



2020 Competition Final Round

Big Brothers Big Sisters Developmental Relationships: Group & Individual Mentoring

June 15, 2020

The Request for Proposals in this document was developed for the Student Evaluation Case Competition for educational purposes. It does not entail any commitment on the part of the Canadian Evaluation Society (CES), the Canadian Evaluation Society Educational Fund (CESEF), or the Big Brothers Big Sisters of Saskatoon.

We thank the Big Brothers Big Sisters for graciously agreeing to let us use Developmental Relationships for the final round of the 2020 competition. We also thank Kim Megyesi, Executive Director and Kathy Hauser, Director of Service Delivery at Big Brothers Big Sisters of Saskatoon for their input in preparing this case.

The Case Competition is proudly sponsored by:



Introduction

Congratulations to all three teams for qualifying for the Final Round of the 2020 CES/CESEF Student Evaluation Case Competition!

Your consulting firm has been invited to respond to the attached Request for Proposals (RFP) issued by Big Brothers Big Sisters of Saskatoon to conduct an impact evaluation of the Big Brothers Big Sisters Developmental Relationships: Group & Individual Mentoring.

The agency, supported by an advisory group of external evaluation experts, has requested a briefing from each firm on its proposal.

Your proposal should demonstrate your understanding of the assignment and include a program logic model, a stakeholder engagement strategy, a proposed methodology, an evaluation matrix, a mitigation strategy to address anticipated challenges, a knowledge sharing plan, a schedule of activities, and a discussion of two evaluation competencies that are important for a successful evaluation of this program.¹

Section 2.2 of the RFP describes the proposal requirements in more detail. The assessment criteria for the proposals are identified in section 2.3. After hearing all the proposals, the advisory group will select the proposal that best meets the requirements of the Big Brothers Big Sisters of Saskatoon, and this team will be declared the winner of the 2020 Student Evaluation Case Competition.

We look forward to your submission at the end of the day.

Organizing Committee

The 2020 CES Student Case Competition Working Group and Case Selection Sub-Committee:

Kathryn Radford, Brian McGowan, Christine Sheppard, Micheal Heimlick, Tin Vo, Michelle Naimi, Mikki Campbell, Samantha Inwood, and Marla Steinberg.

¹ [Competencies for Canadian Evaluators](#) is posted on the CES website under Designations. [Compétences pour les évaluateurs canadiens](#) sont affichées sur le site Web de SCÉ, sous « Titres ».

Rules

1. Coaches must not communicate with their teams once the case document has been distributed.
2. Teams may use the internet to search outside resources but may not consult with any individuals or organizations.
3. Teams will have access to a Zoom breakout room to develop their proposal presentations. Teams have 5.5 hours to complete their proposals.
4. A member of the organizing committee will enter the teams' breakout rooms to take a screenshot of each team working.
5. Presentations should be no longer than 20 minutes. A time-keeper will give warnings as the end of the presentation period approaches.
6. The judges will have approximately 10 minutes after the presentation to ask questions of the team. Sponsors will also be invited to ask questions.
7. Teams may present in either or both official languages. Judges will ask questions in the team's language(s) of choice.
8. Teams are requested to send their presentation (in PDF format) to casecomp@evaluationcanada.ca.
9. A member of the organizing committee will email each team's presentation to the judges. Teams are not permitted to provide any other materials to the judges.

Questions or Problems

To communicate with organizers on the day of the competition, please call one of the following individuals:

Name	Phone Number
Micheal Heimlick	1-306-361-5904
Kathryn Radford	1-613-558-6457

Have fun and good luck!

Request for Proposals

Big Brothers Big Sisters Developmental Relationships: Group & Individual Mentoring

1.0 Big Brothers Big Sisters of Saskatoon and Program Profile

1.1 *About the Big Brothers Big Sisters of Saskatoon²*

Big Brothers Big Sisters (BBBS) wants all young people to realize their full potential. To achieve this, BBBS's mission is to enable life-changing mentoring relationships to ignite the power and potential of young people. Founded in 1913, BBBS is a federation of 102 local charities operating in 1,100 communities across Canada.

In Saskatchewan, there are five BBBS agencies (BBBS Regina and Area, YWCA Big Sisters Regina, BBBS Saskatoon and Area, BBBS Yorkton, and BBBS Lloydminster) serving 13 communities (60% urban and 40% rural). Collectively, they engage approximately 1,000 young people aged 5 to early 20's in mentoring relationships. Over 50% of the youth served are First Nations or Métis, and about 5% are newcomers.

About half of the youth in the BBBS programs live in conditions that could negatively impact their development and well-being (e.g., substance use disorders in the household, poverty, violence, unemployment, mental illness, or social isolation). These youth benefitting from the BBBS programs predominantly come from low-income families and single-parent families: 25% are involved with public social services, and 25% report mental health concerns.

In Saskatchewan, one in four children live in poverty, and suicide is the second leading cause of death among youth. To BBBS, these are clear indicators that something needs to change for the youth, and that programming is needed to promote a healthy, positive life. As a mentoring organization, BBBS has a vested interest in improving the lives and outcomes of young people across the province, including those from Indigenous, newcomer, racialized, and LGBTQ2S+ communities. BBBS does this by designing and delivering mentoring programs that acknowledge, honour, and celebrate their communities and their stories.

BBBS is at an exciting stage of innovation and modernization of its brand, mission and vision. They have created a National Theory of Change to better communicate their vision and increase understanding of their mission (**Appendix A**).

² <https://saskatoon.bigbrothersbigsisters.ca/>

The theory of change begins with the lived experience of young people; young people sometimes face challenges that can negatively impact their development and adult mentors/volunteers can create a positive developmental relationship with a young person by providing support, challenging growth, expressing care, sharing power, and expanding possibilities (Search Institute, 2019). These developmental relationships can buffer from the adverse effects of stress, helping young people build core life skills, and ultimately strengthening the building blocks of resilience to achieve their full potential.

1.2 Big Brothers Big Sisters Developmental Relationships Programs

While there are variations in the Developmental Relationships programs offered at each Saskatchewan agency, all are centered around individual and group mentoring relationships. Each mentoring relationship is unique as mentors and mentees choose their own activities.

Generally, mentors are recruited through a variety of mechanisms, including face-to-face presentations and word-of-mouth, media, social media, posters, newsletters, and website. Across the programs, mentors/volunteers are aged 18 years and older and have a wide range of backgrounds and nationalities, although there are more White-identifying mentors than other nationalities. While there is a range of mentors of different genders, there are more female mentors than male or non-binary mentors.

Youth become mentees voluntarily. Some youth may be referred through schools, counsellors, or social services, but they are not mandated to participate in any of the programs, and they only do so by their own volition.

Three programs of note include the Big Brothers/Big Sisters/Big Siblings One-on-One Mentoring program, In-School Mentoring program, and Shared Journey program:

- (1) The **Big Brothers/Big Sisters/Big Siblings One-on-One Mentoring**³ program matches mentors with children or youth. In this program, children and their mentors spend a few hours together each week engaged in an activity of their choosing anywhere in the community (e.g., watch a movie, engage in recreation activities or social groups). Mentors model positive behaviours or lifestyles that can make a life-changing impact for a child. Mentees are able to develop a strong bond with their mentor that can resonate with them for the future. This program has been demonstrated to strengthen confidence in mentees' abilities, improve sense of comfort and security in different areas of mentees' lives, and increase mentees' self-efficacy.
- (2) The **In-School Mentoring**⁴ program offers children and youth in elementary school an opportunity to interact with a mentor one hour each week throughout the school year. These in-school meetings provide opportunities to engage in

³ <https://saskatoon.bigbrothersbigsisters.ca/what-we-do/our-programs/big-brothers-sister-siblings/>

⁴ <https://saskatoon.bigbrothersbigsisters.ca/what-we-do/our-programs/in-school-mentoring/>

activities, such as board games, crafts, and sports on school grounds to support self-esteem building.

Some outcomes from this program has been shown, among mentees, to increase desire to stay in school, improve social skills around adults and peers, and develop technical skills.

- (3) **Shared Journey**⁵ is a program where Indigenous and non-Indigenous mentors and youth work together, learn together, and mentor each other once a week over 10 weeks with the goal of mobilizing reconciliation within their own lives. The program is site-based, running primarily in elementary schools, and involves weekly modules that participants complete (e.g., reconciliation 101, diversity of Indigenous people in Canada, First Nation ways of knowing, shared history of Canada). School staff refer the youth that will participate in the program. A majority of youths in the Shared Journey program demonstrated increased understanding of reconciliation, increased knowledge about the history of Canada, increased knowledge of First Nations, Metis, and Settler communities and cultures, and reflected on reconciliation knowledge and principles.

While all the programming involves a mentoring relationship and each mentoring relationship is unique, the following differences will need to be accounted for in the evaluation:

- The types of activities that mentors and mentees engage in as part of their time together;
- The duration of relationships - Some mentoring relationships are ongoing and others are short-term (8-10 weeks);
- The involvement of parents or guardians – Programs that take place on school premises have limited parent/guardian involvement; parents or guardians may be more involved in programs based in the community; and
- The frequency of match monitoring or “check-in” schedules between mentors and mentees and their respective BBBS agencies.

1.3 Previous Evaluations of BBBS Programs

Saskatchewan BBBS agencies use program evaluation to demonstrate the impact of their programming and to inform program improvements. In addition, all program participants are asked to provide feedback on their program experiences; this feedback is used to better understand client needs and assets and adjust programming to best meet their needs. Intake assessments are completed with the youth entering the

⁵ <https://saskatoon.bigbrothersbigsisters.ca/what-we-do/our-programs/shared-journey/>

program to determine strengths and challenges, and quantitative and qualitative data are collected in order to document impact and share stories.

Generally, past BBBS evaluations have shown that mentorship is positive experiences for youth and mentors and it provides resources and information as well as environments that help youth develop and improve their self-confidence, social skills, and desire to remain in school. Furthermore, mentors have been shown to have broadened worldviews, improved sense of self-fulfillment, and sense of connection with the community.

1.4 The National Theory of Change and Program Logic Model

At the national level, Big Brothers Big Sisters developed a National Theory of Change (**Appendix A**) to outline how the organization achieves its impacts and overall vision through its programming. The National Theory of Change and its accompanying tools offer support to local agencies to ensure all programming is targeting common long-term outcomes. Each community-based or local agency has autonomy in delivering its programs, while working toward the same goals.

No local logic model or theory of change exists for any of five the Saskatchewan BBBS agencies.

2.0 Scope of Work

2.1 Evaluation Services Required

The five Saskatchewan BBBS agencies (located in Regina, Lloydminster, Yorkton, and Saskatoon) are seeking a consulting team to develop an evaluation, drawing on the National Theory of Change, so they can tell a collective story about their work and show alignment with other BBBS agencies. The agencies would like an evaluation that engages the youth, adult mentors, the five BBBS agencies located in Saskatchewan, and their funder. The evaluation should also consider issues and processes related to conducting evaluations with youth in school settings.

In addition to reflecting the National Theory of Change, the evaluation should reflect the strategic goals of the program all of the Saskatchewan BBBS agencies are funded under the Community Initiatives Fund (CIF). Specifically, the funding program aims to support organizations that enable children and youth to:

- (1) Develop their social, emotional, language and communication skills;
- (2) Participate in learning, culture and recreation programs
- (3) Gain knowledge, skills and supports to develop positive mental health, self-esteem and life-style behaviours.

2.2 Proposal Requirements

The Advisory Committee expects proposals to include the following components:

1. A description of the Big Brothers Big Sisters Developmental Relationships: Group & Individual Mentoring and the evaluation requirements.
2. A common logic model to be used by all five organizations for the Developmental Relationships programs based on the National Theory of Change and associated narrative for the program logic model, including at least one underlying assumption, one risk and one external factor that may influence whether the outcomes can be achieved.
3. A description of how stakeholders will be engaged in the evaluation.
4. An evaluation matrix for the program with a list of key evaluation questions emerging from the proposed logic mode, at least one indicator per question, and data sources for each proposed indicator. Please be sure to clearly show which indicators are associated with which evaluation question, methods and sources.
5. A description of the evaluation approach and the specific data collection methods and tools you would use. A plan for participatory data analysis across the five organizations must be included in your proposal.
6. Anticipated challenges, and how you propose to deal with them.
7. A knowledge sharing plan for showcasing the collective impact of the Saskatchewan BBBS Developmental Relationships programs.
8. A schedule of activities indicating main deliverables.
9. A discussion of the importance of two of the Credentialed Evaluator competencies⁶ that will be needed for a successful evaluation of this program to address competing priorities and varying contexts: one from the management domain and one from the interpersonal domain.

Teams are not expected to present a budget for this assignment; however, to help you in understanding the anticipated scope of the work, a budget of \$20,000 has been allocated to cover a level of effort estimated 20 to 30 consulting days.

⁶ [Competencies for Canadian Evaluators](#) is posted on the CES website under Designations. [Compétences pour les évaluateurs canadiens](#) sont affichées sur le site Web de SCÉ, sous « Titres ».

2.3 Judging Criteria

The criteria by which submissions will be assessed are as follows:

- 1) Thoroughness in addressing the requirements that are outlined in Section 2.0 of the RFP. (50%)
- 2) Quality of the presentation in terms of clarity, flow of information, persuasiveness, and interaction with the judges, including adaptation to an on-line presentation format. Team members' involvement and collaboration in the presentation and subsequent question and answer session. (50%)

Appendix A – National Theory of Change

