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## Abstract

OJJDP has made significant investments in mentoring through grants to entities such as Boys and Girls Clubs across the country as a prevention and early intervention strategy with at-risk youth. Despite the longevity of investment in this approach, the impacts on youth outcomes are not fully understood. The current study uses a mixed methods approach to understand the impact of OJJDP-funded program enhancements on mentored youth in a network of Boys & Girls Clubs in metro Atlanta. The study conducted secondary data analysis of youth outcomes for those who participated in an enhanced mentoring program at Boys & Girls Club of Metro Atlanta. The researchers also conducted qualitative interviews to further conceptualize the enhanced mentoring approach, understand staff and program practices, and gain insights from staff mentors and youth served.

## Executive Summary

This project sought to advance understanding of the effectiveness of an enhanced youth mentoring program implemented by a network of Boys & Girls Clubs in the Atlanta area. This project aimed to meet the field's need for more research on associations between Office of Justice Programs (OJP) mentoring, funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), and youth outcomes. Findings further inform the field at-large across juvenile justice and youth development programs where mentoring elements are found. The research was conducted through a partnership between Georgia Health Policy Center (GHPC) at Georgia State University and the Boys & Girls Club of Metro Atlanta (BGCMA) and had two primary components: Evaluability Assessment and Impact Study.

BGCMA, the third largest Boys & Girls Club (BGC) program in the United States, operates over 20 club locations and serves about 10,000 youth annually in metro Atlanta. Since the 2012-2013 program year, BGCMA has served over 19,000 unduplicated youth. BGCMA's youth programming pipeline, which includes academics, character and leadership, social and emotional development, Career Bound, health, and mentoring, emphasizes staff-youth relationship building. BGCMA receives support from OJJDP to provide enhanced OJP Mentoring<sup>1</sup> with a subset of youth at specific clubs. Since 2008, over 2,100 youth have been served in BGCMA's OJP Mentoring. In addition, some clubs have co-located Teen Centers, which provide teen members with designated staffing and support. The Teen Center model also has a mentoring component, and while this approach is not directly funded by OJJDP, some youth in Teen Centers also receive OJP Mentoring. Neither model has been studied previously to understand the impacts on youth outcomes.

The study included two primary phases with the goals of advancing research that will support program improvement and implementation, furthering the understanding of BGCMA mentoring approaches that support youth success and disseminating new learnings to the field about the model

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<sup>1</sup> Referred to throughout as *OJP Mentoring* or *enhanced mentoring*. These terms are used interchangeably.

and its youth outcomes. The *Evaluability Assessment* supported conceptualization of the BGCMA enhanced mentoring model and analyzed program policies and practices through key informant interviews with staff and program document review. The *Impact Study* included retrospective data analysis of administrative and survey data sets provided by BGC partners and youth focus groups with mentored and non-mentored members.

Overall, findings indicate that the enhanced mentoring model implemented by BGCMA had a positive impact on several youth outcome areas, including attendance frequency, program retention, academics, and delinquency (fighting with peers). Qualitative interviews with staff illuminated key practices within the BGC context that parallel best practice recommendations for youth mentoring. In addition, staff and youth highlighted the central role of relationships, which provides further evidence that BGC implements an overarching *collective mentoring* approach. Findings support potential continued investment in this mentoring model and provide new context for future researchers to better understand the enhanced mentoring approach and its impact on youth.

## Overview of the Problem/Literature Review

Youth mentoring research continues to evolve, and even with decades of national growth in youth programs, mixed results on outcomes for mentored youth continue to perplex both program leaders and researchers (Raposa et al., 2019, Dubois et al., 2011; Rhodes & DuBois, 2006). Youth mentoring interventions have shown moderate effects on areas like education and psychosocial outcomes, such as self-esteem (Raposa et al., 2019; Dubois et al., 2011; Karcher, 2005). Quality mentoring during childhood or adolescence may also have positive effects into young adulthood on college self-efficacy (McClain, Kelner, & Elledge, 2021). While the body of research on youth mentoring has expanded, the majority of the available literature focuses on 1:1 models, often delivered by volunteer mentors, rather than youth development professionals. It is unknown if the impacts on youth outcomes found with these traditional

mentoring interventions are borne out with models that combine these 1:1 and group/collective mentoring approaches.

The goals of mentoring should be tailored to each youth but generally focus on reducing or preventing delinquency and other negative outcomes, building life and leadership skills, improving academic achievement, and strengthening social and emotional wellness. For mentoring to have its desired effects, youth must engage with mentors and programs for a period of time and build trusting mentor-mentee relationships. Mentoring approaches range from 1:1 to group formats, or a combination of both and can be delivered by paid professional mentors or volunteers from the community. However, youth outcomes based on receiving 1:1 or group mentoring show little difference (Haddock et al., 2020). A sample of young girls' (n=113) self-reported outcomes from a combined 1:1 and group mentoring program point to positive social outcomes (Deutsch et al., 2017), yet programs delivered by professional staff that incorporate a combination of 1:1 and group mentoring approaches are not well-documented in the literature. The BGC model analyzed in this study is an enhanced approach to mentoring, whereby paid professional staff offer group and 1:1 mentoring that is integrated into youth development programming. Gaps exist in the literature to both define this mentoring model and evaluate youth outcomes resulting from the approach.

Youth mentoring is centered on the relationship built between an adult mentor and youth mentee, or one or more adult mentors and a small group of mentees. The mentoring offered by BGCs has been described as 'collective mentoring', whereby the staff and culture at BGCs embody an all-hands-on-deck approach to mentoring all youth members at a given club (Hirsch et al., 2011). The focus of this study is BGC's enhanced mentoring model, which builds upon the collective mentoring approach. Enhanced mentoring is delivered by paid staff who serve in a mentorship role through group activities as part of daily programming and via 1:1 interactions between staff mentors and youth. This study



presented a unique opportunity to examine an enhanced mentoring approach where a select group of BGC clubs received funds to give extra support to a subset of youth through assigned 1:1 mentoring.

Previous studies of BGCs have documented program practices, experiences of youth and/or staff with general youth development programming, and the relationship between programming and youth outcomes. Youth outcomes have primarily been analyzed in conjunction with frequency of attendance by youth (days per week attending club). Our recent research on the BGC enhanced mentoring model showed a strong relationship between frequency of attendance and enhanced mentoring (Snyder et al., 2020). Anderson-Butcher et al. (2003) found several areas predictive of youth attendance at BGCs: opportunities for unstructured games, sports and recreation offerings, relationships with peers, and parental buy-in. The authors also found BGC programs to be protective against delinquent behaviors like smoking and truancy regardless of how often the youth attended (Anderson-Butcher et al., 2003). Similarly, Mentzer et al. (2015) found that youth attending BGCs receiving OJJDP funding for mentoring programs avoided delinquent behaviors throughout their club tenure. Higher frequency of attendance at clubs is associated with a host of positive indicators for teenagers in particular, including decreased negative behaviors and improved academic performance (Arbreton et al., 2009).

Staff-youth relationships are central to youth experiences and outcomes with one study reporting high rates (96%) of BGC youth indicating they were connected to at least one supportive adult staff and at least one adult staff had high expectations for them (Arbreton et al., 2009). Despite these findings in prior studies, only one addresses youth outcomes in relation to mentoring in BGCs, though the reliability of the findings are limited since the study focuses on three discrete evidence-based mentoring programs delivered in the BGC setting (Mentzer et al., 2015). As a result, this study contributes to a gap in the literature and documents youth outcomes impacted by this enhanced mentoring approach.

The study fills gaps in the current literature and is guided by five key questions: *How does OJP Mentoring effectiveness vary according to program practices? How do youth mentoring outcomes vary across sites among youth who receive an OJP Mentor and those who do not? How do youth outcomes vary according to levels of participation in OJP Mentoring? How do youth outcomes for OJP Mentoring vary according to youth characteristics? and How do youth outcomes vary based on sites that have Teen Centers versus those that do not?*

## Research design, methods, analytical techniques

Evaluability Assessment. Phase I of the study was designed as a mixed methods approach with two goals: 1) describe the key components of the (BGCMA) “hybrid” or enhanced mentoring approach in the context of the literature and 2) compare outcomes for youth participating in usual BGCMA programming to those receiving OJP Mentoring. Overall, this portion of the study aimed to build evidence for enhanced youth mentoring models which may have positive impact on social outcomes, retention, participation and delinquency. The primary research questions for Phase I were: *1) How do youth characteristics and club attendance differ between youth receiving OJP Mentoring and those who do not? 2) How does OJP mentoring effectiveness vary according to program practices?* Findings from Phase I were published in 2020 with OJP approval in the *Chronicle of Mentoring & Coaching* (Snyder et al., 2020).

### Methods.

Quantitative. To compare youth characteristics and attendance between OJP mentees and non-mentees, demographic files were provided by BGCMA on all youth enrolled in the clubs receiving OJP Mentoring during the 2018-2019 program year. The research team merged de-identified youth level administrative data and OJP Mentoring participation data sets using the unique member identification number. Chi-square tests were used to indicate whether OJP mentees differed from non-mentored youth. Control variables included: Youth characteristics (age group (child < 12 or teens 12 +), race,

gender, household poverty level, single-parent household, and whether youth attended a club with a Teen Center) and Attendance (reported by clubs and averaged across program year into an average frequency per week).

**Data Sources.** The data sets used for the first phase of research are described here, those for the second phase are described below in *Impact Study – Quantitative*. This first phase of quantitative analysis used the BGCMA administrative data set merged with the mentoring participation data set for school year 2018-2019. The total sample ( $N=2,163$ ) included youth who were OJP-Mentored and non-mentored youth served by eight clubs offering OJP Mentoring.

**Qualitative Methods: Key Informant Interviews.** Qualitative interviews were conducted with staff ( $N=18$ ) from BGCMA headquarters and six clubs to clarify the program model and delineate ways mentoring is delivered across the sites. Clubs were selected by the research team in partnership with BGCMA leadership to reflect a range of club size, location, and program outcomes. Selected clubs had an active OJP Mentoring program and some had a Teen Center. The semi-structured interview guide covered programming and structure, role of mentors, staff support and training, mentor-mentee match process, staff professional backgrounds, examples of mentoring activities/relationships, benefits and drawbacks of mentoring within group programming, and mentoring successes. Between two and five interviews, all conducted in person, were completed per club, with a mix of full-time and part-time staff. Three interviews were conducted with headquarters leadership. All interviews were conducted between August-November 2019. The interviews were transcribed and coded by two analysts for themes using NVivo 12. Prior to coding, the research team established a codebook based on the primary areas of the interview guide. Analytic memos defining themes and summarizing observations from each club were developed as an interim step in analysis to confirm findings and note similarities or differences between clubs. Matrices were developed to summarize core themes within and across clubs that aligned with the key practices from the literature.

Impact Study. The second phase of research used mixed methods to accomplish the following goals: 1) Assess the experiences of youth receiving OJP mentoring compared to those youth not receiving the intervention; 2) Identify factors that impact youth outcomes for those enrolled in OJP Mentoring 3) Compare outcomes for youth participating in usual BGCMA programming to those receiving OJP Mentoring; and 4) Compare outcomes for youth participating in Teen Centers to youth not in a Teen Center site.

#### Qualitative Methods: Youth Focus Groups.

GHPC collected qualitative data from virtual focus groups with youth at two BGCMA clubs. These focus groups gathered youth perspectives on participating in BGCMA programming. Focus groups also aimed to identify differences in the club experiences of those youth involved in OJP Mentoring and those who were not. Between December 2020 and February 2021, GHPC conducted four virtual focus groups via Zoom with a total of 18 youth. Two focus groups were comprised of OJP-mentored youth, and two focus groups included non-mentored youth. BGCMA was responsible for recruiting youth to participate in all four focus groups. Of the 14 youth participants who submitted demographic data, 79% (n=11) were boys and 21% (n=3) were girls. In addition, 92% (n=13) were enrolled at BGCMA for more than two years. The interviews were transcribed and coded by two analysts for themes using NVivo 12. Prior to coding, the research team established a codebook based on the primary areas of the interview guide. Analytic memos defining themes and summarizing observations from each club were developed as an interim step in analysis to confirm findings and similarities or differences between clubs.

#### Quantitative Methods.

Analysis in the first phase of quantitative research compared youth characteristics and attendance between OJP mentees and non-mentees. Demographic files on all youth enrolled in the clubs receiving OJP Mentoring during the 2018-2019 program year were merged with club-level and OJP Mentoring participation datasets. Chi-square tests were used to indicate whether OJP mentees differed

from non-mentored youth. Variables included: *Youth characteristics* (age group (child < 12 or teens 12+), race, gender, household poverty, single-parent household, and whether youth attended a club with a Teen Center), and *Attendance* (reported by club across program year and averaged into frequency per week).

The second phase of research compared retention rates, club experiences and youth behaviors for youth enrolled in OJP Mentoring to youth not enrolled in the intervention. Analysis of the outcome variables was also conducted on youth participating in a Teen Center versus those not enrolled in a Teen Center. Chi-square tests were used to analyze whether OJP-mentored youth differed from non-mentees and whether Teen Center youth differed from non-Teen Center youth. The study team obtained data from multiple sources, including regional BGCs and Boys & Girls Club of America. Data sources were merged for each member using a unique identifier. The Georgia State University Institutional Review Board reviewed the study and approved all components of the study.

#### Data Sources

*Administrative Data.* Individual level demographic and program participation data were provided by the regional office, representing 5,056 unique students attending 22 clubs in school year 2018-2019. Variables included member unique identifier, school year, age group (child or teen), gender, race/ethnicity, whether the member was from a single parent household, and whether the member was from a household living below the federal poverty level. These household characteristics were hypothesized to serve as proxies for greater need for mentoring and for whether a youth may move more often. BGC calculated an attendance variable for the school year, indicating whether the member attended one day, two days, or three days per week on average. A variable designating whether the club attended was a Teen Center was included, as BGC observed that clubs with specialized staff and space for teens had greater levels of retention and positive experiences for youth.

*Mentoring Data.* The BGCMA data team manually compiled a list of members receiving enhanced mentoring from paper records and included a binary flag for mentoring participation within the above-mentioned administrative data set.

*National Youth Outcomes Initiative (NYOI).* Boys and Girls Club of America (BGCA) conducts an annual survey of youth at clubs across the country called the National Youth Outcomes Initiative (NYOI). This survey is disseminated to attending club members each spring. The survey is conducted within the club on a provided computer and is completely voluntary with the ability to skip questions. Questions of interest to this study cover different dimensions of the club experience, youth self-reported grades, truancy, and fighting behaviors. BGCA provides de-identified results to each club to inform quality improvement efforts. Surveys from school year 2018-2019 were provided with the unique member identifier to match with the administrative data set. The school year 2019-2020 survey was not conducted because of the COVID-19 pandemic.

#### Outcome Variables.

The analyses compared three categories containing a total of thirteen focal outcomes within the quantitative analysis relating to how enhanced mentoring affected youth outcomes in the short-term (within a school year). The first category is *retention* with one outcome (member returned to BGC the following school year), the second is *club experience* with nine outcomes (sense of belonging, emotional safety, physical safety, overall safety, fun, adult connections, staff expectations, recognition, and overall club experience), and the third is *youth behaviors* with three outcomes (grades, truancy, fighting).

*Retention.* Retention was measured for members attending in SY2018-2019 by flagging those below the age of 18 that returned the following year, SY2019-2020.

*Club experience.* Youth answer questions with Likert-type response categories about eight indicators of quality across five domains. These domains reflect aspects of quality youth development programming: 1) providing a safe, positive environment (physical and emotional safety), 2) creating fun and a sense of

belonging, 3) building supportive relationships, 4) setting high expectations and providing new opportunities, and 5) providing formal and informal recognition. The research team adopted the scoring approach used by BGCA for consistency in sharing results. Between three and six questions are used to calculate scores for each indicator, using a proprietary scoring methodology. These eight indicators are combined into an overall *club experience* indicator. The scores are collapsed into three levels: optimal (youth had very positive experiences on a consistent basis), fair (responses fall somewhere in the middle, where experiences are not negative but not consistently great), and needs improvement (experiences are negative or strongly lacking, with room for growth) BGCA considers “fair” scores to indicate an opportunity for improvement, so “fair” and “needs improvement” were combined in analyses (How do we measure, 2018). Club experience outcomes were therefore dichotomized as a binary indicator for Optimal or Not Optimal (“fair” and “needs improvement”). See *Appendix A* for the question samples used for *club experience* indicators (NYOI Guide to Measures 2018).

*Youth behaviors.* Three survey items are included that are self-reported by youth across the following areas: overall academic performance in the past year, how many days of school were lost due to truancy in the past month, and how many times they were in a physical fight in the past year. Only teenagers respond to questions about fighting.

*Statistical Analyses.* For the analysis of OJP Mentoring youth, all thirteen outcomes were expressed as binary responses, therefore logistic regressions were used for analysis with results expressed as odds ratios. Separate regressions were run for each outcome controlling for age, gender, race/ethnicity, single head of household, household poverty status, attendance frequency, and whether club attended had a Teen Center. *Table 3* includes descriptive statistics for the control variables with the corresponding N’s according to the research question for the mentoring analysis. Since those who attend more frequently may have a higher chance of being selected as a mentee, an interaction term between mentored and attender type was included, but not found to be significant. Because clubs with

Teen Centers may affect outcomes for teens differentially, an interaction term between Teen Center and age group was included but was not found to be significant.

For the analysis of Teen Center youth, all thirteen outcomes were expressed as binary responses, therefore logistic regressions were used for analysis with results expressed as odds ratios. Separate regressions were run for each outcome controlling for age, gender, race/ethnicity, single head of household, household poverty status, attendance frequency, and OJP Mentoring status. *Table 5* shows descriptive statistics for the control variables and associated N's by research question for the Teen Center analysis. All analyses were conducted using Stata, version 16.1/MP.

## Findings

### Qualitative Results: Key Informant Interviews

Quality Mentor-Mentee Relationships. Prior mentoring research points to a positive association between quality mentor-mentee relationships and youth outcomes (LaKind et al., 2014; Raposa et al., 2019; Grossman et al., 2012; Van Ryzin, 2014). Staff reported seeing themselves in a mentoring role, regardless of whether they provide OJP Mentoring, which is consistent with the values of BGCMA's youth development approach. For staff who have served as OJP mentors, there was universal agreement that engaging with mentees to develop a meaningful relationship is a high priority. Relationships were repeatedly cited by staff as instrumental to mentoring success, and strong, trusting relationships with youth are the foundations of the mentoring approach. Mentors build relationships through group discussions, prioritize hands-on activities, and focus on positive social and leadership skills (Snyder et al., 2020).

Identifying Youth with Higher Risk Profiles. Past research demonstrates that a standardized approach to assessing youth risk can result in identifying youth most at need for mentoring and is associated with more positive outcomes for the youth served (DuBois et al., 2002; DuBois et al., 2011; Raposa et al., 2019). The process to identify youth for OJP Mentoring is informal and most club staff cited varying



criteria that inform the process. While BGCMA does not utilize a formalized risk assessment in their approach to mentee selection, staff reported that they actively observe children to identify youth who need more support. Though selection criteria vary from club-to-club, in general, youth characteristics include social and behavioral issues, family stressors, and attendance. Some staff indicated that the selection process may sometimes leave out children who have more internalizing behaviors (Snyder et al., 2020).

Matching mentors and mentees based on mutual interests and interpersonal connection. Research has shown that positive mentoring outcomes result from matching mentors and mentees based on mutual interests and compatibility (DuBois et al., 2011). All staff interviewed described a matching process based on various considerations. While there is no standardized set of criteria for the matching process, at the club level, criteria for matching include strength of relationship, “fit” or connection, staff availability, grade level, and experience of potential mentors. All matching practices were reported as being based on rapport between staff and youth. Given that youth development and emerging needs impact how and who a youth might connect with, the fact that clubs approach matching with flexibility has advantages (Snyder et al., 2020).

Recruitment of Experienced Staff/Staff Support. Research reinforces that mentors with prior experience in helping roles are more successful in their roles and ongoing training has a positive impact on mentors (DuBois et al., 2011; Herrera et al., 2000; Herrera et al., 2013). Most interviewed staff have previous work experience in youth development or other helping professions, including education and juvenile justice. Many staff with prior experience in youth development had served in other roles with the BGC organization. Length of time in the field ranged from one year to forty years. Regardless of experience level, all staff emphasized the importance of ongoing support and training as mentors. Club leadership provides support, and peer-to-peer interactions between staff across clubs and within clubs are a source

of continuous collegial support. Most staff interviewed would like a deeper understanding of BGCMA's mentoring philosophy (Snyder et al., 2020).

Providing Programming Structure and Flexibility. Research evidence suggests that incorporating intentional activities into mentoring may help realize positive outcomes (DuBois et al., 2011). Mentoring approaches are implemented in all sites, where all youth receive some form of natural mentoring through their relationships with adult staff. More formalized mentoring is delivered through group programming, especially those programs that have a distinct mentoring component. Staff interviews detailed how OJP Mentoring is delivered through casual encounters with the youth, as well as through activity-based programming. Individual OJP Mentoring activities were identified as brief, informal daily check-ins. Staff described some variation in how they connect with their mentees outside the group programming. One staff described bringing her mentees together for activities and another described giving assignments or connecting mentees with leadership roles (Snyder et al., 2020).

Some BGCMA locations deliver specialized programming for teens in designated Teen Centers and employ a Teen Director who manages programming specific to middle and high school students and serves as an added layer of support. Staff at clubs with Teen Centers expressed the positive influence of this designated space, as it allows teens to have a sense of ownership. Staff also described giving teens more choice over the focus areas and topics of their programming, which also addressed some staff concerns about teens' resistance to structured programming (Snyder et al., 2020).

## Qualitative Results: Youth Focus Groups

Staff-Youth Relationships. Feedback from youth focus groups overwhelmingly reinforced the strong relationships with staff, regardless of their OJP Mentoring status. Focus group youth reported regular interactions with staff with frequencies as high as every day they attended the club. Youth described both one-on-one and group interactions which align with BGCMA's mentoring model. Even non-OJP mentored youth described participating in informal interactions, such as the daily check-ins with staff.

While youth reported no change in their relationships due to COVID-19, they did describe staff and youth leaving clubs during the pandemic and less interactions due to social distancing practices and club closures. Despite these changes, youth described bonds with former staff that existed even if they no longer interacted with them. One youth mentioned that if staff were to return, they would still be accepting of them. Focus group youth described long-lasting relationship bonds, and this dynamic further emphasizes the familial culture and the strength of the collective mentoring model at BGCMA. The closeness of these relationships resembles familial connections reflected in focus group youth referring to clubs as “home” and describing both staff and other club members as “family.”

Relationships between youth and staff, whether long-term or brief, were very impactful to youth. When asked how they would describe BGCMA to youth interested in joining, youth mentioned they would talk about the club as a “home” and described aspects of trust and communication. In describing the family-like structure of the clubs, youth also emphasized that staff are supportive of them and their needs. This was also reflected in the lessons youth reported they learned from staff. Youth reported learning both socio-emotional and applied skills through their relationships with staff. Socio-emotional skills youth mentioned included self-confidence, motivation, and the ability to be a self-starter. Applied skills learned from staff included communication and public speaking. Mentored youth from one focus group specifically mentioned learning lessons related to communication and networking. Some youth linked their increased skills to a specific BGCMA program, such as Youth of the Year or Cooking Club. It is interesting to note that while these programs were mentioned as being impactful, they were not noted by youth as their favorite activities.

Mentee v. Non-Mentee Experiences. Overall, OJP mentees and youth not enrolled in OJP Mentoring described very similar experiences and benefits. In fact, there was no discernable difference among OJP-mentored and non-mentored youth in focus group responses. Not all clubs inform the youth that they are enrolled in OJP Mentoring (Snyder et al., 2020), so OJP Mentoring is fully integrated into the

program flow of daily interactions. Youth and staff seem to experience a seamless implementation of OJP Mentoring by way of the 'collective mentoring' approach, with subtle enhancements provided to OJP mentees via their mentors. Relationship-building, a key component of mentoring, is integrated into the club experience for all youth, which cultivates a mentoring culture across clubs. The similarities between experiences of OJP-mentored and non-mentored youth highlight the unique environment created by the overarching BGCMA collective mentoring model.

Unique Needs of Teens. BGCMA already recognizes the unique needs of older adolescents. The teen programming and Teen Centers have been tailored to benefit this age group. Teen focus group participants reinforced the need for specialized and separate opportunities for teenagers, including the need to recruit more teen members, separate activities from younger members, and teen-specific programming. Focus group participants emphasized a difference between club experience for teens and younger members. The separation between teens and younger members may also impact different priority areas for BGCMA given that youth stated that their needs as teens differed so much from younger youth.

## Quantitative Results

Results from the first phase of quantitative research are provided in *Tables 1 & 2*. *Table 1* details the demographic profile for clubs with OJP Mentoring (N=8) during program year 2018-2019. Five clubs (65%) had Teen Centers. Clubs differ in size of membership ranging from 159 members to 404. The total population of youth members was 2,411, with a smaller group of members served by OJP Mentoring (N=248). Clubs serve males and females in almost equal proportion and most youth identify as Black/African-American. A majority of club members are age 12 or under. Most club members are living in households with high poverty and are living in a single-parent family. OJP mentees are similar to other club participants in terms of gender, race and poverty level. OJP mentees are also more likely to come from a single-parent household (80% vs 75%;  $p < 0.054$ ). While clubs have fewer teen members (40%), a

higher proportion of teens are more likely to be served by OJP Mentoring than the general population of club members (52% vs 38%;  $p < 0.01$ ). Teens are slightly more likely to participate in OJP Mentoring at a club with a Teen Center than a non-Teen Center club. A chi-square test for independence finds *Age Group* and *Single-Parent Household* to have a statistically significant relationship with OJP Mentoring.

*Table 2* reflects attendance rates for both OJP mentees and non-mentored youth. OJP mentees are more likely than non-mentee youth to attend the club three or more days per week. A chi-square test for independence finds *Attendance* to have a statistically significant relationship with OJP Mentoring (78% vs 55%;  $p < .001$ ).

The total sample for the study ( $n=5,164$ ) and each subsample of analysis are shown in *Figure 1*. *Table 3* and *Table 4* report findings from the Impact Study. *Table 3* illustrates the demographic and program participation characteristics across the three analytic samples by mentoring status. The Impact Study included all youth served in BGCMA clubs in 2018-2019, regardless of whether the club offered OJP Mentoring, thus the larger sample in this second phase. In 2018-2019, total member population was 5,146 with a subgroup of youth served by OJP Mentoring ( $N=248$ ). For the retention variable, mentored and non-mentored groups are very similar across all demographic areas. More OJP-mentored youth are attending the club three or more times per week in the retention analysis. Of those that completed the NYOI survey, more mentored youth attended three times per week, which is consistent with the first phase of quantitative findings. We also observe that more mentored teens responded to the survey than non-mentored teens, whereas more non-mentored children took the survey than mentored children. Gender is relatively proportional across the groups, with a notable difference in more mentored males responding to the NYOI than their non-mentored counterparts. Racial and ethnic groups are proportionally observed across all study variables.

*Table 4* represents the findings expressed as odds ratios for mentored youth versus non-mentored youth (See Appendix A *Table 4*). *Figure 2* provides an alternate visualization of the findings in

*Table 4.* *Table 4* gives the results for the thirteen focal outcomes, accounting for school year 2018-19 demographics (age, gender, race/ethnicity, household characteristics), club location, and member attender type (frequency of attendance). All outcomes for mentored youth trend towards higher rates of optimal responses except for *Physical Safety*. First, we find members that received enhanced mentorship within school year 2018-19 were 1.92 times more likely to return the following school year compared to non-mentored members ( $p < .000$ ). Of the nine *Club Experience* outcomes, *Staff Expectations* is the only one found to be statistically significant for the study population. Members receiving enhanced mentoring were 1.64 times more likely ( $p < .042$ ) to report optimal levels of staff expectations, a 7.4%-pt higher rate than those not receiving the intervention. Finally, we find one *youth behavior* outcome to be statistically significant (*fighting*) with members receiving OJP Mentoring considerably less likely ( $OR = 0.27$ ;  $p < .010$ ) to report a fight within the last year compared to members not receiving the intervention; a 16.9%-pt difference between the two groups. It should be noted that the sample size for analysis of this variable was small. Members receiving OJP mentoring also trend towards higher rates of reporting mostly A's and B's ( $OR = 1.78$ ;  $p < .135$ ), narrowly missing significance at the 10% level.

*Table 5* illustrates the demographic and program participation characteristics across the three analytic samples by Teen Center status. Youth in Teen Centers ( $N = 3,076$ ) are similar to non-Teen Center youth ( $N = 1,893$ ) in terms of gender, race/ethnicity, frequency of club attendance, single parent household, and household poverty. More participants are teens in Teen Centers, whereas in non-Teen Centers, a greater proportion of youth served are children.

*Table 6* reports results for the Teen Center analysis. *Table 6* shows bivariate results comparing teenagers served by a Teen Center to those not served by a Teen Center. *Table 6* also reports results of the logistic regressions expressed as odds ratios for youth served in a Teen Center versus youth not served by a designated Teen Center. *Table 6* gives the results for the thirteen focal outcomes,

accounting for school year 2018-19 demographics (age, gender, race/ethnicity, household characteristics), club location, and member attender type (frequency of attendance). First, we find members served by Teen Centers within school year 2018-19 were 1.33 times more likely ( $p < .000$ ) to return the following school year compared to non-Teen Center members. Teen Center members were marginally more likely to have lower truancy ( $OR = 1.08$ ;  $p < .586$ ) and fighting with peers ( $OR = 1.12$ ;  $p < .667$ ), but these findings were not statistically significant. Overall, youth in Teen Centers were less likely to report optimal experiences across multiple outcome categories, including overall club experience ( $OR = .76$ ;  $p < .027$ ),

## Limitations

Qualitative findings from the staff interviews may not be generalizable across other clubs, although attempts were made to conduct interviews at a range of clubs, and themes were highly consistent across interviews. Focus group interviews were limited as a result of COVID-19, so focus group results may not be generalizable across other clubs given the small number of youth and clubs included.

For the quantitative study, limitations exist due to performing analysis on secondary data collected by the BGCMA programs, most notably a small sample size for some survey questions. The NYOI survey is self-reported and may be impacted by social-desirability bias, an effect where the respondent tends to over-report perceived good behaviors and under-report perceived bad behaviors. Youth complete the survey while on-site at the club with peers and club staff. Sampling bias may also be a factor at two levels. First, the research team could not rule out selection bias for those that were chosen to participate in enhanced mentoring. Second, the NYOI is completed by any youth able to participate in the survey towards the end of the school year, which biases the survey sample to those that have remained with the program for most of the program year. Lastly, because of the COVID-19

pandemic, BGCMA sites involved in this study were unable to collect the NYOI survey in 2019-2020, which limited the year-over-year analysis of additional youth outcomes.

## Implications for Policy/Practice/Research

This study conceptualized the components of the OJP Mentoring model implemented at BGCMA and further delineated approaches for youth development programs to consider when implementing group programming alongside mentoring. The research reveals a complex model whereby youth development activities are delivered in conjunction with group mentoring. The OJP Mentoring model is situated within this context and includes the additive element of 1:1 mentoring through an assigned staff mentor. This study offers a novel understanding of this approach and its outcomes for youth and advances the research, policy, and practice surrounding funding of these models. Given the lack of research on this model, the findings here advance knowledge of youth outcomes and lay the groundwork for future studies of this enhanced mentoring approach.

Several effective elements for mentoring youth are in practice by BGCMA, including building strong relationships, incorporating flexible activity-based approaches, selecting high-risk youth, and matching staff to youth based on compatibility (Snyder et al., 2020). Advantages of the BGCMA approach include the training and experience of paid professional staff, a flexible matching process, and the ability of youth to connect with multiple positive adult figures in one setting. Disadvantages of the model may include less 1:1 time for adults and mentees to connect, the club site is the only setting where mentoring is delivered (versus other mentoring models that offer youth opportunities in the community and beyond), and delivery of the intervention is susceptible to turnover and staff training (Snyder et al., 2020); however, as noted in the focus group findings youth may be less susceptible to staff turnover as they still consider staff who have left as family. More research is needed to describe the benefits and drawbacks of the OJP Mentoring model how these factors interplay with program and youth outcomes.



Overall, our results are consistent with prior studies of BGC's general youth development model that show a positive relationship with program retention rates, reduced negative behaviors, positive adult-youth relationships, and positive academic performance (Arbreton et al., 2009; Anderson & Butcher, 2002). Enhanced mentorship correlates with certain youth outcomes in our study population, including higher weekly attendance, retention in the program, increased positive perception of staff expectations, and a decreased physical fighting with peers.

The BGCMA enhanced mentoring model is situated within a collective mentoring context, so developing understanding of the relationships between adult staff and youth mentees is essential, especially among those who receive the additional formal mentoring component. Relationships are cited in multiple qualitative studies of BGC's youth development model as a primary driver of youth and family engagement (Arbreton et al., 2009; Carruthers & Busser, 2000), and the broader body of mentoring literature extensively documents how quality and length of relationships impact youth outcomes (Goldner & Ben-Eliyahu, 2021; DuBois & Karcher, 2013). Regardless of mentoring status at the study sites, club members reported a high level of connectedness with adult club staff. A significant finding from our study shows that mentees experience higher expectations from club staff than their non-mentored peers. All BGCMA youth interact with adult staff and create their own personal connections; however, our study points to a differentiation in experience for OJP mentees. Those selected for OJP Mentoring are more likely to have 'optimal' expectations from staff, which points to enhanced mentorship's impact on high quality relationships, a factor known to influence other positive youth outcomes.

Our data analysis indicates that OJP mentees have higher attendance rates than their non-mentored peers, which may be an indication of stronger mentor-mentee relationships and greater engagement. Since OJP mentees are attending more frequently, they are more exposed to prosocial youth programming and mentoring. In addition to attendance, OJP Mentoring was found to have a position

relationship with several outcome areas. The positive findings related to the participation of teenagers in general, as well as their participation in OJP Mentoring, are further evidence for BGCMA's effective youth engagement strategies. Given the results of the qualitative interviews, BGCMA's emphasis on youth engagement and relationship development, especially in the context of OJP Mentoring, could be explored in future research in order to understand relationships between staff and older youth and associated outcomes.

Furthermore, additional research is needed on the Teen Center model and its impacts given unexpected findings in this study that showed less favorable outcomes for Teen Center participants. Analysis of outcomes for teens served by Teen Centers resulted in findings that were unanticipated and cannot be fully explained in the current study. Data from qualitative interviews with staff and youth indicated positive experiences in clubs that had designated space, staff and programming for teens (Teen Centers). Therefore, BGCMA was interested in quantitatively comparing teen retention and club experience outcomes for clubs with and without Teen Centers. Overall, teens had lower retention rates than the total youth population served, and teens attending clubs with Teen Centers were more likely to return in SY 2019-2020 compared to teens attending clubs without Teen Centers. Teens attending clubs with Teen Centers were less likely to rate their experience as optimal across several aspects of *club experience: Emotional Safety, Fun, and Staff Expectations*. Teens in Teen Centers also reported they were less likely to have earned mostly A's and B's in school. Overall, the trend observed in optimal ratings was lower for teens attending Teen Centers, although findings within the *club experience* elements and outcomes were not statistically significant. Clearly, the influence of Teen Center services, specifically geared to the needs and interests of teenagers, on club experience and outcomes warrants further research. For example, decisions to create Teen Center services may have been driven by greater needs among teen populations at certain clubs; lower levels of optimal club experience may be influenced by other unmeasured characteristics of the clubs and community (local neighborhood, school

system). Also, staff interviews indicated that Teen Center services were impacted by staff turnover and capacity; future research should assess implementation of and participation in Teen Center services. Future research could also delineate variation in sites, including approaches to delivery, staffing, and programming. Lastly, it's unclear whether the NYOI measurement constructs are appropriate for the Teen Center population, delivery model, goals and desired outcomes.

To better understand youth retention in the BGCMA programming, this study analyzed whether youth returned in the following school year. Prior studies of BGCs have mainly emphasized participation rates (weekly attendance rates) within a school year (Anderson & Butcher, 2002; Arbretton et al., 2009; Mentzer et al., 2015). In the current study, when compared to the non-mentored population, OJP mentees were found to have higher average weekly participation rates within the school year (Snyder et al., 2020) and were more likely to return to the club the following year. The findings translate to BGCMA retaining nearly 3 out of 4 members receiving OJP Mentoring versus 2 out of 4 members not receiving the intervention. The higher participation and retention rates among the mentee population have implications for other youth outcomes and warrant additional study. Some BGCs have adopted attendance targets of 1-3 times per week based on prior findings that found a positive link between more frequent attendance and teen outcomes across delinquency, character and citizenship, and healthy lifestyle choices (Arbretton et al., 2009). Teens were found to attend less frequently as they got older, but the majority remained active in the club (Arbretton, et al., 2009). Teens who attended a Teen Center in our study were more likely than their counterparts at non-Teen Center sites to return the following program year. A higher proportion of teens are more likely to be served by OJP Mentoring, and OJP mentees attend more frequently on a weekly basis than non-mentees (Snyder et al., 2020).

Higher program dosage in a single school year and across years has the potential to impact youth growth and development across different stages of childhood and adolescence. Youth who are retained in BGCMA programming and enhanced mentorship receive greater exposure to BGC's positive youth

development opportunities during critical times for growth and learning. Quality relationships with caring adults have been shown to buffer negative socioenvironmental and familial experiences (Cavell & Elledge, 2013; Herrera, et al., 2013). Because of their intense participation level, the mentored youth have the potential to create and maintain positive relationships with caring adults through frequent and prolonged interactions.

Overall, OJP Mentoring has a positive impact on several youth outcomes. Future research should explore multi-year outcomes for youth attending BGC clubs who receive enhanced mentorship to deepen the understanding of the longer-term impacts. More research is needed to also understand mentee selection criteria for enhanced mentoring participation within the BGC context and whether selection bias is an attenuating factor. Additional definition of models and more robust research would inform the development of best practices, policy, and training for this unique program approach. These outcomes align with the overarching program goals at BGC and could provide justification for continued investment by funders, such as OJP/OJJDP, who value prosocial interventions that reduce delinquency and build positive attributes (e.g. academic achievement).

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## Appendix A: Tables and Figures

**Table 1. Demographics for Mentored and Non-Mentored Youth (2018-2019)**

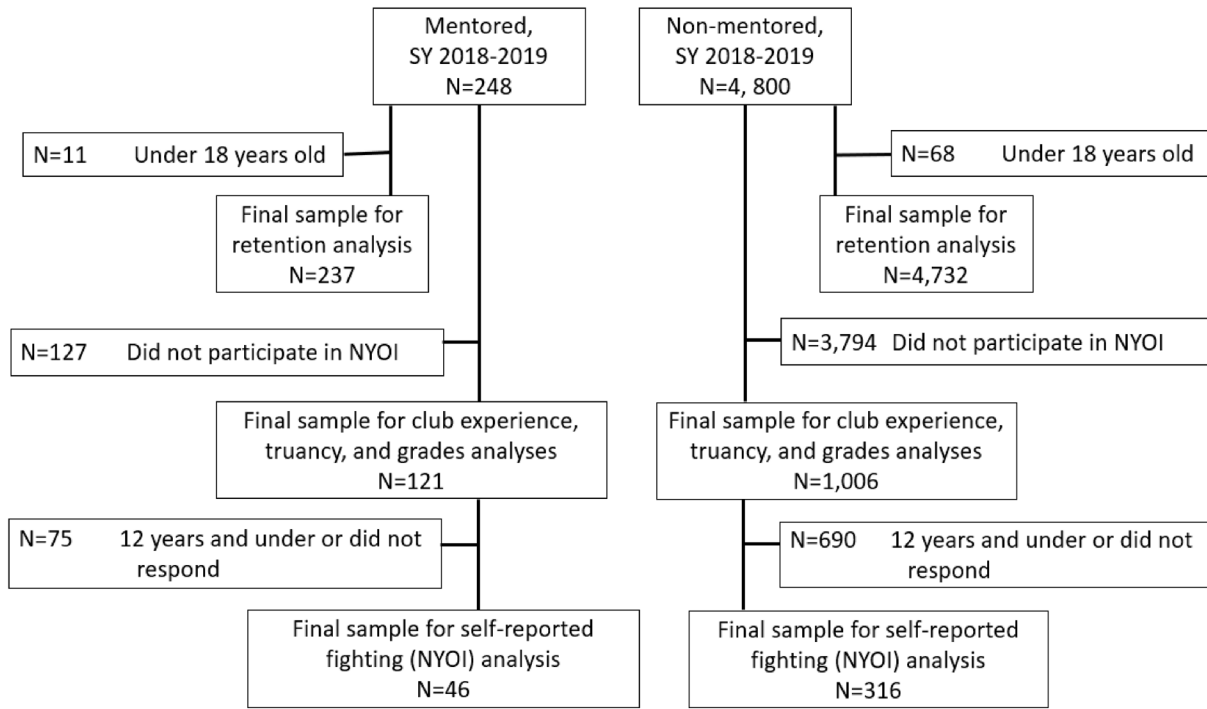
		<b>Table 1 – Club Demographics – OJP-Mentored vs. Non-Mentored</b>		
		Full sample	OJP-Mentored	Non-mentored
		N (%)	N (%)	N (%)
Gender	- female	1,137 (0.47)	116 (0.47)	1,021 (0.47)
	- male	1,274 (0.53)	132 (0.53)	1,142 (0.53)
Race	- African-Am.	1,738 (0.72)	196 (0.79)	1,542 (0.71)
	- Bi-racial	88 (0.04)	9 (0.04)	79 (0.04)
	- Caucasian	198 (0.08)	14 (0.06)	184 (0.09)
	- Hispanic	308 (0.13)	24 (0.10)	284 (0.13)
	- Multi-racial	62 (0.03)	4 (0.02)	58 (0.03)
	- Other	17 (0.01)	1 (0.00)	16 (0.01)
Age Group ***	- child	1,455 (0.60)	119 (0.48)	1,336 (0.62)
	- teen	955 (0.40)	129 (0.52)	826 (0.38)
Single-Parent**	-yes	1,814 (0.75)	199 (0.80)	1,615 (0.75)
Household	-no	597 (0.25)	49 (0.20)	548 (0.25)
Household Poverty	- <=100%	1,116 (0.46)	108 (0.44)	1,008 (0.47)
	- 101%-200%	799 (0.33)	82 (0.33)	717 (0.33)
	- 201%-300%	289 (0.12)	35 (0.14)	254 (0.12)
	- Above 300%	206 (0.09)	23 (0.09)	183 (0.08)
Teen Center	- No Teen Center	832 (0.35)	77 (0.31)	755 (0.35)
	- Teen center	1,579 (0.65)	171 (0.69)	1,408 (0.65)
<i>Total Members (N)</i>		2411	248	2163
<i>*p&lt;0.1 **p&lt;0.05 ***p&lt;0.01</i>				

**Table 2. Attendance Rates for OJP-Mentored Youth versus Non-Mentored Youth**

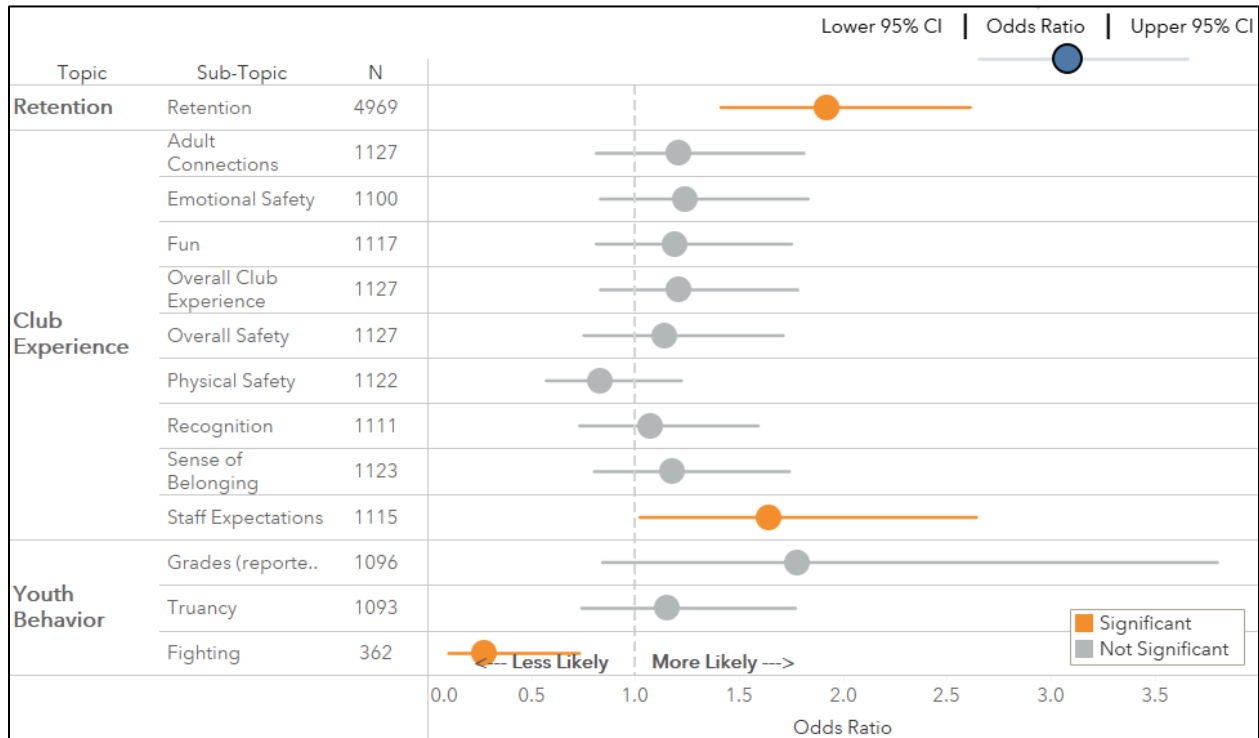
		<b>Table 2 Attendance Rates – OJP-Mentored v. Non-Mentored</b>		
		Full sample	OJP-Mentored	Non-mentored
		N (%)	N (%)	N (%)
Attendance***	- 1x/week	408 (0.17)	8 (0.03)	400 (0.18)
	- 2x/week	627 (0.26)	47 (0.19)	580 (0.27)
	- 3x/week	1,376 (0.57)	193 (0.78)	1,183 (0.55)
<i>Total Members (N)</i>		2411	248	2163
<i>***p&lt;.001</i>				

Tables 1 & 2 Source: Snyder, A. McGarrie, L. Oliver, C., Heberlein, E., Napierala, E. (2020). Effective mentoring at Boys & Girls Club of Metro Atlanta: A mixed methods study. *The Chronicles of Mentoring & Coaching*, 13 (1), 389-394.

**Figure 1. Total Study Sample and Adjusted Sample Sizes by Variable**



**Figure 2. Differences in retention rates, club experience, and youth behavior among OJP mentees and non-mentored youth**





**Table 3. Demographics by Enhanced Mentoring Participation and Outcome**

Demographic	Retention		NYOI Survey		Fighting	
	Non-Mentored	Mentored	Non-Mentored	Mentored	Non-Mentored	Mentored
Total N (%)	4732 (.95)	237 (.05)	1006 (.89)	121 (.11)	316 (.87)	46 (.13)
Teen Center	2916 (.95)	160 (.05)	<b>571 (.88)</b>	<b>81 (.12)</b>	<b>194 (.84)</b>	<b>36 (.16)</b>
Attender Type						
1x/2x per week	<b>2106 (.45)</b>	<b>50 (.21)</b>	167 (.17)	17 (.14)	90 (.28)	11 (.24)
3x per week	<b>2626 (.55)</b>	<b>187 (.78)</b>	839 (.83)	104 (.86)	226 (.72)	35 (.76)
Age Group						
Child	<b>2912 (.62)</b>	<b>119 (.50)</b>	532 (.53)	55 (.45)	-	-
Teen	<b>1820 (.38)</b>	<b>118 (.49)</b>	474 (.47)	66 (.55)	316 (1.00)	46 (1.00)
Gender						
Female	2249 (.47)	113 (.47)	521 (.52)	55 (.45)	156 (.49)	20 (.43)
Male	2483 (.52)	124 (.52)	485 (.48)	66 (.54)	160 (.51)	26 (.57)
Race/Ethnicity						
Black	3873 (.82)	187 (.78)	854 (.85)	99 (.82)	277 (.88)	37 (.80)
White	249 (.05)	13 (.05)	47 (.05)	9 (.07)	14 (.04)	3 (.07)
Hispanic	362 (.08)	23 (.09)	61 (.06)	9 (.07)	13 (.04)	4 (.09)
Other	248 (.05)	14 (.05)	44 (.04)	4 (.03)	12 (.04)	2 (.04)
Single Parent HH	3717 (.79)	191 (.81)	780 (.78)	94 (.78)	<b>237 (.75)</b>	<b>28 (.61)</b>
HH In Poverty	2228 (.47)	103 (.44)	412 (.41)	55 (.46)	111 (.35)	19 (.41)
Values in bold are significant at the .05 level (Chi-Square Test of Independence)						

**Table 4. Logistic Regression Analysis Examining Difference in Youth Outcomes Between Mentored and Non-Mentored Youth**

Variable	N (%) <sup>†</sup>		Odds Ratio	95% CI	P-Value
	Mentored	Non-mentored			
<b>Retention</b> (returned SY2019-20)	174 (.70)	2452 (.51)	1.92	1.41, 2.61	0.000
<b>Sense of Belonging</b>	55 (.46)	410 (.41)	1.18	0.80,1.74	0.398
<b>Emotional Safety</b>	51 (.44)	373 (.38)	1.24	0.83,1.83	0.293
<b>Physical Safety</b>	63 (.52)	572 (.57)	0.83	0.56,1.22	0.344
<b>Overall Safety</b>	40 (.33)	301 (.30)	1.14	0.75,1.71	0.542
<b>Fun</b>	58 (.49)	447 (.45)	1.19	0.81,1.75	0.382
<b>Adult connections</b>	79 (.65)	605 (.60)	1.21	0.81,1.81	0.354
<b>Staff expectations</b>	93 (.80)	716 (.72)	1.64	1.02,2.64	0.042
<b>Recognition</b>	64 (.54)	521 (.53)	1.07	0.73,1.59	0.719
<b>Overall Club Experience</b>	57 (.47)	423 (.42)	1.21	0.82,1.78	0.325
<b>Grades</b> (reported mostly A/B's for past year)	110 (.93)	880 (.90)	1.78	0.84,3.79	0.135
<b>Truancy</b> (Skipped school in past month)	33 (.28)	254 (.26)	1.15	0.74,1.77	0.536
<b>Fighting</b> (Involved in a fight within prior year)	5 (.11)	88 (.28)	0.27	0.10,0.73	0.010
†Club experience percentages reflect “optimal” responses					

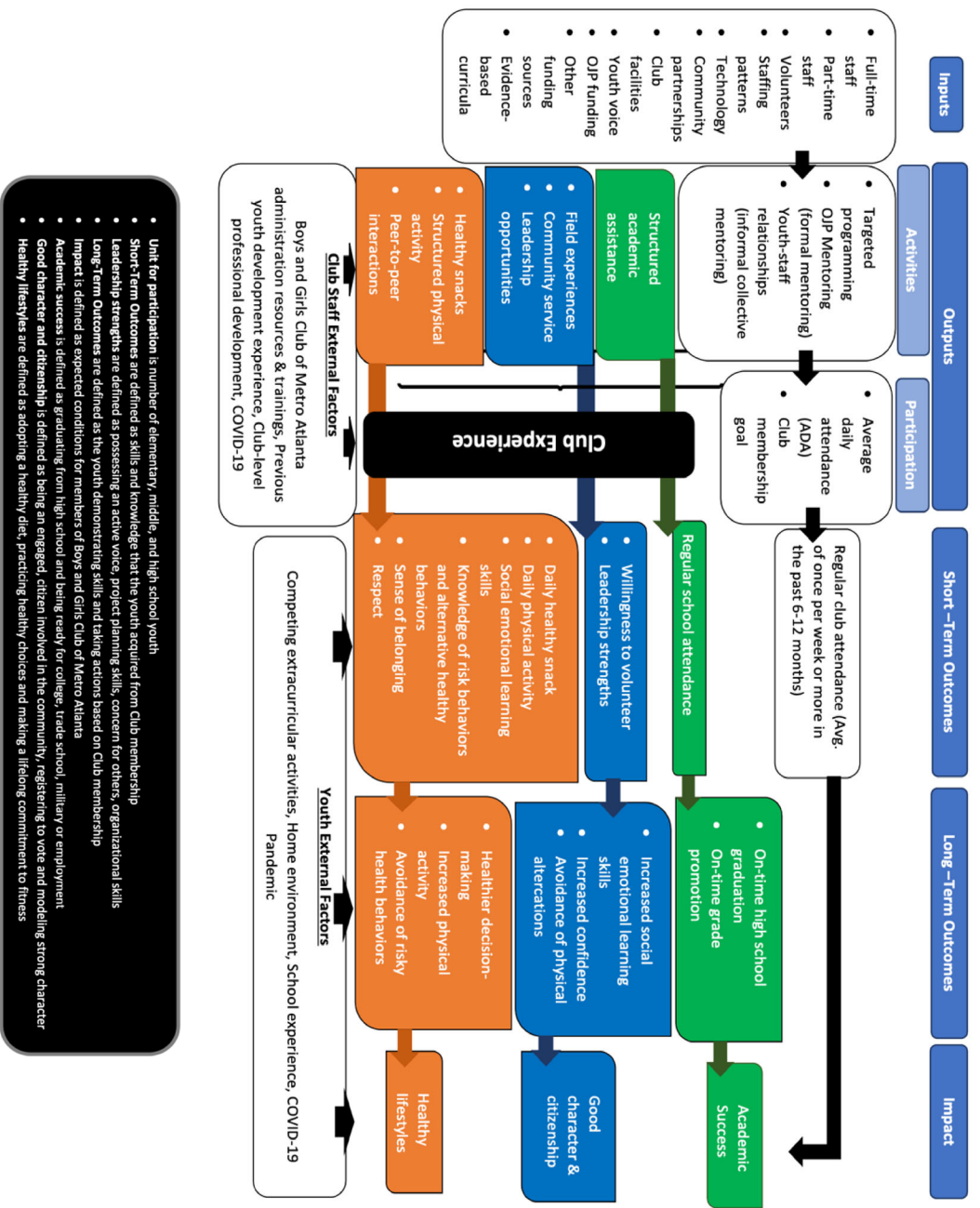
**Table 5. Demographics of Youth Served by Teen Centers and Non-Teen Centers**

Demographic	Retention		Survey		Fighting	
	Non-Teen Center	Teen Center	Non-Teen Center	Teen Center	Non-Teen Center	Teen Center
Total N (%)	1893 (.38)	3076 (.62)	475 (.42)	652 (.58)	132 (.36)	230 (.64)
Attender Type						
1x/2x per week	<b>766 (.41)</b>	<b>1390 (.45)</b>	82 (.17)	102 (.16)	43 (.33)	58 (.25)
3x per week	<b>1127 (.59)</b>	<b>1686 (.55)</b>	393 (.83)	550 (.84)	89 (.67)	172 (.75)
Mentored	77 (.04)	160 (.05)	<b>40 (.08)</b>	<b>81 (.12)</b>	<b>10 (.08)</b>	<b>36 (.16)</b>
Age Group						
Child	<b>1242 (.66)</b>	<b>1789 (.58)</b>	261 (.55)	326 (.50)	-	-
Teen	<b>651 (.34)</b>	<b>1287 (.42)</b>	214 (.45)	326 (.50)	-	-
Gender						
Female	898 (.47)	1464 (.48)	238 (.50)	338 (.52)	70 (.53)	106 (.46)
Male	995 (.53)	1612 (.52)	237 (.50)	314 (.48)	62 (.47)	124 (.54)
Race						
Black	<b>1377 (.73)</b>	<b>2683 (.87)</b>	<b>372 (.78)</b>	<b>581 (.89)</b>	<b>104 (.79)</b>	<b>210 (.91)</b>
White	<b>197 (.10)</b>	<b>65 (.02)</b>	<b>39 (.8)</b>	<b>17 (.03)</b>	<b>11 (.08)</b>	<b>6 (.03)</b>
Hispanic	<b>217 (.12)</b>	<b>168 (.06)</b>	<b>46 (.10)</b>	<b>24 (.04)</b>	<b>10 (.08)</b>	<b>7 (.03)</b>
Other	<b>102 (.05)</b>	<b>160 (.05)</b>	<b>18 (.04)</b>	<b>30 (.04)</b>	<b>7 (.05)</b>	<b>7 (.03)</b>
Single Parent HH	<b>1401 (.74)</b>	<b>2507 (.82)</b>	356 (.75)	518 (.80)	90 (.68)	175 (.76)
HH In Poverty	<b>926 (.49)</b>	<b>1405 (.46)</b>	212 (.45)	255 (.39)	50 (.38)	80 (.35)
Values in bold are significant at the .05 level (Chi-Square Test of Independence)						

**Table 6. Logistic Regression of Retention, Club Experience, and Youth Behaviors by Teen Center Status**

Variable	N (%) <sup>†</sup>		Odds Ratio	95% CI	P-Value
	Teen Center	Non-Teen Center			
<b>Retention</b> (returned SY2019-20)	1671 (.54)	949 (.50)	1.30	1.15, 1.48	0.000
<b>Sense of Belonging</b>	253 (.39)	212 (.45)	0.75	0.58, 0.96	0.024
<b>Emotional Safety</b>	224 (.35)	200 (.44)	0.70	0.54, 0.90	0.006
<b>Physical Safety</b>	352 (.54)	283 (.60)	0.79	0.61, 1.01	0.063
<b>Overall Safety</b>	180 (.28)	161 (.34)	0.74	0.57, 0.96	0.029
<b>Fun</b>	266 (.41)	239 (.51)	0.69	0.54, 0.88	0.003
<b>Adult connections</b>	397 (.61)	287 (.60)	0.98	.076, 1.26	0.867
<b>Staff expectations</b>	455 (.71)	354 (.75)	0.79	0.60, 1.04	0.091
<b>Recognition</b>	316 (.49)	269 (.58)	0.72	0.56, 0.92	0.008
<b>Overall Club Experience</b>	260 (.40)	220 (.46)	0.76	0.59, 0.97	0.027
<b>Grades</b> (reported mostly A/B's for past year)	563 (.89)	427 (.92)	0.62	0.40, 0.97	0.034
<b>Truancy</b> (Skipped school in past month)	170 (.27)	117 (.25)	1.08	0.82, 1.43	0.586
<b>Fighting</b> (Involved in a fight within prior year)	60 (.26)	33 (.25)	1.12	0.66, 1.90	0.667
†Club experience percentages reflect “optimal” responses.					

# Appendix B: BGCMA OJP Mentoring Logic Model



## Appendix C: NYOI Club Experience Elements

Sample survey elements from the National Youth Outcomes Initiative 2018

Outcome	Questions	Answer responses
<b>Sense of Belonging</b>	<ul style="list-style-type: none"> <li>• I feel like I belong here.</li> <li>• I feel like my ideas count here.</li> <li>• People listen to me here.</li> </ul>	<p>Strongly Agree, Agree, Disagree, Strongly Disagree</p>
<b>Emotional Safety</b>	<ul style="list-style-type: none"> <li>• People make sure rules about how we treat each other are followed.</li> <li>• I feel respected by staff at the Boys &amp; Girls Club.</li> <li>• I feel respected by other kids at the Boys &amp; Girls Club.</li> <li>• This Boys &amp; Girls Club has rules for how people are supposed to treat each other</li> </ul>	<p>Strongly Agree, Agree, Disagree, Strongly Disagree</p>
<b>Physical Safety</b>	<ul style="list-style-type: none"> <li>• I feel safe when I am at the Boys &amp; Girls Club.</li> <li>• If someone wanted to hurt me or beat me up here, someone at the Boys &amp; Girls Club would stop them.</li> <li>• Compared to when you are hanging out somewhere else, how safe do you feel when you are hanging out at the Boys &amp; Girls Club?</li> </ul>	<p>All of the Time, Most of the Time, Sometimes, Never            All of the Time, Most of the Time, Sometimes, Never            A Lot More Safe, A Little More Safe, Just as Safe, A Little Less Safe, A Lot Less Safe</p>
<b>Overall Safety</b>	<p>Combination of emotional and physical safety</p>	
<b>Fun</b>	<ul style="list-style-type: none"> <li>• At the Club, I have a good time.</li> <li>• I enjoy coming to the Boys &amp; Girls Club.</li> <li>• I have more fun at the Boys &amp; Girls Club than other places I spend time</li> </ul>	<p>Not At All True, Not Very True, Sort of True, Very True</p>
<b>Adult connections</b>	<ul style="list-style-type: none"> <li>• About how many staff at the Boys &amp; Girls Club...</li> <li>• ...pay attention to what's going on in your life?</li> <li>• ...would say something to you if something in your life wasn't going right?</li> <li>• ...say something nice to you when you do something good?</li> <li>• ...could you talk to if you are upset or mad about something?</li> <li>• ...could you go to for help in a crisis?</li> <li>• ...could you go to if you need advice about personal problems?</li> </ul>	<p>None, One, Two or Three, More than Three</p>
<b>Staff expectations</b>	<ul style="list-style-type: none"> <li>• At the Club, there is an adult who believes that I will be a success.</li> <li>• At the Club, there is an adult who expects me to follow the rules.</li> <li>• At the Club, there is an adult who always wants me to do my best.</li> </ul>	<p>Not At All True, Not Very True, Sort of True, Very True</p>

Recognition	<ul style="list-style-type: none"> <li>• At the Club, staff reward me when I do a good job.</li> <li>• At the Club, staff let others know when I do a good job</li> <li>• At the Club, staff notice when I try hard.</li> </ul>	Not At All True, Not Very True, Sort of True, Very True
Overall club experience	Combination of all above factors.	

## Appendix D: Effective Mentoring at Boys & Girls Clubs of America: A mixed methods study

Separate Attachment pdf