

Project Coordinator Expectations

SUMMARY

The purpose of this position is to work with a Steering Committee to coordinate the regional component of this multi-activity project that focuses on building capacity for mentoring boys in a way that helps them avoid mental health problems, including addiction. Activities will include:

- Supporting and coordinating meetings of the Steering Committee, including scheduling, agenda development, minute-taking, distribution of relevant information, and managing and updating the work plan (Appendix 1)
- Creating a long-term framework for building mentorship and engagement of at-risk boys, including an online community, links between local initiatives, mentor training, a resource bank, and supported peer learning.
- Hosting a regional event (Mentors Make a Difference) for partner agencies; recreation, youth and arts organizations; and interested male volunteers. It will include mentor training, resource sharing, engaging activity, and participants will be asked for advice on design of a long-term framework for mentorship. (Expertise for the event is committed from Big Brothers Big Sisters and Boys and Girls Clubs - both in Cranbrook - and the Columbia Basin Trust.)
- Providing follow-up sessions in local communities to enhance mentor training and link the learning regionally.
- Coordinating the evaluation of the project and its components (Appendix 2)
- Developing a sustainability plan (Appendix 3)

HOURS AND DURATION

- Approximately 400 hours in 2011-2012 and about 225 in the first six months of fiscal 2012-2013. (an average of 9 hours per week for about 70 weeks)
- Until September 30, 2012

COMPENSATION

- \$14,000 for 400 hours in 2011-2012, starting in May and going to March
- \$8,000 for 225 hours in 2012, from April to September

CONTRACT DETAILS

The successful applicant will act as a private contractor and will be responsible for providing necessary office equipment, telephone and Internet access. The contractor will be required to have a valid BC Driver's Licence and provide her or his own vehicle. The project Steering Committee usually meets in Nelson but may meet periodically at other locations in the Kootenay Boundary area.

REPORTING RELATIONSHIP

The successful candidate will report directly to the Director of KBCSC (or designate). Ongoing project direction and guidance will be from the project Steering Committee.

Appendix 1: PROJECT TIMELINE

OVERALL PROJECT TIMELINE: April 15, 2011 to September 30, 2012.

1. ORGANIZATION: Executive Sponsor and Advisory Committee finalize detailed work plan; learning and monitoring framework; financial management processes; and communications network (including a web platform). BY APRIL 30, 2011
2. COORDINATION: Overall project coordinator in place and local coordinator/conveners in place or hiring underway. BY MAY 15, 2011
3. PARTNERS/ENGAGEMENT: Regional event and local project partners understand roles and commitments and are integrated into ongoing local/regional systems. Contributors to original proposal receive update on the project and invitation to contribute further. BY MAY 15, 2011
4. EVALUATION and LEARNING PROCESS: Evaluation model, including baseline and ongoing indicator systems and regional learning mode (with opportunities for peer learning) in place. BY JUNE 15, 2011
5. ONGONG REGIONAL FRAMEWORK PLANNED: Regional mentoring development model in place; region-wide event agenda, invitations, presenters/activities confirmed; logistics and organization in place. Follow up meetings in communities scheduled. BY JUNE 30, 2011
6. EVENT: Mentors Make a Difference event held - resulting recommendations and follow-up activities incorporated into regional model and rolled out at the community level. BY OCTOBER 31, 2011
7. FOLLOW-UP COMMUNITY EVENTS OR ACTIVITIES: Community sessions have been held. BY DECEMBER 31, 2011.
8. LOCAL INITIATIVES: Five local projects planned, developed and underway, with reporting/learning systems. This includes hiring, establishing steering groups, introducing mentor development, increasing access to supportive activities for boys, and identifying and supporting individual boys at risk; BY JULY 1, 2011 & ongoing to AUGUST 2012 (or beyond).
9. EVALUATION AND LEARNING: Evaluation and learning framework with ongoing data collection and two explicit learning meetings - when project leaders, partners and participants will provide input for adaptation/adjustment and possible spread. BY AUGUST 31, 2012.
10. FINAL REPORT AND TRANSITION TO ONGOING WORK: Final report to CAI, partners, communities and adult participants. Shift to ongoing capacity building - through the mentoring model now established in the region and the adaptation and spread of local projects. BY SEPTEMBER 30, 2012

Appendix 2. EVALUATION PLAN

The evaluation plan incorporates 2 types of evaluation and both levels of the project (region-wide and local initiatives). An explicit learning process will also be built into the evaluation framework. The types of evaluation and the basic questions that they address are the following:

1. Process: Did we do what we said we would and how well did we do it?
2. Summative: Did we achieve what we hoped to, and can the work be effectively expanded or spread to other locations?

A logic model diagram is attached that illustrates the rationale used in planning the project. The evaluative questions and steps below relate to the diagram. These questions are focused primarily at measuring the outputs and the short-term results (1 year to 18 months).

IMPORTANT EVALUATIVE ASSUMPTION:

The project duration is 18 months and likely somewhat less for the local initiatives. This means the long-term outcome evaluation question, "Did this project reduce the rate of mental illness and addictions in men?" will not be answered during the life of the funded project. However, based on evidence of good practice for improving health outcomes for boys (influence of mentors and transformative activity), it is possible to make this assumption: "A project that increases and sustains effective mentoring for young at-risk boys will affect their health outcomes positively."

EVALUATIVE QUESTIONS AND ACCOMPANYING PROCESSES:

A. PROCESS EVALUATION:

(Did we do what we said we would and how well did we do it?)

QUESTION 1: How will we know we succeeded with the regional event, Mentors Make a Difference?

- Track and count the number of attendees, their geographic diversity and the range of organizations involved. (Quantitative)
- A post-event survey to judge success against the event's objectives. (Qualitative)
- Ask for feedback in the community follow-up sessions. (Qualitative)

QUESTION 2: Did we train mentors in the region - and how well?

- At 12 months - # new mentors trained, # existing mentors (coaches etc.) trained. (Quantitative)
- Measure depth and extent of learning via survey of trainees. (Qualitative)
- Interview number of mentors at 12 months for what is working and what needs improvement.

QUESTION 3: Are we reaching boys directly with mentors and interesting activities?

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- Track # boys engaged in activities with mentors, by location, frequency and type of activity.
- Track # boys receiving individual 'case management' support by location and frequency.

QUESTION 4: How will we know that a regional framework and support for increasing mentoring is in place for the long-term?

- 6 months, 12 months and 18 months - review the effectiveness and composition of the Advisory Committee through internal review. (Qualitative and quantitative)
- Is there an online network in place (6 months) and what are its user stats? (Quantitative)

B. SUMMATIVE EVALUATION

(Did we achieve what we hoped to and can the work be expanded or spread to other similar locations?)

QUESTION 1: How successful are each of the 5 community initiatives at providing mentorship to at-risk boys? Are we influencing boys positively through effective mentoring?

- Each project will be evaluated externally through a case study provided by the local proponents, by external evaluator interviews with project partners, and through analyzing the data on mentors and boys noted above.

QUESTION 2: Which elements of the project should be expanded or spread - and how?

- The Regional Advisory Committee will host two learning sessions (near 6 months and 12 months) to review progress and explore the feasibility of spreading projects that appear successful.
- The external evaluator will assess local projects and data on regional infrastructure (Q4 under Process Evaluation, above), interview selected partners, and hold mentor focus groups to provide an early summative evaluation (recommendations for next phase of project).
- Community organizations (in the region) will be supported to be peer learners with the project they are interested in.

QUESTION 3: How can the work be sustained to meet the mid and long-term outcomes (see diagram)?

- Learning sessions at 6 and 12 months will include sustainability review and planning.
- External evaluator will look for best practice/success in projects and make recommendations.

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Appendix 3: Sustainability Plan

INTRODUCTION:

The funds requested for the project, enhanced by local funds and in-kind support, will be adequate to implement the plan presented in this proposal. As for the long term (post September 2012), there are layers to this project that will be more easily sustained, while others will require support to maintain and to grow. It is recognized from the literature review that starting programs that impact children (boys) in a direct and engaging way - and then ending them midstream - will do those boys a disservice.

PROJECT ELEMENTS SUSTAINABLE BY THEIR DESIGN:

The Kootenay Boundary Community Services Co-operative and its members are committed to a long-term effort to shift communities in the direction of supporting at-risk boys through building a culture and practice around mentorship and engagement. These elements will be developed during the life of the project and supported beyond 2012 without having to seek significant additional resources:

- A regional model and infrastructure for building a culture and practice of mentoring;
- Regional coordination of the efforts (through the Co-op's leadership and ongoing structures such as the Advisory Committee for this work);
- The establishment of a learning network - through direct communications, meetings and an online community;
- A relationship with Big Brothers Big Sisters of Cranbrook that will provide guidance, training and possibly the introduction of new chapters in the region;
- Increased capacity for older boys and men to serve in mentoring roles; and
- New partnerships that cross traditional service boundaries and bring professionals and community members closer together.