towards Goal 24. The objective of Youth Frontiers is to use mentoring to

- help young people develop life-skills in team work, communication, leadership and decision making, which will help them now and later in life
- help young people overcome barriers to taking part in their communities
- increase young people's involvement in volunteering and community activities
- recognise the contribution that young people make in their local communities.

The model is an annual program involving 10 to 16 young people in Year 8 or Year 9 (13–15 years old) from each of the 93 electorate across NSW i.e. about 1200 mentees per annum. It is designed to run for an initial term of two years, with an option for a one year extension. The delivery of Youth Frontiers is through four contact packages, each covering metropolitan, regional and rural areas (see Appendix 2)

#### *Design and delivery of youth mentoring according to the Youth Frontiers model*

The objectives of Youth Frontiers will also be supported through the mentoring relationship itself: mentoring that is delivered **for at least six months** involving **at least 30 hours of contact** between mentees and mentors, with mentees receiving **at least 10 one-to-one face-to-face sessions** with their mentor, each session lasting **at least one hour**. It is also expected that the objectives of Youth Frontiers will be pursued, in part, through each mentee planning and developing a **community project**, in collaboration with their mentor. Community projects can be school or community based, but must have a civic focus.

Other design features required under the Youth Frontiers model are that programs:

- target the diverse range of young people, including disengaged young people, that have the capacity to benefit significantly from a mentoring program focussed on leadership and civic engagement
- be designed for school and/or community settings
- match mentors and mentees according to shared interests
- focus on promoting positive behaviours and skills development that engages young people's strengths
- be structured using engaging activities to integrate learning opportunities with mentor-mentee relationship formation
- be concerned with building young people's connections to the wider community and their engagement in civic life
- provide orientation, practical training and ongoing support to mentors
- collect and analyse good quality data
- be well-resourced with high quality staff.



The Youth Frontiers model also requires that contracted service providers comply with the 10 elements of good practices outlined in the AYM Benchmarks.

1. planning and design
2. management and governance
3. evaluation
4. staff
5. recruitment
6. selection and screening
7. orientation and training
8. matching
9. monitoring and support
10. closing the match.

### ***Start up and reporting requirements for Youth Frontiers***

**First year start up requirements** cover the preparation of documentation to support implementation and evaluation. They include:

- a Strategic Plan that incorporates
  - research that assesses community needs and issues affecting young people in each district
  - objectives and KPIs that comply with the Youth Frontiers' model, and any additional objectives and KPIs that reflect the assessment of community needs
  - mentoring methods i.e. mode, setting, number and duration, other contact
  - a summary of governance arrangements
- an Evaluation Strategy that details
  - how mentoring will be evaluated against the overall Youth Frontiers objectives and KPIs, and against any additional objectives and indicators
  - the tools to assess effectiveness, efficiency and impact
  - the processes for data collection, analysis and handling processes
  - how evaluation will feed into continuous improvement
- a Communications Plan that specifies
  - protocols for communication with internal and external stakeholders and media
  - methods for recruiting and selecting mentees and mentors
- policies and procedures for mentee selection and matching, and for mentor recruitment, selection, orientation and training.

**Reporting requirements** are incurred quarterly and annually. They cover:

- quarterly KPI reports and performance meetings
- community project reports of commencing mentor/ mentee matches each year
- closure reports of the annual mentoring program that include an annual report, community project status update, and revised planning documents for the next year.

Other requirements at the end of each annual mentoring period are that service providers report on mentees' presentations of community projects and recommend community projects that have had significant impact on the local community.

A summary of dates for the delivery of start-up and reporting requirements is in Appendix B.

Providers delivering Youth Frontiers are encouraged to provide additional services or benefits to young people, and to tailor programs to meet the interests of participants. Providers are also encouraged to build on compulsory reporting elements to gather further information that supports evaluation and continuous improvement.

## 1.2 The delivery of Youth Frontiers across NSW

Within the Youth Frontiers model, there is scope for flexible delivery so that mentoring reflects local community needs across NSW. Service providers may also have different approaches depending on their level of expertise in the mentoring sector and other organisational approaches.

### 1.2.1 Timeframes

Youth Frontiers commenced in January 2015 with the awarding of contact packages to four service providers. By the end of April 2015, service providers had delivered draft strategic plans, evaluation strategies, and other start up documentation to the Department—these are currently under review.

Key timings for 2015 activities are listed below, aligned to school terms. These timings are estimates based on our current understanding of providers' progress setting up the service, and are subject to revision if there are delays in service delivery.

- **Planning, design and set up:** Jan and Feb
- **Mentor recruitment:** March and April (Term 1)
- **Mentee recruitment and matching:** April to May (Term 1 to mid Term 2)
- **Matches commence:** late May (mid Term 2)
- **Mentoring and community projects:** late May/ June to late Oct (Term 2, Term 3 and early Term 4)
- **Community projects finalised and presented:** late Sept to early Nov (Term 3 and early-mid Term 4)
- **State-wide showcase of community projects:** t.b.c (Term 4, onwards)
- **Closure and reporting:** October to December

We do not expect that timings for 2016 service delivery will be affected by the same start-up delays.

### 1.2.2 Service providers

The four service providers and the agencies they are partnering with to deliver Youth Frontiers are shown in Table 1. See Appendix for more detail on electorates and target numbers.

**Table 1. Service providers and locations**

Service provider	Partner	Locations
Contact Package 1: <b>YWCA NSW</b>	Future Achievement Australia	Central Coast, Northern NSW, Mid North Coast and Hunter New England
Contact Package 2: <b>Raise Foundation</b>		Northern Sydney, Sydney and Western NSW
Contact Package 3: <b>MTC Australia Inc.</b>	Orange Community Training and Education Centre	South Western Sydney, Western Sydney, Nepean, Blue Mountains and Far West
Contact Package 4: <b>Southern Sydney Business Education Network</b>	Illawarra Schools Workplace Learning Program, South Coast Workplace Learning Inc. and Get Set Inc. Capital Country Industry Education Partnership Inc. Murray Industry & Community Education Employment Partnership Inc.	Illawarra, Southern NSW, Murrumbidgee and South Eastern Sydney

### 1.2.3 Mentors and mentees

Service providers are currently recruiting mentors and mentees towards fulfilling the first KPI: that 100% of mentoring agreements are signed. We understand that most recruitment is currently taking place through local schools.

From a brief review of each provider's documentation (a more detailed review will be completed in Stage 1 of the evaluation), there are some differences in recruitment and matching processes, but all approaches fit within the minimum requirements, including targeting mentees in Year 8 or 9 and screening mentors for child safety.

### 1.2.4 Other stakeholders

Other stakeholders in Youth Frontiers are documented in service providers' communication plans. While there are different stakeholders identified at the local level, broadly these include

- Department of Education and Communities
- Local secondary schools, and key school staff i.e. principals of staff who may be involved in selecting mentees

- Parents and carers, and P&C committees at schools
- Local council
- Member of parliament, especially local and state members
- Chambers of commerce
- Local clubs e.g. RSLs
- Local business and industry; and local education and training providers, and professional associations
- Non-government and community organisations e.g. volunteer groups, neighbourhood centres, church and faith-based groups
- NSW Volunteering
- Sponsors of community awards: SBS, Black Dog Institute, Cricket NSW, Room to Read, Taronga Zoo, Arinex Pty Ltd.

### **1.2.5 Approaches to delivery**

Service providers have planned delivery to meet KPIs and to cover the main features of the Youth Frontiers model in terms of type, number and duration of meetings. There appears to be differences in the degree of structure around program activities (especially the roles of group sessions and community projects will be supported), and resources.

A detailed review of the approaches and timeframes for implanting delivery by each service provider be conducted as part of the evaluation.

### **1.2.6 Showcasing community projects**

Young people participating in Youth Frontiers will develop and deliver a community project, with the support and guidance of their mentor. Mentees can select one of seven categories in which to do their projects.

1. Community harmony
2. Youth mental health
3. Engagement in sport
4. Empowering young women
5. Centenary of Anzac
6. Environment and conservation
7. General category

The 'most innovative and effective' projects in each of the seven categories will be showcased and recognised at a state-wide ceremony. Service providers are required to advise the Department of the projects that it recommends for these awards, and may also recognise projects at the local level (e.g. school or electorate based ceremonies).

### 1.2.7 Providers’ approaches to evaluation

We have spoken briefly with each of the service providers. There is notable variation in each agency’s evaluation strategy. We have not yet obtained copies of all instruments, so cannot comment on similarities or differences in the data being collected for each purpose. From a high-level review of data collection strategies, we have identified the following:

- all providers are collecting demographic and other participant data
- three providers are using an on-line system, however monitoring data may be collected on paper then entered by the local program co-ordinator.
- one provider is conducting pre-post surveys to measure outcomes. Others may have questions at registration that could be re-used at completion.

Data collection methods are summarised in Table 2 below.

**Table 2. Data collection strategies for each provider**

Provider	Participant data	Monitoring data	Outcomes data
YWCA NSW	Mentees application – initially on paper, then entered into <b>on-line app</b> when they first log on. Mentors – google doc into spreadsheet, then entered into on-line app.	Through on-line app	On-going reflection on sessions through on-line app, survey at end if need be
Raise	Paper questionnaires, entered to spreadsheet	Booklets/sign on sheets entered to spreadsheet	Lengthy pre-post paper questionnaire incl. validated measures
MTC	Collecting on paper, but mentor and mentees will also provide once log into <b>Mentor Core</b> software.	Mentors will record in Mentor Core, follow up by program staff if not being completed	Retrospective survey, to be developed
Southern SBEN	Paper application forms and interest survey, entered into <b>Activ8 Pathways</b> data management system	Paper meeting log entered to Pathways	Mentee and mentor exit surveys (Mentee pre-program survey contains 3 questions that could be used pre-post)

Our evaluation will build on the strengths of existing data collection, through using the aggregated participant and monitoring data provided to DEC through scheduled quarterly and annual reporting processes. This will be supplemented by a robust outcomes measurement through use of a pre/post survey, as described in section 4.

## 2. Evaluating Youth Frontiers

### 2.1 Purpose and aim of the evaluation

This is an evaluation of the implementation and outcomes of Youth Frontiers. The aim is to assess the:

- **effectiveness and appropriateness** of the design and implementation of Youth Frontiers
- **effectiveness** of the development and delivery of community projects as a method to build young people's skill, capacity and community connectedness
- **impact** of Youth Frontiers on young people, with a focus on skills development, community connectedness and school engagement

The evaluation will provide evidence for the Department to use in its decision making about the potential extension of Youth Frontiers in 2017. More broadly, the evaluation will inform the Department's assessment of the extent to which a state-wide youth mentoring strategy that engages young people to work on community projects promotes the achievement of Goal 24 targets.

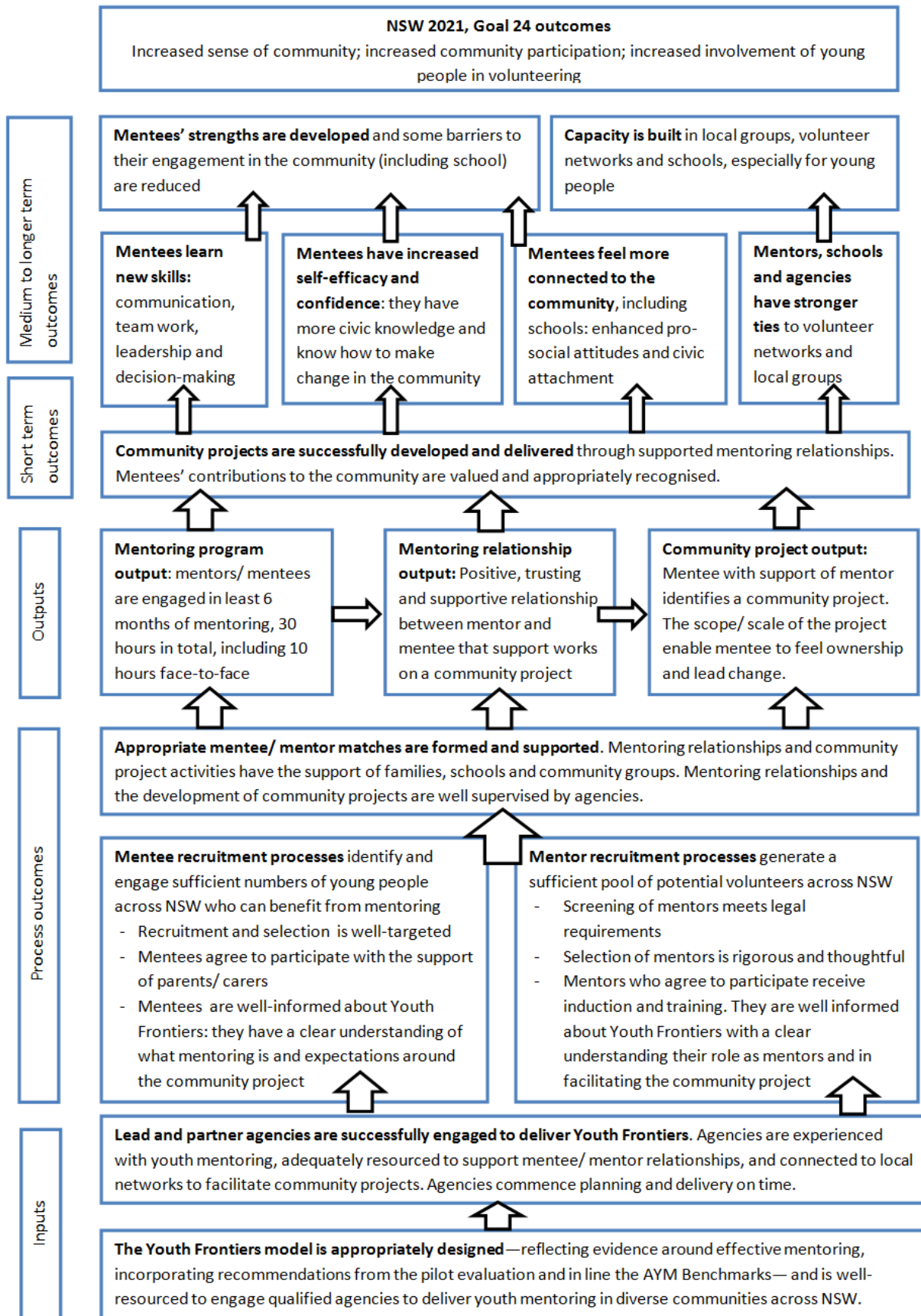
#### *Notes on assessing Youth Frontiers*

Assessing effectiveness will take into account practices at different stages of implementation, recognising improvements over time, differences between service providers and other factors—such as location. Appropriateness will be addressed in view of the key features of the model, the AYM benchmarks, and what is known from the pilot and literature about youth mentoring that works well. The impact component will focus on the short-term outcomes that can be identified during the timeframe of the evaluation. By also looking at outcomes for mentors and the community, we may be able to make a broader assessment about the likelihood that there is community capacity to sustain immediate gains.

### 2.2 Modelling the logic of Youth Frontiers for the evaluation

We have developed a logic model to highlight the relationship between the inputs, processes and a hierarchy of outcomes. The model outlines a theory of change around young people being supported by a mentor to develop a community project that engages and promotes their skills, efficacy, confidence and connectedness to community (including to schools); it also incorporates gain to mentors and the community to reflect how wider capacity building may sustain the strengths of young people in local communities. This logic model will assist us to hypothesise how outcomes may be attributed to features of program design and implementation, and what might be the strengths and weakness of the Youth Frontiers model.

**Figure 1. This logic model of the Youth Frontiers**



## 2.3 Evaluation questions

We have developed three key evaluation questions and aligned these with a Results Based Accountability (RBA) framework.

1. **What was the reach and scope of mentoring achieved through Youth Frontiers in communities across NSW?**
  - RBA frame: Who participated, how much mentoring and how many community projects were done?
2. **How well was the Youth Frontiers model—in particular, the use of mentoring to deliver community projects—implemented?**
  - RBA frame: How well was mentoring implemented?
  - RBA frame: How well did mentoring support the development and delivery of community projects?
3. **What impact did the mentoring and community project have on young people, volunteer mentors, and local communities?**
  - RBA frame: To what extent did mentoring on community projects build young people's skills, capacity and community connectedness?

More detailed data collection questions are outlined in Chapter 3 against the methods.

## 2.4 Deliverables

This evaluation of Youth Frontiers has five deliverables, including four reports.

- Final evaluation plan (this document)
- Progress report 1 – early implementation
- Progress report 2 – outputs of implementation and early outcomes
- Progress report 3 – full implementation and outcomes (draft report)
- Final report – full implementation and outcomes

## 2.5 Ethical conduct of the evaluation

ARTD is committed to the ethical conduct of evaluations and we do our work is within the Australasian Evaluation Society's Guidelines for the Ethical Conduct of Evaluations. Our staff have regularly been checked as safe to work with children under the previous system, and all staff and associates will be verified under the new system before commencing child-related work on this project.

We will work with service providers to ensure that all participants or their parents/ carers given informed consent, and that young people give informed assent. We will also ask that service providers facilitate our work by managing consents. See section 6 for more detail.



## 3. Stages and timelines

### 3.1 Overall approach

We will work collaboratively with the Department and the four service providers to successfully deliver a sound evaluation that address key evaluation questions within the available resources and timeframe. Our approach will ensure a balanced and independent assessment of Youth Frontiers, its implementation and early outcomes, and ensure that young people are comfortable to participate and know that their perspective is important.

Work commenced as planned in mid-late April 2015 and the evaluation will run until the end of August 2016. We have planned a four-stage evaluation to understand implementation and outcomes in relation to contexts across the state.

The timing of deliverables in Table 3 assumes that service providers commence mentoring by late May 2015, and that their reporting to the Department aligns with dates in Appendix B. If there are delays in service delivery and/ or reporting to the performance reporting to the Department, we understand that deadlines for deliverables may need to be revised.

**Table 3. Stages, timing and deliverables**

Stage	Timing	Deliverable
<b>1 Planning</b>	Current	Final evaluation plan <b>Due: 25 May 2015</b>
<b>2 Early implementation</b>	June 2015—early Nov 2015	Progress report 1 <b>Final due: 5 Nov 2015</b>
<b>3 Outputs and early outcomes</b>	Nov 2015—early May 2016	Progress report 2 <b>Final due: 5 May 2016</b>
<b>4 Full implementation and outcomes</b>	May 2015—end Aug 2016	Progress report 3 <b>Due: late July 2016</b> Final evaluation report <b>Due: 26 Aug 2016</b>

### 3.2 Stage 1 - Planning

This evaluation plan marks the conclusion of Stage 1.

We have had an inception meeting with the Department, and other planning conversations. The Department has also provided us with start-up documentation from the four providers—strategic plans, evaluation plans, and policies and procedure as well as other background materials to support the evaluation. These include:

- the Youth Mentoring Toolkit, produced by the Department for service providers
- a spreadsheet with service providers aligned to electorates and mentee target numbers
- the community project reporting template to be used by service providers
- the KPI scorecard being used by the Department

We have reviewed the service providers' strategic plans and evaluation strategies and fed back our preliminary assessment to the Department about how well developed these are and where gaps might be.

We have conducted scoping interviews with all four service provider—management staff and staff with roles in data collection and reporting. (Refer to Table 2) This has assisted us to clarify details around our methods and data sources. We have liaised also with providers about the most convenient way distribute and collate consent forms for mentees and mentors to participate in the evaluation. We have emailed them text to use for these forms. We have also sent them blank spreadsheets to be completed with the information that we will need to sample site visit location.

The sampling template is in Appendix C. Once service providers have sent us this data, we will use this template to select sites, in liaison with the Department.

We have also developed draft instruments. These are in Appendix 4. We are happy to receive feedback from the Department on draft instruments before the end of the month. Instruments that are to be administered later in 2015 (e.g. the post mentee and mentor survey) will be reviewed in light of early findings and refined as needed.

### 3.3 Stage 2 – Evaluating early implementation

**Purpose:** Evaluating early implementation will allow us to describe how Youth Frontiers has been established across the state and in different ways across the four lead service providers, and their partner agencies. We will identify what has been working well and any challenges during the start-up phase.

**Scope:** We will examine approaches to recruiting, selecting and matching mentors and mentees; orientation, training and ongoing support to mentors and mentees; other stakeholder engaged (such as schools); the types and settings of mentoring activities; the types of community projects that been identified and commenced.

**Approach:** We will collect data through

- **a desktop review** of the required start up program documentation
- **analysis of program data** of the KPI quarterly reports (May and August quarterly reports), and mentees community project report
- **pre-survey survey of mentees**
- **site visits** (Round 1, eight sites) that will include focus groups with mentees and group interviews with mentors and local community stakeholders

- **interviews with service provider staff—project staff** (each service provider, n=4 interviews—these may take place during site visits)
- **interviews with service provider staff—management staff** (each service provider, n=4 interviews)

See Chapter 4 for more detail on collection methods and analysis.

**Deliverable:** Progress Report 1, which will focus on the reach and extent of Youth Frontiers' roll out (under evaluation question 1) and the effectiveness of early implementation (under evaluation question 2).

### 3.4 Stage 3 – Evaluating outputs and early outcomes

**Purpose:** Identifying outputs will provide a clear description of 'how much' mentoring and community projects were achieved in the first year of Youth Frontiers, by provider and across locations. Evaluating early outcomes will contribute to the assessment of how well Youth Frontiers works (its effectiveness) for young people in terms of skills and capacity, whether there are any variations in outcomes across provider approaches and location, and in view of progress against KPIs. We will also look at gains for mentors and community stakeholders.

**Scope:** We will examine outputs in terms of number, duration and frequency of mentoring; types of mentoring and other mentoring events (e.g. workshops); other resources required to support mentoring and community projects (such as schools and community groups); the number and range of completed community projects; community linkages utilised and built on through community projects; and how young people have been recognised.

**Approach:** We will collect data through

- **analysis of program data** around first year reporting requirements, up to and including the November 2015 and February 2016 quarterly reports, and annual reporting, which includes closure reports, community project status updates, other evaluation data (e.g. summary outcomes from satisfaction or post-surveys administered by providers).
- **post-survey of mentees**
- **post-survey of mentors**
- **site visits** (Round 2, four sites—two new sites, two return sites) that will include focus groups with mentees and interviews with mentors and local community stakeholders
- **interviews with service provider staff—project staff** (each service provider, n=4 interviews—these may take place during site visits)
- **interviews with service provider staff—management staff** (each service provider, n=4 interviews)
- **interviews with DEC staff** (to be confirmed, if required at this point )

See Chapter 4 for more detail on collection methods and analysis.

**Deliverable:** Progress report 2, will focus on the outputs of implementation (under evaluation question 2) and assess the early outcomes from the first year of service delivery on mentees (according to evaluation question 3)

### 3.5 Stage 4 – Evaluating full implementation and measuring outcomes

**Purpose:** Final evaluation reporting will provide an overall assessment of the effectiveness of the delivery of Youth Frontiers and its appropriateness—taking into consideration how implementation may have been modified in the 2016. This stage will also evaluate the outcomes on mentees and consider differences by service provider, location and other key variables.

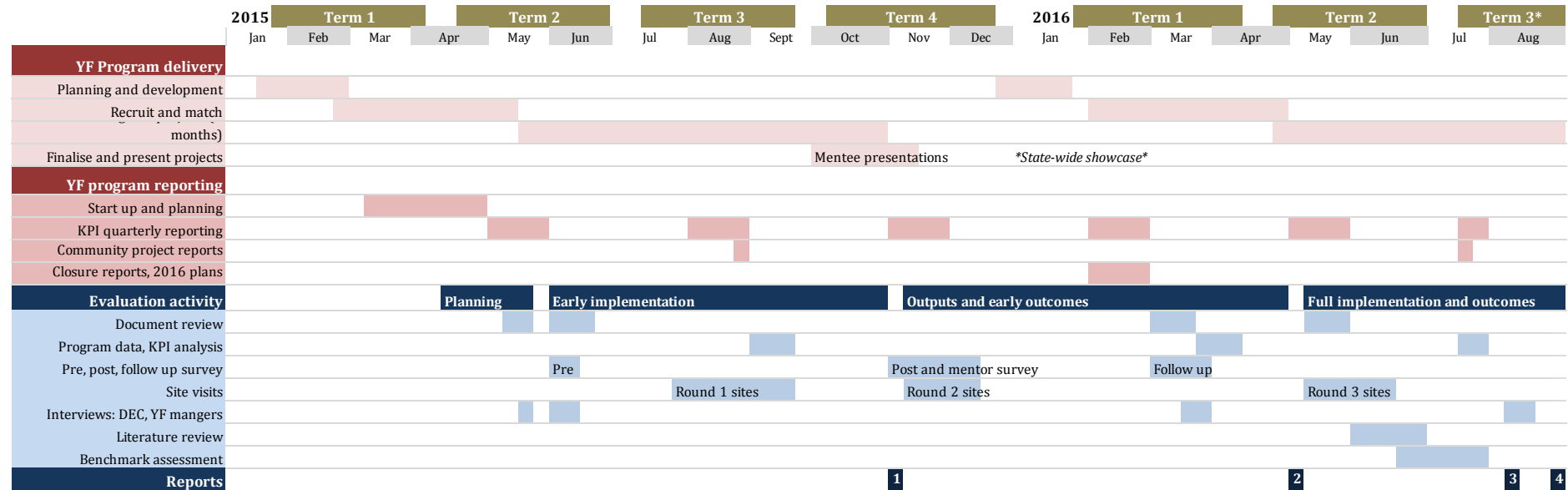
**Scope:** We will update the analysis of outputs, taking into account the new cohort of Youth Frontier’s participants, and review new program documentation produced for 2016. The assessment of appropriateness will be done in view of the AYM Benchmarks and current youth mentoring literature. Outcomes measurement will focus on short term gains for mentees, but also consider how impacts on the community may help to sustain gains for mentees.

**Approach:** We will collect data through

- **desktop review** of updated planning documentation for 2016
- **analysis of program data** around the first six months of reporting for 2016, including any KPI reports in May and August 2016, community project status updates, and other evaluation data provided by service providers (e.g. summary outcomes from satisfaction or post-surveys administered by providers).
- **follow-up survey of mentees** (mentees who commenced in Term 2, 2015)
- **site visits** (Round 3, four sites—two new sites, two return sites) that will include focus groups with mentees and groups interviews with mentors and local community stakeholders
- **interviews with service provider staff—project staff** (each service provider, n=4 interviews—these may take place during site visits)
- **interviews with service provider staff—management staff** (each service provider, n=4 interviews)
- **benchmark assessment** of each service provider approach to Youth Frontiers against the AYM Benchmarks
- **literature scan** of current peer-reviewed research to update the scan conducted in 2014 and to tailor it to inform our interpretation of findings
- **interviews with DEC staff** to discuss preliminary findings

**Deliverable** – Progress Report 3 will be delivered as a draft to the Final Report. The Final Report will respond to all evaluation questions, bringing together preliminary finding from the previous progress reports to make an overall assessment of the effectiveness, appropriateness and impact of Youth Frontiers, providing a strong basis for decision making around the next year of funding.

Figure 2. Timeframes aligned to stages and tasks



\*Youth Frontiers continues beyond the duration of the evaluation

## 4. Methods

Our methods are consistent with the requirements to achieve a comprehensive evaluation that covers a broad and representative sample of participants in Youth Frontiers. Using a mixed-methods design, we will draw on existing sources of administrative and outcomes data and complement this with new, targeted data collection.

### 4.1 Primary data collection and analysis

#### 4.1.1 Surveys

Surveys of mentees and mentors have been developed to understand implementation and measure outcomes. These will provide consistent data across all service providers.

##### *Mentees: pre, post and follow up surveys*

We will measure changes in mentees through the administration and analysis of pre, post and follow up surveys of mentees to statistically valid number of mentee participants in a representative spread of locations. The surveys are designed to collect views about the experience and satisfaction of mentoring, as well as changes in mentees skills, confidence, and connectedness to community and schools.

##### **Sampling**

We will work with DEC and providers to develop a sampling frame that will deliver a representative sample of mentees, and then randomly select 120 mentees within the frame. This would allow a 38% loss to follow-up (46 mentees), and a minimum sample size of 76. Such a sample would have 95% power to detect a small effect size (0.25) at  $p=0.05$  for four groups (providers) using 2 measurement points (repeated measures ANOVA).

##### **Instruments**

- **The pre survey** will be administered soon after mentoring commences, between late May and early June 2015. Ideally, this will be before mentees have had their fourth week of mentoring. This survey will focus on initial impressions of Youth Frontiers and their mentor, expectations about mentoring and the community project and capture baseline outcomes data.
- **The post survey** will be administered about six months after the pre-survey, early November and December 2015. This should be just after mentees have presented their community projects at the local level. This survey will capture reflections on Youth Frontiers, satisfaction with mentoring and working on a community project, and immediate reported changes in outcomes.

- **The follow up survey** will be administered about three months after mentees have exited Youth Frontiers, around March 2016. This survey will look at longer term reflections about the value of Youth Frontiers and the role of the community project, and contribute to findings around the sustainability of outcomes.

Draft instruments are in Appendix E. Most items have been developed specifically for the purpose of assessing Youth Frontiers, with its focus on both mentoring and the community project. We have used validated items from the Strengths and Difficulties Questionnaires to capture changes in emotional wellbeing, but generally we have not used validated cognitive/psycho-social instruments because we want to avoid the risk of attributing what could be normal developmental gains to Youth Frontiers. This is why it has been important to develop specific questions that focus on the attributes and skills targeted by this youth mentoring approach.

We may also have an opportunity to incorporate some items from surveys that providers are using. This will allow the providers to compare their mentees on some measures with our sample. We will add these questions in late 2015 if they are appropriate after we have reviewed the instruments (once providers have confirmed these) and light of preliminary findings.

Currently, the draft surveys include demographic questions at the end. We may not include these if we can receive this information from service providers and are able to link it to response. This would be covered in the consent process.

## **Administration**

Surveys will be administered online, via Survey Gizmo. Individual links to surveys will be distributed to mentees school email addresses (unless a preferred email address is specified). We will send reminder emails to participants and general reminders through program coordinators, if feasible, to boost response rates. Surveys will be kept open for two weeks with the possibility of extensions. Mentees who complete all three surveys will be recompensed for their time with a \$30 iTunes or similar voucher after completion of the final survey.

## **Mentors**

We will gather mentors views through a post survey administer at the same time as the mentee post survey (early November and December 2015).

The survey will ask about their experiences as mentors—recruitment, training, matching and ongoing support—and how well they think they build a relationship with mentees, and their roles in facilitating the community projects. It will also ask mentors to assess outcomes for mentees from their perspective, and gather self-reflections about what they might have gained as mentors. This will inform out understanding of the sustainability of outcomes and whether Youth Frontiers has built capacity in the community for greater participation.

## Sampling

We will work with DEC and providers to develop a sampling frame that will deliver a representative sample of mentors, and then and then randomly select within this frame.

## Instrument

The draft instrument is in Appendix E. Most items have been developed specifically for the purpose of assessing Youth Frontiers, with its focus on both mentoring and the community project. We will these refine this based on feedback from the Department, and in view of mentor surveys that service providers are planning to develop. We will ask to review copies of these as they become available.

Currently, the draft surveys include demographic questions at the end. We may not include these if we can receive this information from service providers and are able to link it to response. This would be covered in the consent process.

We understand that service providers are not required to administer the uniform satisfaction survey, although some might use questions from this survey to develop their own instruments. We will include a high-level analysis of the summary findings of the different surveys administered by providers to allow for comparison with our findings.

## Administration

Surveys will be administered online, via Survey Gizmo. Individual links to surveys will be distributed to mentors' email addresses. We will send reminder emails to participants and general reminders through program coordinators, if feasible, to boost response rates. Surveys will be kept open for two weeks with the possibility of extensions.

### 4.1.2 Site visits

In total, we will make 16 visits to 12 sites (four sites will be returned to for follow up). A 'site' is defined as an electorate. During the site visits, we will conduct:

- focus groups with mentees
- interviews with mentors (small groups on the day and/ or one-on-one interview by phone afterwards)
- interviews with service provider staff—project staff (if available on the day, otherwise by phone afterwards)
- interviews with other local community and/or school stakeholders (if identified and available on the day, otherwise by phone afterwards)

Draft instruments for focus groups and interviews are in Appendix E. These instruments are semi-structured to gather systematic data but allow for themes to emerge.



## **Sampling**

We will work with the Department and service providers to sample sites that cover a range of locations and implementation approaches e.g. in-school and community mentoring, degree of structure of flexibility in programming, types of community projects. We have include a proposed sampling framework in Appendix C.

## **Analysis**

A coding framework will be developed to analyse notes and transcripts from these methods (outlined below), which will be tested for inter-coder reliability. The coding framework will be developed in view of the analysis of documentation and learnings from secondary data. The coding framework will be adapted after the first round of site visits, which will focus on implementation, and tailored to the second round of site visits, which will focus on outcomes. The third round of site visits will follow the coding framework of the first round i.e. implementation in 2016.

### ***Focus groups with mentees***

At each site, we will conduct one to two focus groups, depending on the number of mentees (max 10 per group). We will work with service providers and schools or community groups to arrange these at a convenient time/ location, which may be after a mentoring session or event.

Focus groups will be face-to-face and, with permission, will be audio-recorded. The focus groups will about 45min. A semi-structured guide will be developed to lead the discussion.

Notes will be taken during the focus groups. Generally it is not possible to transcribe focus groups as we will use small-group activities. Audio-recording will be used to check notes. We plan to have two consultants present at most focus groups to assist with note taking and record keeping.

### ***Interviews with mentors***

At each site, we will conduct one-on-one or small group interviews with mentors (3 or 4 per group). We plan to run these on the same day as focus groups with mentees: interviews will be face-to-face (preferred, otherwise by phone) and, with permission, will be audio-recorded. Interviews will be about 30min (if one-on-one) or up to an hour (for a small group).

Notes will be taken during the interviews and recordings will be kept for verification. Transcriptions may be used, if required. Notes and transcripts, where available, will be used for analysis.

### ***Interviews with local community/ in-school stakeholders***

At each site, we will conduct one-on-one or small group interviews with community stakeholders (max 3 per group). This is likely to include in-school coordinators, where these are in place, local clubs that host mentoring, or community groups involved in projects. We will work with service providers to confirm the local stakeholders to contact for interviews.

Interviews will be face-to-face and, with permission, will be audio-recorded. Interviews will be about 30min (if one-on-one) or up to an hour (for a small group). A semi-structured guide will be developed to lead the discussion.

Notes will be taken during the interviews and recordings will be kept for verification. Transcriptions may be used, if required. Notes and transcripts, where available, will be used for analysis.

[We have not yet included an interview guide for stakeholder interviews—we will develop this instrument once we have completed a review of program documentation relevant to selected sites and worked with providers to identify the stakeholders to speak with]

#### **4.1.3 Interviews with service providers**

Interviews with service providers will include project staff who work closely on site to support mentoring, and management staff. We will speak with staff from all four service providers at each stage of the evaluation.

Interviews will be face-to-face, where we can coordinate this with site visits, or over the phone. Interviews will take 45min to an hour. A semi-structured guide will be developed to lead the discussion.

Notes will be taken during the interviews and transcripts and notes will be used for analysis.

## **4.2 Secondary data collection and analysis**

### **4.2.1 Review of program documentation**

We will undertake desktop reviews of Youth Frontiers program documentation at three points in time.

1. On commencement in mid-2015 to describe the program models and methods in recruitment, screening, selecting and matching mentees and mentors. This will inform Stage 2 and our evaluation of early implementation.
2. Towards the end of 2015, to review mentoring closure reports and community project reports. This will inform an assessment of outputs in Stage 3.

3. At the beginning of 2016 to describe the revised planning, models and methods, reflecting on changes from the previous year. This will inform Stage 4 and the evaluation of full implementation, and will prepare the groundwork for the benchmark assessment (see 4.3)

Desktop reviews will utilise an Access database to facilitate comprehensive recording and analysis of methods, processes and outputs, comparing the different models across providers and across time. Description of the planned 2015 program will be included in the early implementation report, and description of the 2015 achievements and 2016 plans will be reported in the early outcomes report.

#### 4.2.2 Analysis of program reporting data

We will analyse the KPI data from the four providers three times, once for each report. Through this we will report on the numbers of mentees and mentors commencing and completing their matches; the number and type of sessions they completed together; and the number, type and completion of community projects.

This will build a picture of the implementation timeframes of the different providers, as well as their success and challenges, to supplement the qualitative data.

**Table 4. Program data reporting and timing**

Service provider reporting	KPIs included	Stage of evaluation that data will be reported
Quarterly report May 2015	# 1 Program Governance #2 Signed mentoring agreement #10 Quarterly reporting #11 Satisfaction	<b>Stage 2 – early implementation</b>
Quarterly report August 2015	<i>Indicators above, plus</i> #3 Civic projects identified #4 Mentoring session attendance #5 Face to face meeting delivery #6 Group mentoring delivery #7 Match changes #10 Quarterly reporting #11 Satisfaction	
Quarterly report November 2015	<i>Indicators above, plus</i> #8 Completed civic project #9 Mentor program completion #10 Quarterly reporting #11 Satisfaction	<b>Stage 3 – Outputs and early outcomes</b>
Quarterly report February 2016	<i>Indicators above, plus</i> #12 Mentoring closure reporting	<b>Stage 4 – Full implementation and outcomes</b>

We understand that, due to delays in service delivery, some indicators may be included in later reports, but the reporting dates are unchanged.

### **4.2.3 Literature scan**

We will update the literature scan completed for the evaluation of the NSW Youth Mentoring pilot in 2014. This scan looked at evidence from peer reviewed meta-evaluations and research syntheses around ‘what works’ in youth mentoring, covering the model design and implementation practices. We will investigate and incorporate new research since this time, where relevant. We will also explore new lines of inquiry where preliminary findings from the evaluation prompt this—for example, particular features of mentoring approaches, types and degrees of outcomes associated with mentoring for different types of young people, or issue around achieving and sustaining young people’s community connectedness.

## **4.3 Synthesis and assessment**

Themes and trends in qualitative and quantitative the will be synthesised for reporting to at each stage of the evaluation. Synthesis will be supported by regular team meetings and debriefings, especially after site visits, to ensure an integrated and context-sensitive approach to interpreting data and drawing conclusions.

The synthesis at each stage of the evaluation will be also be cumulative, refining our approach and instruments (if required) for the next stage.

### **4.3.1 Assessment against AYM Benchmarks**

We will conduct a structure approach to assessing the four service providers’ documentation and practices that relate to the AYM Benchmarks. We will review the assessment framework and criteria that was used for the evaluation of the NSW Youth Mentoring pilot in 2014, and refined this as needed.

**Table 5. Data sources aligned to evaluation questions**

		Interviews / focus groups					Surveys		Program data		Literature
		DEC	Mgmt staff	Program staff	Mentees	Mentors	Stakeholders	Mentors	Mentees	Documents	
Q1	What was the reach and scope of mentoring achieved through YF in communities across NSW?										
RBA	Who participated, how much mentoring and how many community projects were done?										
	What agencies were engaged to deliver YF?	✓							✓		
	In what electorates across NSW was YF delivered?	✓							✓		
	How many young people (mentees) were engaged in YF?									✓	
	What are the characteristics (demographics/ risk factors) of mentees?			✓		✓	✓	✓		✓	
	How many volunteers (mentors) engaged in YF?									✓	
	What are the characteristics (demographics) of mentors?				✓	✓	✓	✓		✓	
	What was the duration and frequency of mentoring relationships?				✓	✓	✓	✓		✓	
	What types of mentoring (e.g. one-on-one, small group) took place?			✓	✓	✓				✓	
	Where did mentoring take place (school-based or community-based)?			✓	✓	✓	✓	✓		✓	
	What resources and other inputs were invested by agencies into supporting mentoring, and into community projects?		✓	✓		✓	✓		✓		
	What local networks or partnerships were engaged to support mentoring and community projects?		✓	✓			✓		✓		
	How many community projects were commenced and how many were completed?									✓	
	What were the most popular categories of community projects?				✓					✓	
	Aside from working on community projects, what other activities did mentors/ mentees do together?		✓	✓	✓	✓		✓			
Q2	How well was the YF model—in particular, the use of mentoring to deliver community projects—implemented?										
RBA	How well was mentoring implemented?										
	What are the key features of the YF model?		✓						✓		
	Was the recruitment, screening, training and orientation, matching and ongoing support for mentors effective? Were enough suitably qualified mentors identified and engaged?			✓	✓	✓	✓	✓		✓	
	How effective were the targeting, assessment, inducting, matching and support for mentees? Were enough mentees who could benefit from the mentoring engaged?			✓	✓	✓	✓	✓		✓	
	To what extent did full implementation reflect the model? To what extent was there variation between agencies and geographic locations?	✓	✓	✓					✓	✓	
	How did agencies change or adapt approaches from early implementation to full implementation (from early 2015 to mid-late 2016)?		✓	✓					✓		
	Did all providers meet or exceed the AYM Benchmarks? If not, where were the shortcomings?								✓		

	Interviews / focus groups						Surveys		Program data		
	DEC	Mgmt staff	Program staff	Mentees	Mentors	Stakeholders	Mentors	Mentees	Documents	KPIs, outputs	Literature
RBA	How well did mentoring support the development and delivery of community projects?										
				✓	✓	✓	✓				
			✓	✓	✓	✓					
			✓	✓	✓	✓	✓				
				✓	✓		✓	✓			
				✓	✓		✓	✓			
						✓			✓	✓	
		✓	✓	✓	✓	✓	✓	✓			✓
Q3	What impact did the mentoring and community project have on young people, volunteer mentors, and local communities?										
RBA	To what extent did mentoring on community projects build young people's skills, capacity and community connectedness?										
				✓	✓	✓	✓	✓	✓		✓
				✓	✓	✓	✓	✓			✓
				✓	✓		✓				✓
				✓		✓	✓				
					✓			✓			
			✓			✓					
		✓	✓	✓	✓	✓					
	✓										✓

## 5. Reporting

### 5.1 Reports

We are committed to delivering evaluation reports that are strategic, clear and concise and that will provide the Department with the evidence they need for decision-making. There may also be scope to including reporting using the RBA framework.

Our plan for the Youth Frontier evaluation allows time to present draft reports to the department at each reporting stage, to discuss these and incorporate feedback. It will also be helpful to discuss the interpretation of findings in report 3 (draft final report) so that implications for the final evaluation report can be considered. In our experience, this facilitates a shared understanding of the findings, which will be important in this project as there are multiple service providers with an interest in the findings.

### 5.2 Style and audience

Final reports will be delivered as pdf files. We will use plain English and effective data visualisation to clearly communicate the findings. We will ensure that participants are de-identified in the reporting, including where quotations are used. We will confirm the level of identification of service providers (whether by organisation name, contact package number, or other) with the Department before delivering the first progress report.

We understand that the primary audience for the report is program management and policy staff in the Youth Strategy & Participation unit of the Department. The primary audience will also include the ministerial portfolio with responsibility for Goal 24 of the state plan—led by the Hon. John Ajaka, Minister for Ageing, Minister for Disability Services, and Minister for Multiculturalism.

As reports will become the intellectual property of the Department, the Department may choose to distribute these to service providers or other stakeholders. If there reports are to be published online, we are happy to work with the Department to discuss any costs involved in making sure these documents meet web accessibility standards.

## 6. Management of the evaluation

### 6.1 Governance and management roles

ARTD Principal Consultant Sue Leahy is responsible for oversight, advice and quality control, signing off on all deliverables. The dedicated project manager is Consultant Alexandra Ellinson, who will be the main point of contact for the project. Senior Consultant Fiona Christian will provide specialist project support around the management of data and to respond to tactical issues. Table X below maps out these roles and contacts, in alignment with the contract management plan.

**Table 6. Governance and project management roles**

ARTD Consultants			
Escalation level	Name	Position	Contact
Level 1 – Strategic	Sue Leahy	Principal Consultant	Sue.leahy@artd.com.au 02 9373 9906
Level 2 – Tactical	Fiona Christian	Senior Consultant	Fiona.christian@artd.com.au 02 9373 9999
Level 3 – Operational	Alexandra Ellinson	Consultant	Alexandra.ellinson@artd.com.au 02 9373 9928
Department of Education and Communities, Youth Strategy & Participation, Communities Policy and Programs			
Escalation level	Name	Position	Contact
Level 1 – Strategic	Helen Rogers	Executive Director,	Helen.Rogers7@det.nsw.edu.au 02 9561 1033
Level 2 – Tactical	Tony Wiseheart	Manager	Tony.wiseheart@det.nsw.edu.au 02 8762 9836
Level 3 – Operational	Fiona Baikie	Senior Project Officer	Fiona.BAIKIE1@det.nsw.edu.au 02 9561 1909; 02 4224 9098

#### 6.1.1 Other project roles

The wider project team who will meet regularly to discuss progress and respond to any emerging issues includes

- Simon Jordan, Senior Associate
- Ofir Thaler, Consultant
- Kerry Hart, Consultant
- Jasper Odgers, Researcher.



## 6.2 Key tasks and responsibilities

**Table 7. Tasks to support project management roles**

To promote the timeliness of the evaluation, the following tasks are required.

Task	Responsible party
Provide final deliverables on time and work with the Department to negotiate changes in deliverable timeframes in view of delays in service delivery	ARTD
Provide drafts of all deliverables in time for the Department to review and provide feedback	ARTD
Provide feedback on draft deliverables in time for this to be incorporated into final deliverables	DEC
Provide ARTD with material in scope for desktop review of program documentation: service providers' start up and reporting requirements	DEC
Assist ARTD with information to inform the selection of case study sites (ARTD will send providers a spreadsheet to be completed)	DEC , Providers
Share draft and final instruments with ARTD	Providers
Include consent for data to be provided to ARTD's evaluation, and consent for providers to pass contact details of potential participants to ARTD, to assist in the recruitment of mentors and mentees (ARTD will provide text for inclusion)	Providers
Provide email addresses and demographic information of mentees and mentors to ARTD to administer surveys (ARTD will provide a spreadsheet with the information we need to be completed)	Providers
Nominate a key contact for ARTD to work with to arrange site visits, facilitate the arrangement of site visits including stakeholder contact details	Providers
Provide contact details for ARTD to administer surveys with mentors and mentees	Providers

### 6.2.1 Managing consent processes

There are a number of informed consent and assent processes that are required to conduct this evaluation.

1. Written, informed consent from parents/ carers for information about their child to be disclosed to the evaluation (i.e. demographics and email addresses) so that we can distribute a survey and link their responses to this information/
2. Written, informed consent from parents/ carers for them to participate in a focus group.
  - Written informed assent from young people to the above activities (collected on the day of focus groups, and before starting the survey)

3. Informed consent from mentors for personal information about them to be disclosed to the evaluation (i.e. demographics and email addresses) so that we can distribute a survey and link their responses to this information.

Having reviewed the current consents that providers have collected from participants, it is clear that additional consents will be needed for these evaluation activities in most cases.

- YWCA NSW: consent processes already cover personal information about mentees and mentors being used and disclosed for evaluation purposes, although this does not cover consent for young people to do surveys or to take part in focus groups
- Raise: mentee consent process cover an evaluation of in-school mentoring by Monash University, but do not include disclosing information for evaluation purposes or do participate in surveys or focus groups, and we are not aware of any consent forms relating to mentors.
- Southern SBEN: we are not aware of any consent forms relating to mentees or mentors' participating in evaluation activities or disclosing information to an evaluation
- MTC: their privacy statement covers how they manage information in view of currently privacy legislation, but as far as we are aware there are no consent forms relating to mentees or mentors' participating in evaluation activities or disclosing information to an evaluation

We have drafted text for service providers to use to distribute and collect these consents (see Appendix D). We would like to collect consent to participate across the board—by all mentees and mentors—before confirming who to sample in focus groups and the surveys. This will be most efficient and effective approach, and will scope to recruit additional participants if needed to fulfil the sample.

We have sent the text in Appendix D to service providers. We will confirm they are happy to use this and ask they distribute the forms as soon as possible, collate and track response. It will be important that they keep a record of who has given consent, and only send ARTD information about these participants.

### 6.3 Communication plan and protocols

Ongoing contact (phone and email) between the ARTD and the Department will support program management. In addition, there will be meeting at key times

- inception meeting (completed)
- quarterly meetings (dates to be confirmed – might be by telephone)
- program completion meeting (follow draft final report).

ARTD will keep information about the project confidential. We will not communicate with media about the Youth Frontiers and if we receive any enquiries these will be directed to the Department.

### **6.3.1 Communication with other stakeholders**

The Department has provided ARTD with contact details for the service providers. We contact them to discuss evaluation planning, data collection and management, and setting up fieldwork. Other stakeholders who we may need to be in contact with are local schools and organisations involved in community projects—we will liaise with the Department and service providers about contacting these stakeholders.

We will work with service providers to set up interviews and focus groups with mentees and mentors during site visits, and ask that they make first contact with mentors and mentees about the evaluation to facilitate this.

## **6.4 Risk management**

Refer to the risk management matrix submitted in our response to tender, and reflected in the contract management plan. We will review risks throughout the project at discuss with DEC as part of our quarterly meetings.

### **6.4.1 Data security**

ARTD collects, holds, manages and disseminates information in accordance with the Australian Privacy Principles effective 12 March 2014, which cover the collection and management of personal information.

We recognise the sensitivity of project information and maintain strict confidentiality of all data, information and documentation provided or obtained during the course of our work. All project data will be kept on our secure, password-protected server, located at our offices in the Sydney. We have strong protocols to ensure the security of any data stored on our server as well as any data transmitted through our server to other locations. Mobile devices used by ARTD consultants to access and transmit project data (e.g. during fieldwork) are controlled centrally and can be wiped remotely if necessary.

We keep records for seven years for validation purposes, during which materials will be de-identified, and after this time they will be destroyed using secure disposal facilities.

## Appendix A: Contract packages

**Table 8. Contact packages, electorates and no. of mentees**

Contract Package	FACS District	Electorate	No. mentees
<b>1: YWCA</b> (23 electorates)	<b>Central Coast</b>	Gosford	16
		Lake Macquarie	10
		Myall Lakes	16
		Port Stephens	16
		Swansea	16
		Terrigal	10
		The Entrance	16
		Wallsend	16
		Wyang	16
		<b>Northern NSW</b>	Ballina
	Clarence		16
	Lismore		16
	Tweed		16
	<b>Mid-North Coast</b>	Coffs Harbour	16
		Port Macquarie	16
		Oxley	16
	<b>Hunter New England</b>	Cessnock	16
		Maitland	10
		Newcastle	16
		Charlestown	10
		Northern Tablelands	16
		Tamworth	16
		Upper Hunter	10
		<b>Sub Total</b>	<b>338</b>
<b>2: Raise</b> (25 electorates)	<b>Northern Sydney</b>	Baulkham Hills	10
		Castle Hill	10
		Davidson	10
		Epping	10
		Hornsby	10
		Ku-ring-gai	10
		Lane Cove	10
		Manly	10
		North Shore	10
		Pittwater	10
		Ryde	16
		Wakehurst	10
	Willoughby	10	
<b>Sydney</b>	Balmain	10	

		Lakemba	16	
		Newtown	10	
		Summer Hill	10	
		Strathfield	16	
		Canterbury	16	
		Drummoyne	10	
		Sydney	16	
	<b>Western NSW</b>	Barwon	16	
		Bathurst	16	
		Cootamundra	10	
		Dubbo	10	
		Orange	10	
		<b>Sub Total</b>	<b>302</b>	
<b>3: MTC</b> (23 electorates)	<b>South Western Sydney</b>	Bankstown	16	
		Cabramatta	16	
		Camden	10	
		Campbelltown	16	
		Fairfield	16	
		East Hills	10	
		Liverpool	16	
		Macquarie Fields	16	
		Wollondilly	10	
		<b>Western Sydney</b>	Auburn	16
			Blacktown	16
			Granville	16
			Londonderry	16
			Mount Druitt	16
			Mulgoa	10
			Parramatta	16
			Penrith	10
			Riverstone	10
			Prospect	16
			Seven Hills	16
		<b>Nepean Blue Mountains</b>	Blue Mountains	10
			Hawkesbury	10
		<b>Far West</b>	Murray-Darling	10
		<b>Sub Total</b>	<b>314</b>	
<b>4: Sutherland BEN</b> (22 electorates)	Illawarra	Keira	16	
		Kiama	10	
		Shellharbour	16	
		South Coast	16	
		Wollongong	16	
		<b>Southern NSW</b>	Bega	16
		Goulburn	10	

	Monaro	10
Murrumbidgee	Albury	10
	Murrumbidgee	10
	Wagga Wagga	10
South Eastern Sydney	Coogee	10
	Cronulla	10
	Heathcote	10
	Heffron	16
	Kogarah	16
	Maroubra	10
	Menai	10
	Miranda	10
	Oatley	16
	Rockdale	16
	Vaucluse	10
	<b>Sub Total</b>	<b>274</b>
<b>Total</b>		<b>1,228</b>

## Appendix B: Service provider reporting

**Table 9. Reporting dates for service providers**

<b>Start-up requirements</b>	
Strategic Plan - submitted	11-March-2015
Stakeholder Communication Plan - submitted	11-March-2015
Detailed mentee selection & matching policy and procedure - submitted	11-March-2015
Detailed mentor recruitment, selection, orientation and training policies & procedures - submitted	11-March-2015
Program evaluation strategy - submitted	11-March-2015
Certificate of Currency - submitted	11-March-2015
<b>Community reporting requirements</b>	
Community Project - Mentee report - Location & Category	August 2016
<b>Quarterly reporting requirements</b>	
Quarterly reporting	May 2015
Quarterly reporting	August 2015
Quarterly reporting	November 2015
Quarterly reporting	February 2016
<b>Showcases and presentations in electorates</b>	
Showcase completed - Electorate xxxx	October 2015
<b>Mentoring closure report</b>	
Closure report	February 2016
Annual report (if applicable) & financial statement	February 2016
Strategic Plan - revised following survey feedback	February 2016
Action Plan for upcoming mentoring program	February 2016
Stakeholder Communications Plan - revised	February 2016
Annual Program evaluation report	February 2016
Community project status update (for each community project)	February 2016

*Note: Some dates have been re-negotiated since contract management plans. In particular, KPI scorecard reporting has been incorporated into the quarterly reports, and community project reporting moved from June to August 2016*

## Appendix C: Sampling frame for site visits

Figure 3. Proposed sampling frame for site visits

PROVIDER	LOCATION	REGION	ADV/ DIS	SITE
<b>Round 1 visits</b>				
YWCA	Regional Centre	Central Coast	A	Site 1
YWCA - FAA	Metro	Hunter New England	D	Site 2
Raise	Metro	Northern Sydney	A	Site 3
Raise	Regional	Western NSW	D	Site 4
MTC	Metro	South Western Sydney	D	Site 5
MTC - OCTEC	Rural	Far West	A	Site 6
SSBEN - sub 1	Metro	South Eastern Sydney	D	Site 7
SSBEN - sub 2	Regional	Southern NSW	A	Site 8
<b>Round 2</b>				
YWCA	Regional Centre	Central Coast	A	Site 1 (return)
Raise	Metro	Sydney	A	Site 9
MTC	Metro	South Western Sydney	D	Site 5 (return)
SSBEN - sub 3	Regional	Murrumbidgee	D	Site 10
<b>Round 3 visits</b>				
YWCA - FAA	Regional Centre	Mid-North Coast	D	Site 11
Raise	Metro	Sydney	A	Site 9 (return)
MTC	Metro	Nepean Blue Mountains	A	Site 12
SSBEN - sub 3	Regional	Murrumbidgee	D	Site 10 (return)



## Appendix D: Consent forms

Providers are to distribute and manage the collection of these forms, and provider information about those who given consent to ARTD.

### ***Parent/ carer consent for their child participate in the evaluation of Youth Frontiers***

The Youth Frontiers mentoring program is being evaluated by ARTD Consultants for the Department of Education and Communities. The evaluation will look at how well Youth Frontiers is implemented and its outcomes for young people and the community. The evaluation will conclude in August 2016.

By signing and returning this form, you can give consent for information about your child (that has been collected by Youth Frontiers) to be used and disclosed for evaluation purposes, and for your child to take part in evaluation activities. Giving consent does not necessarily mean that your child will participate in all evaluation activities. All participation is voluntary.

#### Consent to do online surveys

**I agree / do not agree** (*please circle*) for my child's email and demographic information to be provided to the evaluation, so that my child can be sent three online surveys. Survey responses will be confidential and linked only to de-identified demographic information. Children who complete all three surveys will be sent a voucher that they can reclaim to thank them for their time.

#### Consent to take part in discussion groups

**I agree / do not agree** (*please circle*) for my child to take part in a discussion group with other children in Youth Frontiers. The discussion will take place at the same place where they usually do the mentoring (e.g. at school) and take about 45 minutes. It will be audio recorded, if all children agree on the day.

*Your child's confidentiality will be protected. Personal information will not be published and your child will not be identified in any reporting.*

**Child in Youth Frontiers** [*print first and last name*] \_\_\_\_\_

**Parent/ carer** [*print first and last name*] \_\_\_\_\_

**Parent/ carer signature** \_\_\_\_\_

**Date** \_\_\_\_\_

If you have any further questions about the evaluation, feel free to contact Alexandra Ellinson at ARTD Consultant's on 02 9373 9928 or [Alexandra.ellinson@artd.com.au](mailto:Alexandra.ellinson@artd.com.au)

***[Service provider to insert details about how to return the form to them]***

***Mentor consent for information to be disclosed for evaluation purposes***

The Youth Frontiers mentoring program is being evaluated by ARTD Consultants for the Department of Education and Communities. The evaluation will look at how well Youth Frontiers is being implemented and its outcomes are for young people and the community. The evaluation will conclude in August 2016.

By signing and returning this form, you give consent for your email and demographic information to be given to ARTD Consultants so you can be sent an online survey in mid-late 2016. Your response may be linked to de-identified demographic information.

*Your confidentiality will be protected. Personal information will not be published and you will not be identified in any reporting.*

**I agree / do not agree** (*please circle*) for information about me to be given to ARTD Consultants for evaluation purposes.

**Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

If you have any further questions about the evaluation, feel free to contact Alexandra Ellinson at ARTD Consultant's on 02 9373 9928 or [Alexandra.ellinson@artd.com.au](mailto:Alexandra.ellinson@artd.com.au)

***[Service provider to insert details about how to return the form to them]***

# Appendix E: Draft instruments

## Mentee survey 1 (Pre)

This is a survey is about Youth Frontiers, the mentoring program that you’ve started. We are interested in your mentoring experiences, and learning a bit more about you.

This is not a test. There are no right or wrong answers, so just give your honest response.

We will keep your answers private and not share what you say with anyone. We will add your answers to what others say about Youth Frontiers and then write a report. This will be used to improve mentoring for young people across NSW.

This is first of three surveys; the last survey will be sent to you in early 2016. If you choose to do all three surveys, you will receive an iTunes voucher to say ‘thanks’ for your time. But remember, you don’t have to do the surveys. It’s entirely up to you.

This survey will take about 15min. You can stop at any time and come back to complete it later by clicking on the link in the email.

**I understand this information and agree to do the survey**

### Section 1: Context

*These questions ask about how you got involved Youth Frontiers.*

**1. Who first told you about Youth Frontiers?** [Select one response]

- a teacher at my school
- someone at a club e.g. a sports club
- my parent(s) or carer(s)
- I found out about it myself e.g. on the internet
- I’m not sure/ I can’t remember
- Other

**2. When you first heard about Youth Frontiers, what best describes how you felt about getting involved?** [Select one response]

- I immediately knew that I wanted to get involved
- I was curious, but not sure if I wanted to get involved
- I wasn’t interested in getting involved
- I’m not sure/ I don’t remember how I felt

**3. Think about what you hope to gain from working with a mentor. Indicate how important these are to you.**

[Slide scale or tick boxes]	Important to me	Somewhat important to me	Not important to me	Not sure
-----------------------------	-----------------	--------------------------	---------------------	----------

a. Friendship from my mentor

b. Advice from my mentor about difficult

choices or issues I face

c. Encouragement from my mentor for me to achieve goals

d. Support from my mentor by connecting me to other people who can help me achieve things

**4. How many times have you met with your mentor?** [Select one response]

- once
- two, three or four times
- more than four times
- we have not met yet

**5. Where have you met with your mentor?** \*Skip logic: question only visible if options 1, 2 or 3 selected in question 4 [Select all that apply]

- at school
- at a community or sports club
- via the internet e.g. skype
- other [please indicate \_\_\_\_\_]

**6. Have you decided on a community project yet?** *You may call this a 'civic project', that's ok, it is the same thing.* \*Skip logic: question only visible if options 1, 2 or 3 selected in question 4 [Select one response]

- Yes
- No
- I'm not sure what a community project is

**Section 2: Skills, confidence and efficacy, connectedness and emotional wellbeing**

*These questions ask a bit more about you. Read them carefully and think about what sounds most like you.*

[Slide scale or tick boxes]	A lot like me	A bit like me	Not much like me	Not like me at all	Not sure
7. I can work with others to solve problems					
8. I can plan my time to get things done					
9. I can lead a group or team					
10. I can give a speech in front of a group					
11. I feel motivated to keep trying, even when things are hard					
12. I am confident talking to people about the things that interest me					
13. I have any people in my life who I can go					

---

to if I need advice

---

**14.** I feel comfortable talking to adults who I have not met before

---

**15.** I like the area where I live

---

**16.** I talk about current events in the news with my family and friends

---

**17.** I am looking forward to voting when I'm older

---

**18.** I think that young people can do things that make a difference in society

---

**19.** Sometimes, I do not feel in control of my school work

---

**20.** When I try, I generally succeed at school

---

**21.** I like to learn new things

---

**22.** I use the internet or speak to adults to find out more about the things my teacher tell us in class

---

*It would help us if you answered the next questions as best you can even if you are not absolutely certain. Please give your answers on the basis of how things have been for you over the last six months.*

[tick boxes]	Not true	Somewhat True	Certainly True
<b>23.</b> I worry a lot			
<b>24.</b> I am often unhappy, depressed or tearful			
<b>25.</b> I am nervous in new situations. I easily lose confidence			
<b>26.</b> I get a lot of headaches, stomach-aches or sickness			
<b>27.</b> I have many fears, I am easily scared			

---

### ***Section 3: Mentoring***

*These questions ask about how you feel about mentoring. Please read carefully and think about how much you agree or disagree with what is said. \*Skip logic this section: question only visible if options 1, 2 or 3 selected in question 4*

[Slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure
28. It is taking me a while to feel comfortable with my mentor					
29. I am finding that I have similar interests to my mentor					
30. My mentor listens to my views on things					
31. Sometimes, I don't know what to do with my mentor					
32. I am looking forward to the next time I see my mentor					

**33. When you spend time with you mentor, what best describes how you work together?**

[Slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure
a. I usually choose the activities we do together					
b. My mentor usually chooses the activities we do together					
c. We both tend to follow activities from a workbook					

**Section 5: Working on your community project**

\*Skip logic this section: question only visible if options 1, 2 or 3 selected in question 4

*These questions ask about the community project, which you may also call a 'civic project'.*

**34. How did you decided on your community project? Indicate along the line what sounds right to you.**

I decided what to do, and my mentor went along with this **I-----I** My mentee told me what to do, I went along with this

**35. Think about all the time you've spent with your mentor so far. Roughly, how much of this time do you spend on your community project? [Select one response]**

- Pretty much all the time
- Often, more than half the time
- Sometimes, but less than half of the time
- Rarely, not a lot of time

Please read the next questions carefully and think about how much you agree or disagree with what is said.

[Slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure
36. I understand what a community project—it has been explained to me					
37. I think my mentor will be able to help me do my community project					
38. I will be disappointed if my community project does not turn out 'in real life'					
39. I think it is possible for my community project to make a difference					

40. What is worrying you most about your community project? [Open – text field]

41. What is most exciting about your community project? [Open – text field]

### Section 5: Background

These last questions ask you a bit more about you.

42. In the last three months, have you been a part of any community groups or clubs outside school? This could include a number of organised activities like playing on a sporting team, a drama club, or a youth group. It does not include things like a paid job or school activities. [Select one response]

- Yes
- No
- Not sure

43. In the last 3 months, have done any volunteering activities? Volunteering is when you choose to spend time getting involved in activities that help others, usually in an organised way through a group like a charity. You don't get paid for volunteering. [Select one response]

- Yes, volunteering for an organisation outside of school
- Yes, volunteering at school
- Yes, both the above
- No
- Not sure

44. What words best describe you most of the time? [tick all that apply]

- |                                 |                               |
|---------------------------------|-------------------------------|
| ▪ Outgoing                      | ▪ Shy                         |
| ▪ Confident                     | ▪ Hesitant                    |
| ▪ Struggling at school          | ▪ A high achiever             |
| ▪ Co-operative in groups/ class | ▪ Disruptive in groups/ class |
| ▪ Generally unhappy             | ▪ Generally happy             |

**[Questions 43 to 47 may not be included, or refined, based on what data services can provide to the evaluation]**

**45. What best describes you?** [Select one response]

- Female
- Male
- Neither/Rather not say

**46. What is your date of birth?** [Day] [Month] [Year]

**47. Are you an Aboriginal Australian?** [Select one response]

- Yes
- No

**48. Do you or your family speak a language other than English at home?** [Select one response]

- Yes
- No

**49. In what suburb or town do you live?** [Open – small text field]

*Thank you for completing this survey!*

*Remember, you will be sent two more surveys. If you complete the third, we will send you a voucher to say 'thanks'*



## Mentee survey 2 (Post)

Congratulations for all your work in Youth Frontiers. We'd now like to learn about your experiences with mentoring and doing a community project. We'd also like to hear what you have learnt and what has changed for you as a result.

This is not a test. There are no right or wrong answers, so just give your honest response.

We will keep your answers private and not share what you say with anyone. We will add your answers to what others say about Youth Frontiers and then write a report. This will be used to improve mentoring for young people across NSW.

This is second of three surveys; the last survey will be sent to you in early 2016. If you choose to do all surveys, you will receive an iTunes voucher to say 'thanks' for your time. But remember, you don't have to do the surveys. It's entirely up to you.

This survey will take about 15min. You can stop at any time and come back to complete it later by clicking on the link in the email.

**I understand this information and agree to do the survey**

### Section 1: Context

*These questions are about what you did in Youth Frontiers.*

1. **Have you finished Youth Frontiers?** *This means that you have met with your mentor for the last time.* [Select one response]
  - Yes
  - No
  - Not sure
2. **What category did you choose for your community project?** *You may know this as a 'civic project', that's ok, it is the same thing.* [Select one response]
  - Community harmony
  - Youth mental health and wellbeing
  - Engaging in sport
  - Empowering young women
  - The Centenary of Anzac
  - Environment and conservation
  - General category (you picked your own)
  - Not sure
3. **Have you presented your community project?** *The may have been a speech you did to others in Youth Frontiers, at your school or a local club.* [Select one response]
  - Yes
  - No
  - Not sure

*These questions ask about the number and types of mentoring that you may have done with your mentor during Youth Frontiers.*

- 4. Where did you meet with your mentee?** [Select as many as apply]
- at school
  - at a community or sports club
  - via the internet e.g. skype
  - other [please indicate\_\_\_\_\_]
- 5. What best describes how you met with your mentor?** *We are interested in how much time was 'one-on-one' with just you and your mentor, and how much time you spent in groups with others.* [Select one response]
- Pretty much all the time was 'one-on-one', we rarely met in groups
  - More than half the time was 'one-on-one', but we sometimes met in groups
  - Sometimes we met 'one-on-one', but more than half the time we met in groups
  - Rarely spent time 'one-on-one', pretty much all the time was in groups
- 6. On average, how often did you meet with your mentor one-to-one?** *If there was a break during school holidays, then just think about the times that you were meeting during school terms.* [Select one response]
- More than once a week
  - About once a week
  - About once every two weeks
  - Less than once every two weeks
- 7. In total, how many times did you meet with your mentor one-on-one?** [Select one response]
- Five times or less
  - More than five times, but less than ten times
  - Ten times or more
- 8. Each time you met, roughly how much time did you spend with your mentor one-on-one?** [Select one response]
- about 30min
  - more than 30min, but less than an hour
  - about an hour
  - more than an hour, but less 1hour 30mins
- 9. Think about all the time you spent with your mentor one-on-one. Roughly, how much of this time do you spend talking about or working on the community project?** [Select one response]
- Pretty much all the time
  - Often, more than half the time
  - Sometimes, but less than half of the time
  - Rarely, not a lot of time
- 10. As well as working with on your community project, can you describe any other activities that you did as part of Youth Frontiers?** *These may be things you did in a group, events or other presentations.* [Open text]

### ***Section 3: Skills, confidence and efficacy, connectedness and emotional wellbeing***

*These questions ask a bit more about you. Please read them carefully, and think about what sounds most like you.*

[Slide scale or tick boxes]	A lot like me	A bit like me	Not much like me	Not like me at all	Not sure
11. I can work with others to solve problems					
12. I can plan my time to get things done					
13. I can lead a group or team					
14. I can give a speech in front of a group					
15. I feel motivated to keep trying, even when things are hard					
16. I am confident talking to people about the things that interest me					
17. I have any people in my life who I can go to if I need advice					
18. I feel comfortable talking to adults who I have not met before					
19. I like the area where I live					
20. I talk about current events in the news with my family and friends					
21. I am looking forward to voting when I'm older					
22. I think that young people can do things that make a difference in society					
23. Sometimes, I do not feel in control of my school work					
24. When I try, I generally succeed at school					
25. I like to learn new things					
26. I use the internet or speak to adults to find out more about the things my teacher tell us in class					

*It would help us if you answered the next questions as best you can even if you are not absolutely certain. Please give your answers on the basis of how things have been for you over the last six months.*

[tick boxes]	Not true	Somewhat True	Certainly True
27. I worry a lot			
28. I am often unhappy, depressed or tearful			

29. I am nervous in new situations. I easily lose confidence

---

30. I get a lot of headaches, stomach-aches or sickness

---

31. I have many fears, I am easily scared

---

**Section 4: Mentoring and working on a community project**

*This questions is about your experiences of mentoring and working on a community project*

**32. Think about the time that you spent with your mentor. How important was it that you focus on the things listed below?**

[slide scale or tick boxes]	Important to me	Somewhat important to me	Not important to me	Not sure
a. Friendship from my mentor				
b. Advice from my mentor about difficult choices or issues I face				
c. Encouragement from my mentor for me to achieve goals				
d. Support from my mentor by connecting me to other people who can help me achieve things				

*These questions are about your relationship with your mentor—how you felt spending time with each other*

[slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure
33. My mentor and I had a lot in common					
34. I enjoyed spending time with my mentor					
35. My mentor would listen to my view on things					
36. I feel that I could trust my mentor					
37. I respected my mentor					
38. My mentor respected me					

*These questions are about how you and your mentor worked on activities together—including the community project. Indicate how strongly you agree or disagree with these statements.*

[slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure
39. I usually choose the activities we do together					
40. My mentor usually chooses the activities we do together					
41. We both tend to follow activities from a workbook					
42. Most of the things we did focused on getting the community project done					

*These questions are about how you felt working on a community project with your mentor*

[slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure
43. I enjoyed working on my community project					
44. I felt frustrated by working on my community project					
45. My mentor usually gave me the kind of help that I needed to do my community project					
46. My mentor took control of my community project—I did not get much say					
47. I am pleased with what I achieved on my community project					

**48. Did you feel like you had enough time to do your community project?** [Select one response]

- Yes
- No
- Not sure

**49. Did you have all the equipment, or other practical things, which you needed to do your community project?** [Select one response]

- Yes
- No
- Not sure or N/A (I didn't need these things)

*These questions are about how your feel about the value of your community project*

[slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure
-----------------------------	-------	---------------	------------------	----------	----------

50. I think that people could see how much work I put into the community project

51. I think that people could see that my community project was important

### Section 5: Outcomes

*These questions are the things you may have learnt from your mentor. Indicate how strongly you agree with these statements*

[slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure
52. My mentor motivated me to keep trying, even when things were hard					
53. My mentor helped me learn new skills, or how to do new things					
54. My mentor got me thinking about a career					
55. My mentor helped me feel better about myself					
56. My mentor helped me through some difficult choices in my life					
57. My mentor helped me by talking to other people					
58. My mentor helped me to get involved with new people or activities					
<p><b>59. Do you have plans to keep working on your community project into the future?</b> [Select one response]</p> <ul style="list-style-type: none"> <li>▪ Yes, for sure</li> <li>▪ Yes, I'd like to but I'm not sure if it will happen</li> <li>▪ No, I'd like to but I'm sure it won't happen</li> <li>▪ No, I don't really want to</li> <li>▪ Not sure</li> </ul>					
<p><b>60. If you had another opportunity to do a community project with the help of a mentor or other adult, would you?</b> [Select one response]</p> <ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> <li>▪ Not sure</li> </ul>					
<p><b>61. In the last three months, have you been a part of any community groups or clubs outside school?</b> <i>This could include a number of organised activities like playing on a</i></p>					

*sporting team, a drama club, or a youth group. It does not include things like a paid job or school activities. [Select one response]*

- Yes
- No
- Not sure

**62. In the last 3 months, have done any volunteering activities?** *Volunteering is when you choose to spend time getting involved in activities that help others, usually in an organised way through a group like a charity. You don't get paid for volunteering. [Select one response]*

- Yes, volunteering for an organisation outside of school
- Yes, volunteering at school
- Yes, both the above
- No
- Not sure

*Thank you for doing this survey!*

*Remember, you will be sent one more survey and if you complete it you will be sent a voucher to say 'thanks'*

## Mentee survey 3 (Follow-up)

Congratulations finishing Youth Frontiers last year. This is the third and final survey. We would like to learn a bit more about things you got out of Youth Frontiers, and if there have been any lasting changes.

This is not a test. There are no right or wrong answers, so just give your honest response.

We will keep your answers private and not share what you say with anyone. We will add your answers to what others say about Youth Frontiers and then write a report. The report will be used to improve mentoring for young people across NSW.

If you choose to do this survey, you will receive an iTunes voucher to say 'thanks' for all your time. But remember, you don't have to do the survey. It's entirely up to you.

This survey will take about 15min. You can stop at any time and come back to complete it later by clicking on the link in the email.

**I understand this information and agree to do the survey**

### Section 1: Context

*These questions are about what you have been up to since finishing Youth Frontiers.*

1. **In the last three months, have you been a part of any community groups or clubs outside school?** *This could include a number of organised activities like playing on a sporting team, a drama club, or a youth group. It does not include things like a paid job or school activities.* [Select one response]
  - Yes
  - No
  - Not sure
2. **In the last 3 months, have done any volunteering activities?** *Volunteering is when you choose to spend time getting involved in activities that help others, usually in an organised way through a group like a charity. You don't get paid for volunteering.* [Select one response]
  - Yes, volunteering for an organisation outside of school
  - Yes, volunteering at school
  - Yes, both the above
  - No
  - Not sure
3. **Since finishing Youth Frontiers, have you done any more work on your community project?** [Select one response]
  - Yes
  - No, I did plan to but it didn't work out
  - No, but I didn't plan to anyways
4. **When you think about 'mentoring', what is the first thing that pops into your head?**  
[Open text]
5. **When you think about 'community projects', what is the first thing that pops into your head?** [Open text]



**Section 2: Skills, confidence and efficacy, connectedness and emotional wellbeing**

These questions ask a bit more about you. Please read them carefully, and think about what sounds most like you.

[Slide scale or tick boxes]	A lot like me	A bit like me	Not much like me	Not like me at all	Not sure
6. I can work with others to solve problems					
7. I can plan my time to get things done					
8. I can lead a group or team					
9. I can give a speech in front of a group					
10. I feel motivated to keep trying, even when things are hard					
11. I am confident talking to people about the things that interest me					
12. I have any people in my life who I can go to if I need advice					
13. I feel comfortable talking to adults who I have not met before					
14. I like the area where I live					
15. I talk about current events in the news with my family and friends					
16. I am looking forward to voting when I'm older					
17. I think that young people can do things that make a difference in society					
18. Sometimes, I do not feel in control of my school work					
19. When I try, I generally succeed at school					
20. I like to learn new things					
21. I use the internet or speak to adults to find out more about the things my teacher tell us in class					

*It would help us if you answered the next questions as best you can even if you are not absolutely certain. Please give your answers on the basis of how things have been for you over the last six months.*

[tick boxes]	Not true	Somewhat True	Certainly True
22. I worry a lot			
23. I am often unhappy, depressed or tearful			
24. I am nervous in new situations. I easily lose confidence			
25. I get a lot of headaches, stomach-aches or sickness			
26. I have many fears, I am easily scared			

**Section 3: Mentoring and community projects**

*These questions ask about your experiences with mentoring and the community project.*

**27. Think about the time that you spent with your mentor. How important was it that you focused on the things below?**

[slide scale or tick boxes]	Important to me	Somewhat important to me	Not important to me	Not sure
a. Friendship from my mentor				
b. Advice from my mentor about difficult choices or issues I face				
c. Encouragement from my mentor for me to achieve goals				
d. Support from my mentor by connecting me to other people who can help me achieve things				

**28. Thinking back, how do you wish that you spent your time with your mentor?** Indicate along the line what sounds right to you.

More time focusing on getting the community project done |-----| More 'free' time with my mentor, making up things to do together

**29. Think about the time that you presented your community project to others. Well did it go?** [Select one response]

- Well, I was happy with the presentation
- Ok, it was good but could have gone better
- Not so well, I wasn't happy with the presentation
- Not sure/ don't remember

*These questions are about how you feel about the value of your community project*

[slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure
30. I think that people could see how much work I put into the community project					
31. I think that people could see that my community project was important					

### Section 4: Outcomes

*These questions are the things you may have learnt from your mentor.*

**32. Think back to the time you spent with your mentor, are there things that you learnt that are still helpful today?**

- Yes, lots of things
- Yes, some things
- Not really much at all
- Not sure

**33. If 'Yes', can you list three things that you learn that are still helpful today?** [open text list] \*Skip logic: display question if responds 'Yes' to Q27

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

**Think about how well Youth Frontiers suited you, and what friends you might recommend do mentoring.**

[slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure
34. I would recommend mentoring to a friend who is struggling at school					
35. I would recommend mentoring to a friend who confident and achieves lots of things					
36. I would recommend mentoring to a friend who is finding life tough					

**37. If you had another opportunity to do a community project with the help of a mentor, would you?** [Select one response]

- Yes
- No
- Not sure

**38. Can you give a couple of reasons for your answer to Q32?** [Open text]

*Thank you for completing this survey!*

*Would you like us to email you an iTunes voucher? Its to say 'thanks' for spending your time doing these surveys. [Yes] [No]*

## Mentor survey (Post, reflective)

This is a survey about your experiences mentoring a young person in Youth Frontiers. In the survey the young person who you mentored is referred to as the 'mentee'.

This is not a test. There are no right or wrong answers. Just give your honest answer

The purpose of the survey is to gather mentors' views about how well Youth Frontiers has been implemented, what support was received, and how Youth Frontiers may have benefited mentees. This survey does not test of the quality of your relationship with your mentee, although some questions ask about your experience of relationship to help us understand how successful Youth Frontiers was on the whole.

This survey is voluntary. Your responses will be kept entirely confidential and will not be known by your mentee, the service provider, or the Department of Education and Communities.

Please read each statement carefully, and then tick the box that best reflects what is true for you. If you have been mentoring more than one mentee for Youth Frontiers, please choose one mentee to think about when you respond to this survey e.g. the mentee who you met first.

We think the survey will take you about 20 min, but you can stop and any time and come back to complete it later.

### Section 1: Context

To begin, these questions ask a bit about your background and experiences

1. **Was Youth Frontiers the first time you have mentored a young person?** *This asks specifically about mentoring, it does not include other work you may have done with young people, like tutoring or coaching* [Select one response]
  - Yes
  - No
  - Not sure
2. **Before Youth Frontiers, were you participating in other volunteering activities?** [Select one response]
  - Yes
  - No
  - If Yes, please specify the type of activity [\_\_\_\_\_]
3. **Since starting Youth Frontiers, have you joined any community organisations or clubs in your neighbourhood?** [Select one response]
  - Yes
  - No
  - If Yes, please specify the type of organisation [\_\_\_\_\_]
4. **What best describes what you think has been important to focus on during Youth Frontiers?** *Indicate how important these are in your mind.* [slide scale or tick boxes]

[slide scale or tick boxes]

Important   Somewhat  
important   important   Not  
important

Not sure

- a. Friendship with my mentee
-

- b. Advising my mentee to think through difficult choices or issues

---

- c. Encouraging my mentee to achieve their goals

---

- d. Supporting my mentee by connecting them with networks, resources and people who will help them achieve other things

---

## **Section 2: Mentoring program**

*These questions ask about the number and types of mentoring that you may have done with your mentee.*

5. **Where did you meet with your mentee?** [Select as many as apply]
  - at school
  - at a community or sports club
  - via the internet e.g. skype
  - other [please indicate \_\_\_\_\_]
  
6. **What best describes how you met with your mentee?** *We are interested in how much time was 'one-on-one' with just you and your mentee, and how much time you spent in groups with others. [Select one response]*
  - Pretty much all the time was 'one-on-one', we rarely met in groups
  - More than half the time was 'one-on-one', but we sometimes met in groups
  - Sometimes we met 'one-on-one', but more than half the time we met in groups
  - Rarely spent time 'one-on-one', pretty much all the time was in groups
  
7. **On average, how frequently did you meet with your mentee one-on-one during Youth Frontiers?** *If there was a break in mentoring during school holidays, then just think about the times that you were meeting during school terms. [Select one response]*
  - More than once a week
  - About once a week
  - About once every two weeks
  - Less than once every two weeks
  
8. **In total, on how many occasions did you meet with your mentee one-on-one?** [Select one response]
  - Five times or less
  - More than five times, but less than ten times
  - Ten times or more
  
9. **On average, how long did you spend with your mentee one-on-one each time you met?** [Select one response]
  - about 30min
  - more than 30min, but less than an hour
  - about an hour
  - more than an hour, but less 1hour 30mins
  
10. **Approximately how much time in your one-to-one sessions was spent working on the community project?** [Select one response]

- Less than 25% (it was a small part of what we did in our one-to-one sessions)
- 25% to 50% (it was quite a bit, but less than half of what we did in our one-to-one sessions)
- 50% to 75% (it was more than half but not all that we did)
- More than 75% (it was a large part of what we did)

**11. Approximately how much time overall in your group mentoring sessions was spent working on the community project?** [Select one response]

- Less than 25% (it was a small part of what we did in our group sessions)
- 25% to 50% (it was quite a bit, but less than half of what we did in our group sessions)
- 50% to 75% (it was more than half but not all that we did)
- More than 75% (it was a large part of what we did)

**Section 3: Working with your mentee**

*These next questions focus more on your relationship with your mentee*

**12. Think back to when you first started working with your mentee? What traits best describe them?** [Please tick all that apply]

▪ Outgoing	▪ Shy
▪ Confident	▪ Hesitant
▪ Struggling at school	▪ A high achiever
▪ Co-operative in groups/ class	▪ Disruptive in groups/ class
▪ Generally unhappy	▪ Generally happy

**13. Think about your mentee’s background and where they seemed to be headed in their life when you first met them. When you were about the same age your mentee, what was your background like?** [Select one response]

- Very similar to mine
- Somewhat similar to mine
- Somewhat different to mine
- Very different to mine
- Don’t know/ Not sure

*Please read carefully and think about how much you agree or disagree with what is said.*

[slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure
14. I had a good connection with my mentee					
15. I enjoyed spending time with my mentee					
16. My mentee accepted my 'helping hand'					
17. I could trust my mentee					

18. I think my mentee respected me

19. I felt comfortable providing emotional support

20. I felt comfortable providing practical support

The next questions are about how you and your mentee worked together in one-on-one sessions.

**21. What best describes how you worked together?**

[slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure
a. My mentee usually chose the activities in our one-to-one sessions					
b. I usually chose the activities in our one to one sessions					
c. The workbook or program determined what we did in our one-to-one sessions					
d. Progressing the community project determined what we did in our one-to-one sessions					

**Overall, what best describes what you tried to help your mentee with?**

[slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure
22. I tried to motivate my mentee					
23. I tried to help my mentee learn new skills or do new things					
24. I tried to get my mentee thinking about career options					
25. I tried to help my mentee feel better about themselves					
26. I tried to help my mentee think through some difficult decisions in their life					
27. I tried to get my mentee involved with new people or activities in the community					

**28. When you weren't working on the community project with your mentee, what kinds of things did you do together or discuss? Give some specific examples, but please don't use real names [open text field]**

**Section 4: Working on the community project**

These questions focus more specifically on the community project element. You may also know this as the 'civic project'.

**29. What best describes how your mentee decided what community project to work on?**

[Indicate along the line what sounds right to you]

My mentee decided what they wanted, I just supported their choice |-----| I decided what would be best, and got my mentee to do this

**30. Do you think your mentee had enough time to develop and complete the community project?** [Select one response]

- Yes, plenty of time
- Yes, but just enough
- No, not quite enough
- Nowhere near enough
- Not sure

**31. Could your mentee access the things they needed work successfully on their community project?** Please explain the response you give. Consider things such as material resources and expertise.

- Yes
- No
- Not sure or N/A (they didn't need these things)

Indicate how strongly you agree or disagree with these statements [slide scale or tick boxes]

[slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure
32. I think that my mentee found the community project rewarding					
33. I think my mentee felt that other people recognise the worth of their community project					

**Section 5: Outcomes**

These questions ask about the extent to which you think you were able to make a difference to your mentee. [slide scale or tick boxes]

[slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure
34. I felt I made a real difference to my mentee's ability to solve problems					
35. I felt I made a real difference to my mentees skills around planning their					



time to get things done

36. I felt I made a real difference to my mentee's motivation

37. I felt I made a real difference to my mentee's confidence speaking with adult to get their advice

38. I felt I made a real difference to my mentee's sense of belonging in the community

39. I felt I made a real difference to my mentee's engagement in school

40. I felt I made a real difference to my mentee's interest in learning new things

**41. Was there anything that made it difficult for you to make a difference to your mentee in the ways described above?** Give some specific examples, but please don't use real names [open text field]

*These questions are about the extent to which being a mentor made a difference in your life. [slide scale or tick boxes]*

[slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure
42. I feel more able to do things in my own life because of being a mentor					
43. My role as a mentor is respected by people who are important to me					
44. I have learned things from being a mentor that have been useful to me in my life					
45. I have increased skills as a result of being a mentor					
46. I have made networks with like-minded people in my community by being a mentor					
47. I would recommend being a mentor to other people interested in the role					

### Section 6: Support and training

These questions ask about what supports you were given in your role as a mentor.

**48. What kind of induction and training were you given around Youth Frontiers** [Tick all that apply]

\*To develop a list based on program documentation of providers

Indicate how strongly you agree or disagree with these statements

[slide scale or tick boxes]	Agree	Tend to agree	Tend to disagree	Disagree	Not sure/NA
49. I felt adequately prepared to be a mentor					
50. I wish I had more guidance about what being a mentor means					
51. I found setting boundaries with my mentor difficult					
52. I had to change my mentoring style over time					
53. Youth Frontiers staff supported me along the way					
54. There were times where I needed guidance on my relationship with my mentee and this was not available					

### Section 7: Background

**[Questions 54 onwards may not be included, or refined, based on what data services can provide to the evaluation]**

These last questions ask you a bit more about you.

**55. What best describes you?** [Select one response]

- Female
- Male
- Neither/Rather not say

**56. What is your date of birth?** [Day] [Month] [Year]

**57. Are you an Aboriginal Australian?** [Select one response]

- Yes
- No
- Rather not say

**58. Do you or your family speak a language other than English at home?** [Select one response]

- Yes
- No
- Rather not say

**59. What is the post code where you live?** [open – four digits]

**60. What is the highest level of formal education you have achieved so far?** [Select one response]

- Did not complete Year 12 or equivalent
- Completed Year 12 or equivalent
- Trade certificate
- Bachelor degree
- Post-graduate degree (e.g. Master degree or Doctorate)

Thank you for your participation!

## Mentee focus groups

### *Focus group guide A (45min)*

Use for Round 1 (July 2015–Sept 2015) and Round 3 (May–July 2016) site visits. These groups will focus on understanding the implementation of YF in the first year, and completed to the second year.

#### Opening text [5 minutes]

Hi, my name is [name]. I work for a company called ARTD Consultants. The Department of Education and Communities has asked us to evaluate the Youth Frontiers mentoring that you're currently taking part in.

We want to talk to you about Youth Frontiers: what kinds of activities you have been doing with your mentor; what you like about mentoring, anything that is not so good; and how work is going on your community project; what you hope to achieve through mentoring and the project. We are also interested to hear about any new things you've learnt since you've been involved in Youth Frontiers, and things you think you might be better at doing because of Youth Frontiers.

Today we will be doing a mixture of talking together, and doing some activities. All of the talking and activities will help us learn more about Youth Frontiers. We are having these same kinds of discussions with young people across NSW. At the end of all of our discussions we'll write a report for the Department. Everything we say today is confidential – so we won't use any of your names in the report.

We'll spend about 40 minutes on these activities. When we're doing the activities, please remember:

- we just want to know what you think: there are no right or wrong answers
- we want to make sure that everyone has the chance to speak, if they want to
- you don't have to answer particular questions if you don't want to
- our conversation today is confidential (we won't be talking about what you said with your friends, your teachers, your parents, your mentor (if applicable) or anyone else; and please don't repeat what other people say today, outside of this room).

Sometimes it's hard to hear what everyone has to say, and so I'd like to record what we say today. It's easier for me if I can listen to the tape later to hear what you said. [Show the young people the recorder.] Are you happy for me to record what we say? [If yes, start the recording.]

Do you have any questions for me before we get started? [If yes, answer them and then proceed.]

Alright, we'll get started. Don't forget, if you have any questions for me you can ask them as we go along.

### *Activity 1: Facilitated group discussion on early impressions and activities in Youth Frontiers (10min)*

**Purpose:** To gather impressions about early experience in Youth Frontiers.

**Note keeping:** Ensure the overall discussion is recorded and that notes are taken (we will not be getting transcriptions)

#### **Facilitator questions to the group:**

1. *Think about when you heard about Youth Frontiers for the first time. Can you tell me: who told you about it, and how did you feel about taking part?*

2. *Has everyone decided on a community project? If yes, can you tell me in a couple of words what your project is about?*
3. *Think about how you felt when you met your mentor for the first time. Can you tell me: what were you most excited about, and was there anything you were worried about?*

**Notes for facilitators:** Seek responses on each of these questions, one at a time. Go around the group for each question and give each young person an opportunity to speak. This will warm them up to the topic.

### ***Activity 2: Continuum to gauge overall enjoyment of Youth Frontiers (5min)***

**Purpose:** To explore overall enjoyment of Youth Frontiers (and to split young people into groups for the next exercise).

**Note keeping:** Keep a record of how many young people pick each number.

#### **Facilitator instructions to the group:**

*Now, I'd like you all to stand up.\**

*I want each of you to think of a number between 1 and 5 that indicates how much you are enjoying Youth Frontiers. If you say a '1', it means you aren't really enjoying Youth Frontiers; if you say a '5' it means you really are liking it; and if you give it a '3' you are somewhere in the middle.*

*We're going to make this end of the room '1' and this end of the room '5'. Now, I'm going to give you 30 seconds to line up according to the number you've chosen.*

**Notes for facilitators:** Note how many young people have chosen each number. Once the young people are lined up, split them into groups (3 or 4 per group). Create groups to include young people who have chosen a mix of ratings, to encourage diversity.

[\*If you are concerned about running out of time, get young people to put their hands up rather than line up]

### ***Activity 3: Small group discussion about how community projects are going (15min)***

**Purpose:** To identify what elements of the community projects are working well and what elements young people are finding difficult, and why.

**Equipment:** Butcher's paper and coloured markers. Prepare paper in advance, with two columns (see below).

**Note keeping:** It will be difficult to record the discussion while students are in small groups, so walk around the room to observe and take notes. You will be able to record the big group discussion at the end. Ensure that you also collect all the butchers' paper.

**Facilitator instructions to the group:**

*Now that you are in groups, I want you to spend 5 minutes talking with each other about how your community projects are going. Together, make a list in two columns on the paper: what you are enjoying most about working on a community project, and what you are not enjoying or finding difficult. At the end, I will ask one person in each group to read out the list and we will discuss it.*

What I'm enjoying about working on a community project	What I'm not enjoying or am finding difficult
1	1
2	2
3	3

**Notes for facilitators:** One young person from each group will present their list. Ask questions along the way to prompt them and their group to elaborate, e.g. if they say 'it is fun', then ask, 'in what way is it fun? What activities make it fun?' Spend a couple of minutes on each group.

**Activity 4: Facilitated discussion on individual views of mentoring relationships (10min)**

**Purpose:** To explore how young people feel about being mentored, their confidence working with a mentor, and what they hope to learn

**Equipment:** Sheets of A4 paper.

**Note keeping:** Ensure the overall discussion is recorded at the end is recorded, and that notes are taken. Collect pieces of paper are collected at the end.

**Facilitator instructions to the group**

*I want you to think about how you feel about spending time with your mentor. Focus on the things you do and talk about together, especially things other than the community project. Now, I am handing around a piece of paper, there is one for everyone, with some boxes to fill out that ask you about your mentor.*

What are the top three things you like most about spending time with your mentor?	What are the top three things think you can learn from your mentor?
1	1
2	2
3	3
What do you think would make mentoring better?	

*Would anyone like to share with the group what they have recorded on the paper?*

**Notes for facilitators:** Ask young people to volunteer to speak, and then go around the room to make sure we hear from everyone (as far as possible). Prompt where you can to get them to elaborate.

**Closing text [2 minutes]**

That is the end of all the activities we had planned for today. I really want to thank you for being so involved and sharing your ideas and thoughts with us. What you've shared is going to be a really important part of our report.

Remember, if you have any questions at all about today, you can talk to me before you leave, or you can speak to [identify relevant person—e.g. school coordinator]

**Focus group guide B (45min)**

**Use for Round 2 (October–November 2015) site visits.** These groups will focus on outcomes of YF and the community projects. (Some sites will be returns to sites visited in Round 1)

**Opening text [5 minutes]**

Hi, my name is [name]. I work for a company called ARTD Consultants. The Department of Education and Communities has asked us to evaluate the Youth Frontiers mentoring that you're currently taking part in. Congratulations on taking part in Youth Frontiers and for all your work on the community projects.

We want to talk to you about Youth Frontiers: what kind of activities you did; how well you feel your community projects went; how you felt about mentoring, what could be improved, and what you have achieved e.g. learning new skills, getting more confident.

Today we will be doing a mixture of talking together, and doing some activities. All of the talking and activities will help us learn more about Youth Frontiers. We are having these same kinds of discussions with young people across NSW. At the end of all of our discussions we'll write a report for the Department. Everything we say today is confidential – so we won't use any of your names in the report.

We'll spend about 40 minutes on these activities. When we're doing the activities, please remember:

- we just want to know what you think: there are no right or wrong answers
- we want to make sure that everyone has the chance to speak, if they want to
- you don't have to answer particular questions if you don't want to
- our conversation today is confidential (we won't be talking about what you said with your friends, your teachers, your parents, your mentor (if applicable) or anyone else; and please don't repeat what other people say today, outside of this room).

Sometimes it's hard to hear what everyone has to say, and so I'd like to record what we say today. It's easier for me if I can listen to the tape later to hear what you said. [Show the young people the recorder.] Are you happy for me to record what we say? [If yes, start the recording.]

Do you have any questions for me before we get started? [If yes, answer them and then proceed.]

Alright, we'll get started. Don't forget, if you have any questions for me, you can ask them as we go along.

**Activity 1: Facilitated group discussion on overall impressions of Youth Frontiers (10min)**

**Purpose:** To outline overall impressions of feeling recognised and rewarded through Youth Frontiers.

**Note keeping:** Ensure the overall discussion is recorded and that notes are taken (we will not be getting transcriptions)

1. *Congratulation on completing Youth Frontiers. Can you tell me in a couple of words what your project were about?*
2. *What have you don't to celebrate finishing your project? Or is anything planned?*
3. *How do you feel about the mentoring drawing to an end?*



**Notes for facilitators:** Seek responses on each of these questions, one at a time. Go around the group for each question and give each young person an opportunity to speak. This will warm them up to the topic.

### ***Activity 2: Continuum to gauge the overall enjoyment of Youth Frontiers (5min)***

**Purpose:** To explore the extent to which young people feel they can make change in their community as a result of what they have learnt in Youth Frontiers (and to split young people into groups for the next exercise).

**Note keeping:** Keep a record of how many young people pick each number.

#### **Facilitator instructions to the group:**

*Now, I'd like you all to stand up.\**

*I want each of you to think of a number between 1 and 5 that indicates how much you are enjoyed Youth Frontiers—both doing the project and spending time with your mentor. If you say a '1', it means you aren't really enjoying Youth Frontiers; if you say a '5' it means you really are liking it; and if you give it a '3' you are somewhere in the middle.*

*We're going to make this end of the room '1' and this end of the room '5'. Now, I'm going to give you 30 seconds to line up according to the number you've chosen.*

**Notes for facilitators:** Once the young people are lined up, split them into groups (3 or 4 per group). Create groups to include young people with different ratings to encourage diversity.

[\*If you are concerned about running out of time, get young people to put their hands up rather than line up]

### ***Activity 3: Small group discussion about the community projects (15min)***

**Purpose:** To identify what elements of the community projects young people enjoyed, what made it difficult, and why

**Equipment:** Butcher's paper and coloured markers. Prepare paper in advance, with columns as below.

**Note keeping:** It will be difficult to record the discussion while students are in small groups, so walk around the room to observe and take notes. You will be able to record the big group discussion at the end. Ensure that you also collect all the paper.

#### **Facilitator instructions to the group:**

*Now you are in your groups, I want you to spend 5 minutes talking with each other about how your community projects went and the things you learnt.*

*Together, make a list in boxes on the big sheet of paper: what you are enjoyed most about the community project, what you enjoyed least, and anything you might have learnt about your community. At the end, I will ask one person in each group to read out the list and we will discuss it.*

Top three things I enjoyed most about working on a community project	The top three things I that made it hard to do your community project
1 2 3	1 2 3
Did you learn anything new about your community? What?	

**Notes for facilitators:** One young person from each group will present their list. Ask questions along the way to prompt them and their group to elaborate, e.g. if they say ‘it is fun’, then ask, ‘in what way is it fun? What activities make it fun?’ Spend a couple of minutes on each group.

#### **Activity 4: Facilitated discussion on individual views of mentoring relationships (10min)**

**Purpose:** To explore how young people feel about having been mentored.

**Equipment:** A4 paper.

**Note keeping:** Ensure the overall discussion is recorded, and that notes are taken, and that paper is collected at the end.

*Now, I want you to think about how you feel about spending time with your mentor. If sometimes you did things or spoke about things other than the community project, focus on these things. Now, I am handing around a piece of paper, there is one for everyone, with some boxes to fill out that ask you about your mentor.*

What are the most important things you learnt from your mentor?	What are the things that you hope to keep improving?
1 2 3 4 5	1 2 3 4 5

*Would anyone like to share with the group what they have recorded on the paper?*

**Notes for facilitators:** Ask young people to volunteer to speak, and then go around the room to make sure we hear from everyone (as far as possible). Prompt where you can to get them to elaborate.

### ***Activity 5: Facilitated discussion on overall experiences (10min)***

#### **Facilitator questions to the group:**

- 1. Thinking about your experiences, would you recommend to a friend that they get a mentor? Why?*
- 2. If you had the opportunity to do another community project with the help of a mentor, would you? Would anyone be confident doing a project without a mentor?*

**Notes for facilitators:** Ask young people to volunteer to speak, and then go around the room to make sure we hear from everyone (as far as possible). Prompt where you can to get them to elaborate.

#### **Closing text [2 minutes]**

That is the end of all the activities we had planned for today. I really want to thank you for being so involved and sharing your ideas and thoughts with us. What you've shared is going to be a really important part of our report.

Remember, if you have any questions at all about today, you can talk to me before you leave, or you can speak to [identify relevant person—e.g. school coordinator]

## Mentor Interviews

### Focus group Guide A

Use for Round 1 (July 2015–Sept 2015) and Round 3 (May–July 2016) site visits. These groups will focus on understanding the implementation of YF in first year and compared to the second year. The guide for one-on-one or small group interviews, conducted during site visits or over the phone (if preferred)

#### Opening text (5min)

Thank you for agreeing to take part in this interview. The Department of Education and Communities has asked ARTD to evaluate Youth Frontiers, which is being delivered in your area by [name of provider].

This interview isn't about your performance in your role as a mentor. We will not discuss aspects of the mentoring relationship that are personal to the mentee. Instead, we're looking at how Youth Frontiers was implemented, and what its strengths and weaknesses are. We are also interested on what impact Youth Frontiers has on the young people and mentors who participate.

We will use all the data gathered for the evaluation to write a report for the Department. No individuals will be identified in the report: everything you and I discuss today is confidential.

The interview will go for around [30 min for telephone one on one, 1 hour for small group], depending on the size of the issues we discuss. Please let me know if you have any questions as we go along, or if you need to stop the interview.

[Ask for permission to record interview, and that the interview may be transcribed in addition to notes] After the interview, I'll go back and write up my notes from the recording and then I'll delete it. I'll be the only one who listens to the recording. Are you happy for me to record the interview?

#### Overview

1. How did you first hear about the [program name]?
2. What made you decide to get involved as a mentor?
  - *Education/ training opportunity/ experience*
  - *Other volunteering you've done*
  - *Community interest*
3. What strengths/ skills do you bring to your role as mentor?

#### Recruiting and training

4. How would you describe the recruitment, selection and screening process?
5. What training did you receive as part of your role? Did it prepare you well for your role as mentor? Why/why not?
6. Did you feel confident that you understood what would be required in helping your mentee develop a community project?
7. Over the past XX months, have you had ongoing contact and support from [service provider], and has this been helpful?

**Mentoring**

8. In your view, how well suited was your mentee to benefit from Youth Frontiers? *(e.g. willingness, had barriers to overcome)*
9. How well matched were with your mentee? What makes you say this? *(e.g. interest/ hobbies, personality, demographics, experiences)*
10. How would you describe your relationship with your mentee today?
11. How did you work with your mentee to decide on a community project? Were there any challenges identifying a project?
12. What role does working on a community project play in your mentoring relationship?
13. Do you think you mentee will need to access any resources to do their community project, and if so, what?

**Outcomes**

14. In what kinds of ways do you think mentees are most likely to benefit from Youth Frontiers?
15. Can you give any specific examples of things that a mentee has learnt or improved on as a result of Youth Frontiers?
16. To what extent do you think that the community projects have the potential to make young people more engaged in their local area, or with wider social issues, (depending on project), in the longer term?

***Focus group Guide B***

A second mentor focus group guide (Guide B, for Round 2) will be developed after Round 1 in response to preliminary findings—many of the questions will be the same or similar, but we will spend less time focusing on recruitment and training, and more time focusing on outcomes and impacts.

## Service staff interviews

### *Interview Guide A: project staff*

This guide is for use when interviewing program staff at site visit locations. Guides will be tailored as needed, depending on the timing of the visit, and in response to emerging findings.

#### Opening text

Thank you for agreeing to take part in this interview. The Department of Education and Communities has asked ARTD to evaluate Youth Frontiers, which is being delivered around NSW and by [service provider] in this location.

We are looking at how Youth Frontiers has been designed and implemented in different contexts and by different service providers, what its strengths and weaknesses are. We are also interested in what impact it may have on the young people who participate, and the wider community.

We will use all the data gathered for the evaluation to write a report for the Department. No individuals will be identified in the report: everything you and I discuss today is confidential.

The interview will go for 30 to 45 minutes, depending on the size of the issues we discuss. Please let me know if you have any questions as we go along, or if you need to stop the interview.

[Ask for permission to record interview, and that the interview may be transcribed in addition to notes] After the interview, I'll go back and write up my notes from the recording and then I'll delete it. I'll be the only one who listens to the recording. Are you happy for me to record the interview?

#### Overview

1. What has your role been in organising Youth Frontiers at this location?
2. How did you get involved in Youth Frontiers?
3. Have you worked on programs similar to Youth Frontiers in the past? How is this similar/ different to your previous work?

#### Implementation

4. What training or other resources was provided to mentors? In your view, how well did mentors engage in training and benefit from it?
5. How well did mentee recruitment target the kinds of young people who, in your view, are best suited to benefit from Youth Frontiers?
6. How effective was the mentor/mentee matching process? Are there things that could have improved this?
7. *If provider worked only in schools:* What have been the benefits of working in schools to deliver Youth Frontiers? Any limitations compared to community-based mentoring?  
*If provider working the community:* What have been the benefits of working with clubs/ community organisations to deliver Youth Frontiers? Any limitations compared to school-based mentoring?

8. If there is one thing you could change about how Youth Frontiers has been implemented, what would it be?

### **Mentoring**

9. How much structure is there around the delivery of Youth Frontiers? (e.g. was there curriculum, fixed location, routines). In your view, was there the right amount and types of structure?
10. In your view, what role does working on a community project play in the mentoring relationship?
11. Can you give an example(s) of an issue that arose in a mentoring relationship that you were able to effectively support and resolve? Any issues that have been difficult to resolve, if so why?
12. Have mentees been able to access resources to develop and complete their community projects, if needed? If so, how?
13. What is being done to recognise the work of mentees on community projects at the local level?

### **Outcomes**

14. In what kinds of ways do you think mentees are most likely to benefit from Youth Frontiers?
15. Can you give any specific examples of things that a mentee has learnt or improved on as a result of Youth Frontiers?
16. To what extent do you think that the community projects have the potential to make young people more engaged in their local area, or with wider social issues, (depending on project), in the longer term?

### ***Interview Guide B: Management staff***

This guide is for use when interviewing management staff. Text will be tailored as findings emerge, and adapted for the timing of the interview (e.g. to reflect the stage of implementation or reporting)

#### **Opening text**

Thank you for agreeing to take part in this interview. The Department of Education and Communities has asked ARTD to evaluate Youth Frontiers, which is being delivered around NSW and by [service provider] in this location.

We are looking at how Youth Frontiers has been designed and implemented in different contexts and by different service providers, what its strengths and weaknesses are. We are also interested in what impact it may have on the young people who participate, and the wider community.

We will use all the data gathered for the evaluation to write a report for the Department. No individuals will be identified in the report: everything you and I discuss today is confidential.

The interview will go for 30 to 45 minutes, depending on the size of the issues we discuss. Please let me

know if you have any questions as we go along, or if you need to stop the interview.

[Ask for permission to record interview, and that the interview may be transcribed in addition to notes]  
After the interview, I'll go back and write up my notes from the recording and then I'll delete it. I'll be the only one who listens to the recording. Are you happy for me to record the interview?

### **Overview**

1. What has your role been in organising Youth Frontiers at this location?
2. How did you get involved in Youth Frontiers?
3. Have you worked on programs similar to Youth Frontiers in the past? How is this similar/ different to your previous work?

### **Implementation**

1. What has been your organisations' biggest success in implementing Youth Frontiers so far?
2. What has been most challenging? What impact have these challenges had on implementation?
3. How well are your processes around quarterly KPI reporting working?
4. What do you think will be done differently in 2016?

### **Mentoring**

5. How does the Youth Frontiers model reflect what know about quality youth mentoring?
6. If there was one thing you could change about the Youth Frontiers model, what would it be?
7. In your view, what role does the community project play in the mentoring relationship?

### **Outcomes**

8. Can you describe any links that your organisation has developed/ strengthened with community groups and/or schools through Youth Frontiers?
9. What is your view about the things that mentees have gained/are likely to gain as a result of Youth Frontiers?
10. What is your view about the things that mentors have gained/are likely to gain through Youth Frontiers?
11. Do you have any views about what the longer term impact of Youth Frontiers may be on the school and local community?