The Research Alliance for New York City Schools

Focus on Mentee-Mentor Relationships
The 10th Grade Implementation of iMentor's College Ready Program

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APPENDIX A: MENTOR SURVEY CONSTRUCT ITEMS

The following table lists the constructs and alphas for the survey administered to mentors at the end of their mentee's 10th grade year. See our previous report, *Bringing Together Mentoring, Technology, and Whole School Reform: A First Look at the iMentor College Ready Program* (2015), for similar information on the student survey.

Construct	Items	Response Range	Cronbach's Alpha
Satisfaction with iMentor Support	How satisfied are you with… iMentor training prior to beginning my match? iMentor training after my match started? opportunities to interact with other mentors? opportunities to interact with other pairs? the frequency of guidance/support from my PC? the quality of the guidance/support from my PC? iMentor curriculum (e.g., email prompts)? iMentor mentor-mentee events?	1-Very dissatisfied 2-Somewhat dissatisfied 3-Somewhat satisfied 4-Very satisfied	0.86
I feel effective as a mentor	How effective are you at… being a positive role model for your mentee? helping your mentee develop career interests? helping your mentee cope with stresses or other life difficulties? helping your mentee develop positive relationships with others? sustaining a positive relationship with your mentee for four years? helping your mentee understand the importance of college? helping your mentee improve critical thinking skills? helping your mentee improve literacy (i.e., reading and writing) skills? helping your mentee learn how to manage school projects more effectively? helping your mentee improve communication skills?	1-Very ineffective 2-Somewhat ineffective 3-Somewhat effective 4-Very effective	0.94

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Construct	Items	Response Range	Cronbach's Alpha
Similar to mentee	To what extent is your personal background similar to your mentee's… socioeconomic background? cultural background? family background (e.g., number of parents and/or children in household, family dynamics)? social challenges (e.g., peer difficulties)? academic challenges?	1-Not at all similar 2-Not very similar 3-Somewhat similar 4-Very similar	0.76
Trust/Enjoy mentee	I look forward to the time I spend with my mentee. My relationship with my mentee is important to me. I enjoy talking with my mentee. I trust my mentee. I feel comfortable with my mentee.	1-Not at all true 2-A little true 3-Pretty true 4-Very true	0.87
Growth Goals	My mentee and I spend time working on how s/he can improve as a person. I help my mentee to set and reach goals. My mentee and I work on projects together. My mentee and I accomplish a lot of things together. My mentee and I talk about how to solve problems. Learning new things together is an important part of our relationship.	1-Not at all true 2-A little true 3-Pretty true 4-Very true	0.89
Negative Relations	My mentee and I… get upset or mad at each other. disagree with each other. argue with each other. say mean or harsh things to each other. put each other down. criticize each other. get on each other's nerves. make each other feel stupid. get annoyed with each other's behavior.	1-Never 2-Rarely 3-Sometimes 4-Often 5-Always	0.81

APPENDIX B: QUALITATIVE DATA COLLECTION AND ANALYSIS METHODS

This section describes the data collection and analytic processes used for the interviews featured in this report. Our qualitative data collection occurred during the spring of the 2014-2015 school year in all eight iMentor evaluation schools.

Data Collection

We conducted interviews with:

- The iMentor point person (a school staff member who assists in implementing iMentor) at all eight schools;
- The Program Coordinator (PC) at six schools (two PCs declined to be interviewed); and
- The three Program Directors (PD) assigned to the eight schools.

Interviews were based on protocols developed by the research team. The protocols can be found starting on page 4. Interviews with the point persons and PCs were conducted at schools. Interviews with PDs were conducted on NYU's campus. All interviews were audio recorded and transcribed.

Data Analysis

Interview data was analyzed through of a three-step process designed to lead researchers from initial reflections to fine-grained analysis of major themes emerging from iMentor's implementation in the eight schools:

1. *Reflection memos.* Within two days of each interview, researchers completed a reflection memo for each interview, in which they provided loosely structured comments about each topic addressed in the interview protocol.
2. *Transcript coding.* Based on codebooks used in the previous year of fieldwork and a review of reflection memos, the researchers developed a separate codebook for each interview protocol with which to analyze the transcript data. The initial codebooks were refined after one round of trial coding of one transcript from each of the three corresponding codebooks. The research team then used these codes to analyze each interview transcript.
3. *Thematic outlines.* After all transcripts were coded, researchers met to discuss common themes. Two researchers then used the coded transcripts to create an outline of findings related to major themes and sub-themes.

Strengths and Limitations of this Approach

Our intention was to obtain a broad understanding of the implementation of the iMentor program across different types of school contexts. The data provided us additional insight into the program implementation beyond the data we collected from iMentor's online platform. Using structured interview protocols and recording all sessions allowed us to elicit descriptions from which we could better understand what iMentor looked like in practice.

Of course, there are inherent limitations to collecting and analyzing qualitative data. In this case, one limitation is that we only interviewed two people per school. Second, we interviewed each research subject only once, and we decided not to adjust our interview protocols during our fieldwork, in an attempt to keep our questions standardized across subjects and schools. Without a follow-up interview or adjusted protocols, we may have missed the opportunity to dig deeper into certain areas of interest.

iMentor Point Person Interview Protocol

Program

- Can you describe the iMentor program in your school?
- What are its strengths and weaknesses?
- How has the program changed from 9th grade to 10th grade?

Delivery/teaching

- Can you describe how the PC leads the class?
- Can you describe any feedback you or any other school staff has given to the PC?
    - Probe: Feedback related to instruction/how they run the class.
- What additional feedback would you give the PC about their teaching?
- What do you think students are learning in the iMentor class? How do you know?
- Have you supported the classroom instruction? If so, how?
- Can you tell me about a lesson that went particularly well? Poorly? What happened?
- Can you describe what teachers do in the 10th grade iMentor class?
    - Probe: What are their responsibilities?

Events

- Do you attend iMentor events? Why or why not?
- If yes, what happens during events?
- What do students learn during events?
- Can you tell me about an event that went particularly well? Poorly? What happened?

Collaboration/Program Integration
- What are your responsibilities as your school's point person for iMentor?
    - Probe: How do you work with the PC? Program Director? Other iMentor Staff?
- Do you find it helpful to have a PC working in your school? Why or why not?
- How well do you think your PC is integrated in your school? (Clarification: Are they treated the same as any other teacher in the school?)
    - Probe: Do you think they should be? How would you improve the integration?
- One of iMentor's goals is to have deep partnerships with schools and have the program be embedded within the school. Do you think iMentor is achieving that goal?

School Culture
- Schools often work with external partners, and these partnerships can be easier or more difficult to implement in the school. What about your school makes it easier or more difficult to implement iMentor?
    - Probe: Running the class? Emails? Events?
- Does the iMentor program feel like its part of the school or a separate add-on program?

Satisfaction
- Do you think your school should continue offering iMentor? Why or why not?
- Will you remain the iMentor point person? Why or why not?
    - How much time do you spend on the iMentor program?
    - Do you wish you could spend more or less time? Why?
- Do you notice any changes in your students who have iMentor? Can you give an example?
- How has your job (roles and responsibilities) changed since the introduction of iMentor at the school? How do you think your school has changed?
- How could the iMentor program be improved?
- Would you recommend the iMentor program to other schools? Why or why not?
- What kind of schools could implement iMentor successfully?
    - Probe: Schools with good attendance? Smaller schools?

Closing
- Is there anything that you've said that you would like to amend?
- Is there anything we haven't asked that you want to talk about?
- Is there anything else you think we should know?

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iMentor Program Coordinator (PC) Interview Protocol

Background

- How long have you been a PC?
- What was your professional experience before becoming an iMentor Program Coordinator?
  - How do you think that experience helped inform your role now?
- Can you describe the training you received from iMentor?
- Are you a PC for any other grades or schools?
- How many pairs do you manage?

Student-Mentor Matches

- How do you support pairs?
  - Probe: How do you provide individualized attention to the matches?
- Can you tell us about iMentor's case management approach?
  - Probe: Focus list? Case-conferencing with other PCs?
- Can you tell me about one of your most successful pairs? Most challenging pairs?
- How many of your students are unmatched? Why? What do you do with them?

Working with Schools:

- Please describe the school you work in. How long have you worked there?
  - Probe: What is the culture like? How is this school different from other schools?
- What aspects of this school make implementing iMentor more or less challenging?
- How would you describe your relationships with school staff?
- One of iMentor's goals is to have deep partnerships with schools and have the program be embedded within the school. Do you think iMentor is achieving that goal?
  - Probe: Do you participate in non-iMentor related school activities? Staff meetings? Field trips?
- What changes or improvements would you like to see for next year to promote a better relationship with schools?

Curriculum Delivery:

- Can you tell us about the 10th grade iMentor curriculum?
  - What are students supposed to learn? Do they? How do you know?
- What, if any, modifications did you make to the iMentor curriculum?
  - In retrospect, is there anything you would like to change?

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- - Probe: Which lessons stand out as the most engaging for students? What about least engaging? Why and how can you tell?
- What particular challenges have you experienced in implementing the curriculum in your schools?
  - Have you had to cancel any classes this year due to school closings or other reasons?
  - Probe: How is student behavior in your classes?
- What are your strengths as an instructor? Weaknesses?

Emails/Events

- Can you tell us about the emails between mentees and mentors?
- How would you describe a high-quality mentee email? Mentor email?
- Are students generally sending high-quality emails?
- How do you handle situations with students not writing their emails during class? Not answering the prompts?
- What is a successful event?
- What particular challenges have you experienced in implementing the events in your school?

Program Director/Program Assistant

- Can you describe your relationship with your Program Director?
  - In what ways do they support you?
  - (If applicable) How is this position different from the previous Program Manager position?
- Can you describe your relationship with your Program Assistant?
  - In what ways do they support you?

Satisfaction

- How long do you plan to stay in your role as a PC? Why?
- To what extend do you feel autonomy in your role?
- Has your experience this year being a PC met your expectations? How?

Closing

- Can you describe any general improvements you would make to the iMentor program?
- Is there anything we haven't asked that you want to talk about?
- Is there anything else you think we should know?

iMentor Program Director (PD) Interview Protocol

Role

- Can you describe your role and responsibilities as a Program Director?
    - Probe: How many PCs do you manage? Approximate number of pairs?
- In what ways do you collaborate with other PDs?
    - Do you share best practices? Could you give an example?

Background

- How long have you been working at iMentor?
    - Probe: Did you hold any previous roles at iMentor?
- What was your professional experience before becoming an iMentor Program Director?
    - How has that experience helped inform your role now?
- Can you describe the training you received from iMentor?

Working with PCs/Director of School Partnerships

- Can you describe your relationship with each 10th grade PC that you support?
    - What types of supports or strategies do you use to support PCs?
- How do you use the PC observation protocol?
- Can you describe any challenges you experience managing PCs?
- Can you describe how you use the iMentor platform?
    - Can you tell us how you use the data on the iMentor platform to provide feedback to PCs? To support PCs?
    - Probe: Do you use it to support pairs? How often do you use it?

Working with Schools

- Please describe the schools you work with?
    - Probe: How often are you at the schools?
- How would you describe your relationships with school staff?
- One of iMentor's goals is to have deep partnerships with schools and have the program be embedded within the school. Do you think iMentor is achieving that goal?
- How do you maintain relationships and monitor activities at the partner schools?
    - How could this be improved?
- What changes or improvements would you like to see for next year to promote a better relationship with schools?

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Curriculum Delivery

- Can you tell us about the 10th grade iMentor curriculum?
  - What are students supposed to learn? Do they? How do you know?
- How do you support PCs in lesson planning? Classroom instruction?
- What particular challenges are there to teaching the curriculum to students at each partner school?

Events

- Do you attend the 10th grade iMentor events?
- Can you tell us about the 10th grade iMentor events?
- How do you help PCs plan the events?
- In retrospect, is there anything you would like to change about the events?
- What particular challenges have you or the PCs experienced in planning and facilitating the events in your schools?
  - Probe: Attendance? Time in between school and events? Space?

PC Turnover

- PC turnover this year is high. What are the implications for curriculum delivery? Students? Relationships with schools?
- How do you think PC turnover could be reduced?

Closing

- Can you describe any general improvements you would make to the iMentor program?
- Is there anything we haven't asked that you want to talk about?
- Is there anything else you think we should know?

APPENDIX C: METHODS FOR ESTIMATING THE RELATIONSHIP BETWEEN RELATIONSHIP CLOSENESS AND KEY ACTIVITIES

We designed a fixed effect regression model to explore whether the type and amount of participation in key iMentor activities relates to the closeness of students' relationship with their mentor at the end of 10th grade. We used a student-level, school fixed effects model which only included students who had the opportunity to be involved with iMentor. We used school fixed effects to control for differences between the eight evaluation schools. We also controlled for additional student characteristics enumerated below using variables from NYC Department of Education administrative data as well as other measures from the iMentor survey.

Model:

$$Outcome_i = INT + SCH_i + Female_i + EventTot_i + EmailPP_i + Phone_i + Texting_i + e_i$$

$Outcome_i$ = Student measure of relationship closeness

SCH_i = School fixed effect

$Female_i$ = Indicator of being female

$EventTot_i$ = Number of total events attended

$EmailPP_i$ = Percent of emails sent between students and their mentors out of possible emails

$Phone_i$ = Indicator that students have spoken on the phone with their mentor (0/1)

$Texting_i$ = Indicator that students text with their mentor (0/1)

$Race_i$ = Indicator of race/ethnicity category from follow-up survey (i.e. Asian, Black, Latino, White, or Other), the reference group is Black

e_i = error

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