Going the Distance

A Guide to Building Lasting Relationships in Mentoring Programs

Going the Distance

A Guide to Building Lasting Relationships in Mentoring Programs

2005

by
Dr. Susan Weinberger
Mentor Consulting Group

and

Michael Garringer and Patti MacRae
NWREL

Published by
U. S. Department of Education
Mentoring Resource Center

Mentoring Resource Center
c/o EMT Associates
771 Oak Avenue Parkway, Suite 2
Folsom, CA 95630

EMT Toll-free number: 877-579-4788
E-mail: edmentoring@emt.org
Web: www.edmentoring.org

Mentoring Resource Center:
Joël Phillips, Officer-in-Charge
Judy Taylor, Project Director
Eve McDermott, Director

Authors:
Dr. Susan Weinberger, Michael Garringer,
and Patti MacRae

Editor:
Michael Garringer

Technical Editor:
Eugenia Cooper Potter

Desktop Publishing:
Dennis Wakeland

ISBN: 0-89354-073-0

This publication was funded by the Office of Safe and Drug-Free Schools at the U.S. Department of Education under contract number ED04CO0091/0001 with EMT Associates, Inc. The contracting officer's representative was Bryan Williams. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education, nor does the mention of trade names, commercial products or organizations imply endorsement by the U.S. government. This publication also contains hyperlinks and URLs for information created and maintained by private organizations. This information is provided for the reader's convenience. The U.S. Department of Education is not responsible for controlling or guaranteeing the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of information or a hyperlink or URL does not reflect the importance of the organization, nor is it intended to endorse any views expressed, or products or services offered.

Acknowledgments

The Mentoring Resource Center (MRC) would like to express thanks to Margaret Spellings, Secretary of the U.S. Department of Education, and to Deborah A. Price, Deputy Under Secretary of the Office of Safe and Drug-Free Schools, William Modzeleski, OSDFS Associate Deputy Under Secretary, Charlotte Gillespie, Director of National Programs, and Bryan Williams, Program Analyst, for their vision and support. Additional thanks go to Earl Myers and Vera Messina, also of the OSDFS, for continued leadership of the ED Mentoring Programs initiative. The MRC also wishes to thank Michael Garringer and Patti MacRae at the National Mentoring Center for their many hard hours developing the content of this book, Eugenia Cooper Potter and Dennis Wakeland for their editing and desktop publishing, respectively, and Paula Surmann for the cover design. Special thanks to Joël Phillips, Judy Taylor, Lisa Scott, Shelly Boehm, Elsy Arévalo, and the staff of the Mentoring Resource Center for their role in developing a nationally recognized mentoring resource.

Last but by no means least, we wish to thank Dr. Susan Weinberger—"Dr. Mentor"—of the Mentor Consulting Group, whose knowledge, expertise, and wisdom made this book possible.

Contents

Introduction: The Importance of Making Matches That Last

There is a growing body of evidence that the effects of mentoring relationships develop over time, and that these relationships benefit from consistent and continuous meetings between the mentor and mentee. Thus, one of the key principles the United States Department of Education (ED) focused on when it developed its Mentoring Program grants through the Office of Safe and Drug-Free Schools (OSDFS) was the length of the matches that their programs would be making.

This commitment to lasting matches is illustrated in the Government Performance and Results Act (GPRA) benchmarks for OSDFS mentoring programs. The first of the three indicators sets the goal of 25 percent of a program's initial matches lasting at least 12 months. The goal increases to 50 percent of the matches lasting 12 months in the third year of the grant. Grantees are also required to collect data and track match status in order to report on progress toward this goal. The purpose of this book is to guide OSDFS-funded mentoring programs in making matches that last, matches that reach their potential and produce the desired outcomes.

It should be noted that, for the most part, this book is geared toward school- or site-based programs. However, many of the concepts and tips will also be useful to community-based mentoring efforts. Most of this book also is focused on adult-youth mentoring models. Additional tips for creating long-lasting peer relationships are covered in a dedicated section.

What the Research Says

This emphasis on long-lasting matches is well founded. Mentoring research points to match duration as one of the cornerstone indicators of relationship and program success. In their highly regarded study on the effects of match duration, researchers Jean Grossman and Jean Rhodes found a strong connection between the length of matches and their overall positive outcomes (Grossman and Rhodes, 2002). Their study of Big Brothers Big Sisters matches found that:

> The largest number of significant, positive effects emerged in the 12-month or longer group, an increase in perceived scholastic competence and self-perceived social acceptance, and reductions in truancy and substance abuse. In general, the significant, positive impacts increased with relationship duration.

There were progressively smaller outcomes for youth who had been matched less than a year. However, their research also uncovered something rather ominous for matches terminated before the three-month mark: they suffered negative effects when compared to non-mentored youth. They concluded that "youth who were in relationships that terminated within three months reported drops in self-worth and perceived scholastic competence." These youth were worse off than if they had never been in the program at all. The at-risk youth in mentoring programs, many of whom may have a history that includes abuse, neglect, and other conflict with adults, may be especially unprepared to handle the sense of rejection and disappointment that comes with a short-lived mentoring relationship.

Jean Rhodes writes in her definitive book *Stand by Me: The Risks and Rewards of Mentoring Today's Youth*:

> This pattern of findings suggests that short-lived matches can have a detrimental effect on youth and that the impact of mentoring grows as the relationship matures. (Rhodes, 2002)

The importance of match duration is also underscored in the David Dubois and colleagues' prominent meta-analysis of youth mentoring programs and outcomes. His research concluded that the effectiveness of mentoring programs was determined by how much time and effort went into creating strong, lasting matches through program features such as "ongoing training for mentors, structured activities for mentors and youth as well as expectations for the frequency of contact, mechanisms for support and involvement of parents, and monitoring of overall program implementation."

The more diligent programs were in creating systems that helped matches form and last, the better the outcomes for participating youth. DuBois ultimately concluded that the program characteristics that led to improved outcomes reflected "an emphasis on providing adequate support and structure for mentoring relationships" and that "multiple features of relationships, such as frequency of contact, emotional closeness, and longevity each may make important and distinctive contributions to positive youth outcomes" (DuBois et al., 2002).

These research findings imply that lasting matches are an indicator of overall program success. They also show that overall program quality, in turn, leads to matches that go the distance.

About This Book

Going the Distance is designed to help your mentoring program's coordinator (and other staff) design the systems, activities, and services that will give your matches the support they need to thrive long-term. It also provides tips and strategies for avoiding the short-lived matches that have such a negative impact on your program and the youth you serve.

The first section discusses the individuals who play a role in making matches that last. Parents, volunteers, school leaders, and even the youth themselves, all need to lend a hand in creating and nurturing mentoring relationships. The next section looks at some of the things your program can do before matches get made that can help lay a good foundation. Section 3 offers strategies for making appropriate matches, while Section 4 looks at some of the ongoing support and supervision that your program can provide. The Appendices offer sample forms and listings of additional reading and resources that can help you implement many of the ideas discussed in the book.

Section 1.
Program Leadership and Stakeholders in the Match

The matches in your program do not just spring up overnight or out of thin air. They are different from the naturally formed mentoring relationships that many of us have had with relatives, educators, or other adults growing up. Your matches are deliberately made and are the result of many individuals' efforts. If mentoring relationships are to be long-lasting and effective, it takes the investment and follow-through of several stakeholders, from the program's leadership to the youth themselves. These include school administration, program staff, school staff, mentors, caregivers, and mentees.

School Administration

For any school-based mentoring effort to succeed, there needs to be buy-in and total support from the school leadership. Ideally, a program will garner the support of the superintendent and the board of education. Getting the support of those at the top helps ensure that adequate resources are directed toward the program and that it will be easier to get the cooperation of individual schools. These entities can also play a vital role in setting policies for the mentoring program and making sure that the program is in alignment with other, preexisting district or school policies.

But above all else, getting buy-in from the top simply makes it easier to drum up support from school staff, parents, and the community. Mentoring programs can sometimes get lost in the busy shuffle of school and extracurricular activities: afterschool programs, tutoring services, athletics, student clubs, music programs, etc. Making sure that the district leadership is informed about the program and enthusiastic about implementing it sends a signal that mentoring is an important part of the services the school is providing.

tip from ☞Dr. Mentor . . .

For new school-based mentoring programs, getting buy-in from district leadership from day one is critical. Ideally, a new school-based program will kick off with a formal presentation, by those who will be leading the mentoring program, to the superintendent of schools and the board of education in a public session. This confirms that it is endorsed at the highest level as the program moves from the planning to the implementation phase. It is also the kind of splashy launch that is most likely to get covered by the media, giving your program some instant PR from day one. The brief presentation should include research findings and anticipated benefits of mentoring for mentors, youth, families, and all school staff.

Leadership at the school site is also critical. This is where school principals must believe in the program. They must understand the concept of mentoring, know what it takes to run a quality program, and be committed to bringing in volunteers to help work with their students in need. In practical terms, the principal can be instrumental in allocating dollars, space, and supplies, and in creating collaboration and communication between your mentoring program and the other school staff, including teachers, librarians, coaches, paraprofessionals, and counselors. The principal is also likely to be in charge of staffing decisions for school-based programs, so they will play a vital role in making sure that the right coordinators are hired and that adequate support staff members are made available to the program. They can also serve as valuable ambassadors for your program, engaging parent groups, community leaders, and the media. This kind of advocacy can help tremendously with overall program sustainability.

The principal is ultimately responsible for everything that happens at the school site. If he does not believe in your program, and give it the institutional support it needs, you are likely to have difficulties along the way that will impact the quality and duration of your matches.

tip from
☞Dr. Mentor . . .

Too many mentoring programs have had considerable change in personnel, which can easily disrupt support of mentoring matches. This needs to be avoided at all times. Preparation of new staff for their role is the key. They need to know all they can about effective mentoring and engage in ongoing professional development. New staff should be assigned a seasoned mentor to help them over the speed bumps in their career in a non-authoritative and non-evaluative way.

Program Staff

Your entire program staff, from the mentoring coordinator to the secretary, is collectively responsible for creating a program where matches thrive. While each staff member will have specific roles and responsibilities, they are all working together to create and nurture your program's mentoring relationships.

It sounds obvious, but your staff need the appropriate skills and abilities to do their assigned tasks. This means that those in charge of volunteer recruitment, training, and supervision should have some experience in managing volunteers and be comfortable delivering training. Those working with parents and youth should have a good understanding of youth development and educational issues, as well as knowledge about other services that youth (and their families) may be eligible to receive. Support staff should be able to maintain records and keep your program's paperwork confidential and organized. And program coordinators need to know school and district policies and how to use volunteers in educational settings. Without the proper experience (or access to staff development opportunities) your staff members may find it difficult to manage the various aspects of making and supporting matches.

Your staff must also communicate well internally (with each other) and externally (with volunteers, parents, etc.). Many mentoring matches fail because they "fall through the cracks" as staff members fail to check in regularly, identify problems, or offer referrals to other supports. Parents and youth can become disenchanted with a lack of communication. Mentors may feel unsupported if training is inadequate or if there is little ongoing support of their efforts. Administrators and superintendents can give a program direction and authority, but it is the staff that makes it happen on a day-to-day basis. They are the ones who will coordinate the efforts of these other stakeholders. Many a mentoring program has failed because it did not have the right staff members filling key roles.

School Staff

For school-based programs, the entire faculty needs to be aware of the mentoring program, even if youth at the grade level they teach are not part of the program. They will still be working with the program staff and volunteers to create a web of support for participating youth. Depending on the design of your program, there may be an opportunity for teachers, counselors, coaches, and others to provide feedback on how matches are progressing and whether youth may need other areas of assistance. Some programs also build in contact between mentors and school staff, such as at team meetings or at conference times, so that the volunteer can work in conjunction with other school services. As mentioned earlier, administrators and principals are instrumental in getting the buy-in and support of other school staff.

tip from ☞Dr. Mentor . . .

It might be a good idea to ask the principal if you may address the entire faculty about the mentoring program at the beginning of every year. New administrators, teachers, and non-certified staff are hired each fall. Everyone needs to be familiar with the program and its goals. This is an ideal opportunity to discuss how youth are identified and matched.

Mentors

Your volunteers obviously have a role to play in making matches last. They assist in this mostly by following program guidelines and living up to the commitment they made. Mentors are responsible for checking in as scheduled and reporting any problems that may be developing in the match. Depending on the design of your program, they may also need to work closely with parents, guardians, and other caregivers when possible.

Caregivers

Caregivers—defined as parents, guardians, and extended families—play a very important role in making matches last. At every step in the relationship, from initially referring their child and approving of the match to checking in with staff as the match

progresses, caregivers are crucial to a program's success. If programs do not have caregivers on board, the chances for lasting matches are slim. At the very least, caregivers need to be involved in signing permission slips and other authorizing paperwork, which should be made available in the first language of the home in order to serve families who do not read English.

The most successful programs are ones that include the entire family, at some level, in the program. The youth is the direct beneficiary, but many programs now offer supplemental services to parents and access to other community resources as a way of creating caregiver buy-in. They come to see the program as something beneficial for them in addition to being beneficial to their child. The section on ongoing support and supervision looks at one such model called FAMILY (see page 37).

tip from
☞Dr. Mentor . . .

A great way to get youth involved in your program is to have a contest and ask them to design the logo (and even the name) of the mentoring program. It wins young people over every time. You may also consider establishing a Mentee Club. This ensures that there is no stigma attached to being involved. While many youth in schools participate in sports, art, music, and other clubs, it is still very special when young people who have mentors also have their own club. Having a youth representative or two serving on your advisory counsel also goes a long ways toward dispelling myths about the program and keeps lines of communication open between the program and the youth participants.

Youth

It is somewhat curious that with all the energy put into making sure these other stakeholders are on board with what your program is trying to do, that the youth themselves are often left out of the equation. If your matches are to be long lasting and successful, you must have enthusiasm and willingness among your mentees. We know from the mentoring research that the impact of mentoring mostly comes from relationships that have formed a close bond, that have gotten over the initial rough spots and have moved into a comfort zone where the youth trusts and values the mentor (Tierney and Grossman, 2000). Your program needs to foster that bond. Mentees not only need prematch training and orientation to the program's rules and guidelines, they also need a reason to want to participate. They need to see how having a mentor will fit in with their hopes, dreams, goals, and desires.

Advisory Council

An advisory council is a great way to get all these stakeholders working together. Advisory councils differ somewhat from formal boards of directors in that they are often less concerned with policies and resource development and more focused on the operations of the program. Most programs' advisory councils include program staff members, appropriate school personnel, community leaders, evaluators, and

representatives from the program's mentors, youth, and parents. Advisory councils can open lines of communication and create an environment where good matches can take root and grow.

Now that we've examined the roles of your program participants, it's time for some specific strategies and actions that can get everyone working together toward the common goal of lasting matches. The next three sections look at these strategies chronologically: program design elements that lay the groundwork for making matches, strategies for making the match itself, and things programs can do after matches are made to ensure that they thrive over time.

Section 2.
Positioning Your Program for Success

Your program can do a number of things prior to making matches that will greatly influence the success you have in keeping matches together and moving forward. If your program is brand new, get these systems in place before you make matches. If you are already up and running, take the time to revisit these aspects of your program. There's always room for improvement and refinement.

Get Your Policies and Procedures in Place . . . First!

Your program is asking for trouble if it begins making matches before formalizing the policies and procedures that guide how matches are handled. Policies are the ground rules of your program. They are definitive guidelines that should be approved by your board of directors or other decisionmaking authority. These can include your policy on making matches, policies around mentor and mentee conduct (such as overnight visits or gift giving), policies on roles and responsibilities (check-in frequency, for example), and policies around match closure.

Procedures are the step-by-step ways your program gets things done. Procedures that affect matches include your youth and volunteer intake, the process by which matches actually get made, how data are collected for evaluation purposes, and the way that matches are monitored and supported over time.

Having these policies and procedures in place provides consistency for your program. They also minimize issues with staff turnover, ensuring that your entire staff is on the same page. Perhaps most important, they provide guidance on how to handle problem situations with matches. Policies and procedures not only provide direction on how to support thriving matches, but also how to handle volunteers who are not meeting their obligations, parents who have concerns or questions, and the steps your program takes in matches that are having issues. One can easily see that making matches before developing the rules and guidelines that govern them is putting the cart before the horse. So take the time to work with your board or advisory council to get your policies set. The Appendix lists several resources that can help with this.

Target Your Recruitment to Appropriate Volunteers

Targeted recruitment is simply good, sound mentoring practice. It is the only way you can ensure that your volunteers will be appropriate for the youth that your program is

working with and are capable of providing the type of support you offer through mentoring. Unfocused recruitment leads to wasted staff time with applicants who don't fit with your program and it increases the chance that your matches will struggle.

The first step in targeting your recruitment efforts is to create a "job description" for the mentors in your program. This should list the characteristics and qualifications you are looking for in your ideal mentors, as well as the responsibilities they would have as mentors in your program (the time commitment, when and where matches would meet, the type of activities they would engage in). Also consider the characteristics that would either disqualify a mentor from your program or may make them a less desirable applicant.

The process of writing up this job description gets you thinking about the type of person you want to volunteer in your program. This will look different for every program, based on your specific mission, goals, and clients, but a sample job description appears in the Appendix.

Once you've described this ideal candidate, your staff will need to brainstorm just where in the community you can find individuals who meet your criteria. This brainstorming can cut across personal demographics (such as age groups, income levels, cultural groups, particular careers, gender, hobbies and personal interests) and community institutions (specific businesses, churches and synagogues, colleges and universities, retirement homes, fraternal organizations, and so forth). Narrow in on the specific places in your community where you can find applicants who fit your mold.

Your program likely identified several such targeted groups in your original Department of Education application. Take the time to review the groups you are already approaching and see if you need to expand or refocus your targeted recruitment.

Be sure to customize your recruitment process to appeal to these individuals and institutions. Make sure your Web site, brochures, presentation materials, advertising, and other recruitment tools are designed to appeal to your targeted audience. You may also want to develop materials that will help your existing mentors recruit friends, co-workers, and others.

tip from ☞Dr. Mentor . . .

Programs should brainstorm to come up with the list of potential mentors. They may include those representing:

- Business and Chamber of Commerce
- Retirees
- Parents
- Alumni associations
- Faith community
- Fire and police
- Municipal employees
- Hospitals and health facilities
- Higher education
- Social service agencies
- FBI and IRS
- United Way
- Hotels
- Senior citizens
- Labor
- Media organizations
- Military
- Peers
- Parents of school staff
- Couples
- Teachers
- Politicians
- Bus drivers

The Additional Reading section, beginning on page A-27, offers a number of resources that can help you market your program and target specific groups of prospective volunteers.

Just remember that you can't make good matches if you are bringing in volunteers who don't fit your brand of mentoring. If your program is designed to, say, get young girls interested in science careers, volunteers who don't have this background may struggle with what you need them to do. If your matches meet during certain hours only, a volunteer who can't make that time consistently will spell trouble. Recruit appropriate volunteers based on your set criteria.

Make Sure Appropriate Youth Are Referred to the Program

Your program should set criteria for the youth it wants to serve. This will vary greatly across programs: some will target particular student populations or youth with specific needs, while others will accept any youth that parents or school staff recommend. Regardless, it is important to communicate just who you will serve (and the "why" and "how") to those who will be referring youth.

Caregivers, parents, counselors, and others can only refer appropriate youth if they are aware of your goals and objectives. They need to understand that your program is not a dumping ground for classroom discipline problems, nor is your program a tutoring service. Everyone should also be aware that there may be some youth issues that are beyond the scope of your mentoring program to address. For example, a youth with learning disabilities or other special needs may be best helped by services in addition to, or in lieu of, a mentor. Youth with severe disciplinary issues may not be ready to form a close bond with a mentor and may require a different type of intervention. Or, the youth may not be appropriate for completely benign reasons: a program providing extra support to struggling English language learner (ELL) students who are reading below grade level will be of little value to an honor student who simply wants help getting her portfolio ready for Ivy League applications; a program focused on helping youth transition out of gang life may not be a good fit for youth who just need help with a science project. Mentoring programs get themselves in trouble when they overextend their services beyond what their staff, their mentors, and their school setting can provide (in terms of numbers of youth served, replication sites, and youth areas of need).

tip from ☞Dr. Mentor . . .

If the kids your program serves have learning disabilities or other special needs, the program needs to consider recruiting adults from the community who have experience in working with these youth. Often, adults who have had special training or a personal experience with a child with special needs (sometimes even their own) are anxious to help another.

So make sure that everyone who is referring youth understands the criteria you've set on who you will serve. And make sure that your referral forms collect the appropriate

information you'll need to determine if a youth is eligible for your program or if he or she would benefit from other services. A sample intake form can be found in Appendix A.

Use Pre-Match Orientation To Set the Tone

An initial orientation session, or "awareness meeting," is different than formal pre-match training. Orientations are usually delivered to parents, youth, and potential mentors prior to their making a commitment to participate. These general sessions invite potential participants to learn about the goals of the mentoring program and the potential outcomes. They also provide information about how the program operates, the duration and commitment of the mentoring relationships, and the guidelines of the program. Some potential volunteers come to these sessions with inaccurate preconceived notions about mentoring. The awareness event answers their questions and concerns. Formal applications are usually made available for those who wish to continue with the process after the orientation is over.

> **tip from ☞Dr. Mentor . . .**
>
> An effective way to market your mentoring program at the "creating awareness" stage is to invite a member of the school staff to give a brief presentation about the youth who are waiting for a mentor and the program benefits. Include testimony from a current mentor and you can be sure that attendees will sign up.

These orientations offer potential participants the opportunity to "self-select" out if they are not a good match with the program's goals, objectives, obligations, timelines, and guidelines. Skipping this step will result in your program processing many volunteers who are a poor fit with the program and are unlikely to succeed in the mentoring role. It will also result in confusion among parents and youth as to what your program provides. So make sure that your orientation sessions are a chance to filter out those who don't match what your program is doing. Otherwise, your eventual matches may be doomed from the start.

Get Participants Ready with Pre-Match Training

It should be no surprise that mentors, youth, and caregivers who go through pre-match training are better prepared to handle the inevitable ups and downs that come with a new mentoring relationship. Pre-match training ensures that your participants are not only appropriate to your program but that they also have the skills and strategies they will need to help the relationship grow over time.

Every program will have different training activities and topics, depending on how the program is structured. But at a minimum, your **mentor** training should cover these topics at some level:

- Policies and procedures
- Identification of staff members and roles
- Characteristics and development of a "typical" mentoring relationship
- Importance of the consistent time commitment
- Mentee selection and match-making process
- The location and times for mentor/mentee sessions
- Resources available to assist mentors
- Icebreakers for the first meeting
- Activities and strategies for mentoring sessions
- Background information on youth development and the typical youth in your program
- How to improving listening skills
- Tips for communicating with youth
- Instilling self-esteem
- Goal setting
- Rules on gift giving
- Rules on physical contact
- Mandated reporting of abuse
- Identification of risky youth behavior
- Confidentiality
- Cultural sensitivity
- Involvement of parents/families of mentees
- Program evaluation procedures
- Closure procedures

The pre-match training you provide **caregivers** and **youth** should cover:

- The role of the mentor
- Program contact information and required commitments
- Policies and procedures (particularly around risk management issues)
- Identification of staff members and roles
- Characteristics and development of a "typical" mentoring relationship
- Any requirements for data collection and reporting
- Tips for working constructively with the mentor
- How to handle problems with the match
- Tips for getting the relationship off to a good start
- Closure procedures

When training all participants, it will be especially helpful to cover the characteristics of a typical mentoring relationship. All participants need to know up front that there will be bumpy patches, times when things don't seem to be working, and that progress toward goals can often be slow and frustrating. Being honest about the

struggles that even great matches can have early on will help participants set clear expectations and will keep them from being discouraged by a less-than-ideal start to the match.

In addition to providing skills and background information that can help with the relationship, pre-match training also provides your staff with the opportunity to observe participants prior to matching them. Getting to know parents, volunteers, and youth in these training sessions can provide information that can be useful in making a good match. It can also provide a chance to recognize mentors who may have trouble fitting into a supportive role, youth who are less than enthused about participating, parents who have unrealistic expectations about what the mentor will provide, and other red flags that can be addressed before they start to have a negative impact on a match.

The following pages offer a sample outline for a mentor training and a youth training. The Additional Reading section at the end of this book highlights several existing resources that can help you develop training sessions. The materials listed are available to grantees either free online or through the MRC lending library (http://www.edmentoring.org/lending_library.html).

Sample Mentor Training Outline

I. Introduction
   A. Remarks by organizational leader (purpose, importance and context of program, mentors' key roles and responsibilities)
   B. Goals, agenda, logistics (including agenda for mentee orientation)
   C. Icebreaker: names, titles, something interesting that we may not know about you

II. Overview of Mentoring
   A. Definitions and key concepts
   B. Your mentoring experiences (exercise, discussion in pairs)
   C. Benefits of mentoring to mentors and mentees—what is a mentor?
   D. Why youths need mentors
   E. Success of mentoring

III. Youth Development
   A. Youth development cycle
   B. Adolescence issues

IV. Critical Mentoring Skills
   A. Characteristics of a good mentor
   B. Effective communication styles
   C. Dealing with difficult issues

V. Building Effective Relationships
   A. Phases of the relationship
   B. Building a relationship
   C. Activities to consider
   D. Mentoring do's and don'ts

VI. Program Structure and Operation
   A. Program operation
   B. Responsibilities for the mentor
   C. Documentation requirements

VII. Next Steps
   A. Closure group exercise
   B. Next steps
   C. Evaluation

Reprinted with permission from: *Designing an Effective Training Program for Your Mentors* (Folsom, CA: EMT Group, 2001).

Sample Mentee Training Outline

Lesson Title: Welcome to the Jefferson Middle School Mentoring Program

Date:

Training Objectives: By the end of this session, our mentees will . . .

1. Understand the concept and role of a mentor in our program
2. Understand their responsibilities for participating in the program
3. Be able to demonstrate (through role plays) effective communication methods for their first few meetings with their mentor
4. Know who to contact in our program if there are problems with the match

Agenda

Refreshments

Welcome and Introductions (5 minutes)
Have the project director (or the highest level representative of the program) welcome the participants and ask everyone in the room to introduce themselves.

Icebreaker (activity, 15 minutes)
Select an icebreaker that will get everyone comfortable with at least a few other individuals in the room. There are many variations of icebreaker activities for youth. Choose one that you have seen work well before.

Overview of Mentoring (activity, 15 minutes)
Introduce the concept of mentoring by using an activity or by discussing examples of famous mentor-mentee pairs (the most familiar one being the story of Telemachus and Mentor from *The Odyssey*).

Overview of the Program (10 minutes)
Describe your program and its goals for youth. You should also explore what youth are expected to contribute to the program and their relationships. This section should also cover staff roles and responsibilities and who the youth should turn to if they have questions or concerns.

Mentor Role (activity, 15 minutes)
This activity should allow youth to discover how a mentor can help them reach their personal goals.

Break (15 minutes)

Role of the Mentee (activity, 15 minutes)
Cover the responsibilities of the relationship, including participating fully, showing up for meetings, arriving on time, effective communication strategies, acting polite, and being aware that the relationship is not about money or gifts.

Role Playing (activity, 15 minutes)
Give the students an opportunity to do some role plays as to what meeting with their mentor the first time may be like.

Confidentiality and Boundaries of the Relationship (10 minutes)
Discuss the limits of confidentiality and mentor and mentee reporting requirements.

Adjourn

Reprinted with permission from: *Training New Mentees: A Manual for Preparing Youth in Mentoring Programs*, by Judy Strother Taylor (Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center, 2003).

Prepare To Offer Your Services Over the Summer Months

One of the program elements that the U.S. Department of Education has required for its mentoring grantees is that they offer their mentoring services, at least at some level, over the summer months in an effort to get matches to that 12-month minimum. Since the majority of OSDFS-funded mentoring programs are based at the school site, programs must be creative in how they keep matches functioning while dealing with potentially reduced staff, limited access to facilities, and fewer opportunities for supervision of matches. The summer months present the challenge of trying to offer consistent, "normal" mentoring services at a time when business is anything but usual. Depending on your circumstances, you may choose to have matches meet less frequently, involve a partner organization more prominently, opt for group activities, or develop methods to (safely) keep matches in contact when supervision is minimal (such as letter writing or e-mail).

To design appropriate activities to keep relationships going when school is on break, programs should:

- Take stock of the access they have to resources like meeting space, temporary staff, other school services (summer school, athletic facilities), community-based learning opportunities, and transportation. Offering "alternative programming" during the summer months depends on what you have access to. Work with your formal program partners and other community youth-serving agencies to inventory what's at your disposal.

- Base your summer services on the level of supervision you can provide and the appropriateness of the activities. Summer mentoring activities should only take place if the program can ensure the safety of participants (your supervision policies do not take the summer off) and if the activities match the goals and nature of the program.

Your program may wish to adopt some of these strategies for keeping matches connected throughout the summer:

- If mentors and mentees will not be meeting as frequently (either because of vacations or program circumstances), mentors can . . .
  - give paper, envelopes, pens, and several self-addressed, stamped envelopes to their mentee and ask the mentee to send letters, drawings, poems, etc. (mentors should write frequently as well).
  - trade photos of each other.
  - talk over the phone, when possible.
  - provide mentees with a notebook to record their summer activities, which can be great icebreakers and conversation starters when they meet in person again.

- Some programs might consider technology-driven methods of contact. One OSDFS grantee is developing an e-mail-based "message board" system where staff can monitor the conversations. These should only be considered if proper security/ supervision is in place.[1]

- Arrange for matches to meet at the school site during summer school hours.

- Many schools also have club and athletic activities during the summer (football, band, orchestra). Mentors may be able to visit (or even assist) during these times.

- Boys & Girls Clubs and YMCAs have a wealth of activities for youth and the general public during the summer months. Ask about using their facilities for mentoring time. They may be able to provide supervision, a safe environment, access to other group outings, or help with transportation.

- Take a group field trip to local college campuses, the art museum, nature areas, sporting events, or other community enrichment opportunities.

- Schedule a group basketball or softball game among mentors and mentees (this can also be a great parent involvement piece, especially if done with a picnic).

- Arrange for matches to participate in service-learning activities (group or individual). See the Learn and Serve America Web site for more information on service learning (http://www.learnandserve.org/).

- Have matches help out with fund-raising activities for the program (car washes, bake sales, walk-a-thons). Be sure to follow the guidelines of your ED grant if doing this type of activity.

- As summer winds down, gather mentors, parents/guardians, and mentees in preparation for the start of normal program services at the beginning of the school year. Hold "get re-acquainted" events or more formal workshops to prepare everyone for the year ahead.

Regardless of what you chose to do over the summer months, remember that dissolving those matches is not an option. Suspending matches over the summer fails to meet the requirements of your grant and it subverts the work of the mentoring relationship right at the time when many matches overcome their early struggles and begin to flourish. The "Mentoring on the Move" activity in Appendix A offers further suggestions on summer activities.

[1]A great collection of resources on creating safe "virtual volunteering" services can be found online at: http://www.serviceleader.org/new/virtual/index.php

Make Sure You Have Appropriate Meeting Space and Activities

One of the greatest issues facing school-based mentoring programs is the lack of appropriate space on campus to hold mentoring sessions. Cafeterias can be noisy and not necessarily "private." Libraries may not be conducive to some activities you wish to do. Afterschool spaces are usually crowded with lots going on. Your program may have to be creative in finding quiet space where matches can meet free of distraction. Check the schedule to see what rooms are empty and when. See if recreation areas are available on campus where matches can meet. Ask if teachers or administrators are willing to lend their office space from time to time. Be creative, and remember that if mentoring's impact comes from the formation of close relationships, that is unlikely to happen if matches are meeting in environments that are not conducive to conversation, reflection, and confidentiality.

Program activities also matter. There is tremendous variety in how programs promote (or even require) certain activities. Some programs are more "prescriptive," using a number of set activities, even curriculum, to help the youth overcome problems, develop personal values, learn specific skills, and reflect on the world around them. Others are more unstructured, youth-driven, and "developmental," letting the youth take the lead in structuring their time with their mentor.

Find the mix of activities and unstructured time that works for your program. On one hand, matches can get into trouble when prescribed activities get in the way of the relationship forming between mentor and mentee. If the match becomes all about fixing youth "issues" through a long list of structured "lessons," then it runs the risk of never getting to the place of trust, empathy, and connectedness that makes the magic of mentoring happen. On the other hand, if your program is just putting volunteers and youth in a room with little guidance or direction, the match may lack focus, leading to volunteer frustration and mentee apathy. At the very least, make sure that your mentors and mentees set clear goals and that mentors have a variety of icebreakers and activities at their disposal that they can access if they need to address a particular youth need (or simply need something to "do"). Appendix A offers a sample icebreaker for new matches and a list of suggestions for match activities.

Activities Your Program Can Encourage

- Make a time capsule, fill it with meaningful items, and discuss their importance.
- Research family genealogy; make a family tree
- Learn a new skill or craft together; for example, take a pottery class together so that you share the experience with the youth.
- Discuss people you admire. Compare heroes and research your favorites.
- Make something together, such as a model rocket. Working together on a neat project builds trust and cooperation skills.

Initially, the relationship between mentor and mentee may be one directional, with the mentor constantly suggesting activities. Try to avoid this. Encourage your mentors to let the mentee take the lead with activities until the relationship develops trust over time. Once that trust is established it is still a good idea for the mentor and mentee to decide together what they will do at each meeting.

Recommended activities are listed in Appendix A, while Appendix B lists resources you can turn to for more guidance on finding appropriate developmental activities.

Develop Your Referral Network

Another program element that can help matches thrive is a referral network. Start developing this before you begin accepting youth into your program. This will allow you to send youth and families to appropriate support services in the schools or the community if they are not a good fit to be served by your program (or if they could simply benefit from additional services).

You may choose to develop this referral network through formal partnerships with other youth-serving organizations in an effort to create a more comprehensive set of combined services (such as creating a partnership with a tutoring program so as to increase the academic impact of your program). Or, this could be as simple as taking the time to create a directory of the other youth-serving organizations in your community that can give youth and families additional support, such as counseling, health services, job training and placement, substance abuse help, faith organizations, and recreational opportunities. Making these community connections can also help in finding content experts for ongoing trainings as specific topics arise.

You should determine what other services and systems your mentees are *already* accessing. It will be much easier for your mentors to offer appropriate help, and much easier for you to provide proper support, if you are aware of youths' current involvement with:

- Foster or kinship care
- Juvenile courts
- Family courts
- Mental health services/counseling
- Tutoring and other supplemental school services
- Social clubs (such as Boy/Girl Scouts or 4-H)
- Community/recreational centers (such as YMCA or Boys & Girls Clubs)

Take the time now—before your matches need help—to figure out who else in your community can lend their support to what your youth and your matches are trying to accomplish. There is no point in being able to identify "red flags," or youth needs that may hinder the match, if your program is not in a position to help do something about them.

Section 3.
Effective Strategies for Matching Adults and Youth

Now that you have laid the foundation for recruiting, screening, training, and serving your mentors and mentees, it's time to think about how you'll make appropriate matches. All your efforts to get the right volunteers in the door and get them ready to serve will be for naught if you do not make matches that are compatible and have the qualities necessary to thrive over the long haul.

A good starting point for making solid matches is to identify your matching criteria. This should be a listing of the reasons you would have for matching a particular youth with a particular volunteer. Most programs use common criteria such as:

- Career interests and hobbies
- Availability of meeting times
- Geographic proximity (most useful if matches meet off campus)
- Specific skills or abilities
- Personal temperament
- Expressed preferences
- Life experiences
- Gender
- Cultural/racial/ethnic background
- Religious affiliation

> **tip from ☞Dr. Mentor . . .**
>
> Sometimes random matches can be equally as effective as those based on common interests. The mentor who loves music and plays the piano can open a new door for a mentee who does not know much about the subject or the instrument. The youth who speaks a foreign language can teach a few words to her mentor every week. Remember that common interests should be only one of several factors that you consider.

No matter what criteria your program chooses, they should always be viewed through the lens of the needs of the youth. Ask yourself, what does this youth need in a mentor? Are there mentors in our pool who can fill those needs?

Do not get caught up in finding the across-the-board perfect match for every youth. No mentor will match every single need a youth has. And having kids on your waiting lists for long periods of time while you search for the perfect mentor is not helping anyone. But if a youth and a volunteer share several interests, have compatible personalities, and have schedules that allow for frequent meeting times, you may be on the way to making a good match.

That being said, do not overvalue a few tangential characteristics at the expense of others. A lawyer who volunteers in your program may be a great match for a youth who wants to become one, but not if the mentor lives far away, can't meet often, and has a personality that will not gel with the mentee you have in mind. So take all things into consideration when making matches and leave plenty of room for "gut instinct" that a certain kid and volunteer will be a good fit.

Follow Your Matching Policy and Procedure

Your program should establish a formal matching policy that spells out to caregivers, volunteers, and youth the process and criteria by which matches get made. This will be a useful document to have when people (especially caregivers) have questions about how you determine appropriate pairings. Appendix A offers a sample policy.

You will also need to develop a set procedure (based on that policy) for making matches, as well as all the forms and instruments that your staff will need. This procedure should identify who on your staff is responsible for arranging matches, the forms and information they use in making determinations, the role of parents and youth in this process, and how the first meeting is conducted:

Staffing. There may be many people who collect information on youth and volunteers that enter your program, but there should be one person who assumes responsibility for making a particular match. This is usually a match coordinator or similar position. This person's responsibility is to gather all the information you have, examine the needs of the youth, find a compatible volunteer, and guide the matchmaking process through to the end. Obviously, this person will not be able to do this effectively if his time and energy are diverted elsewhere. So make sure that the person who is making matches has a reasonable "caseload," especially if he is also responsible for post-match supervision. The last thing you want to do is make matches hastily and without proper consideration.

tip from
☞Dr. Mentor . . .

Always keep one copy of the original mentor and mentee applications in the mentor coordinator's file. Make a copy of each and put one in the permanent record file of the mentee and give one to the school liaison. Make sure these records are kept in a secure area to protect the privacy and confidentiality of your program participants.

Forms and Matching Tools. Most of the information you need to make matches will have been collected on your volunteer applications, youth sign-up sheets, and parent permission forms. You may also collect useful information on separate questionnaires and through your interview and reference checking process. Appendix A offers sample forms that can help give your match coordinators the information they need. Customize these for your own use so that they collect information that is relevant to your youth population and the goals of your program.

Regardless of what forms and instruments you use for matchmaking, your procedure should allow all this information to be collected into one main file for easy access (see sidebar). Having a well-organized file system for keeping track of mentor and youth paperwork, notes and observations from your staff, and other information you've collected will help your match coordinators take all factors into consideration.

The Role of Parents/Caregivers and the Youth. Most programs tend to give parents (or other caregivers) a say in whether a match gets made or not. Some programs also let the youth help with the decision. This increases buy-in for both parents and youth and lets them know that you are working with them in the matching process.

Involving caregivers in this process can also ease some tensions that can occur when a mentor enters a child's life. Caregivers may feel threatened by the services you provide. So take the time to explain the role of the mentor during the matching process, even if you've already covered it during orientation. Ease their fears, and help them understand that you're matching the youth with a specific person who you think can help.

The First Meeting. Many programs choose to have an initial meeting with the volunteer, the mentee, and the parent/caregiver that is facilitated by the match coordinator. This allows all parties to get to know one another in a controlled and structured environment and you can reiterate program goals, rules, and expectations. They can discuss their own personal expectations for the relationship, share more about their values and beliefs, and determine their level of compatibility. This also can serve as an opportunity for the parent or youth to back out of the potential match if they have concerns.

Make sure to serve food, introduce school and program staff, and give each mentor a school map, handbook, and calendar. Save the tour of the school for the mentee to give to the mentor when they meet for the first time.

If your program's matches do not meet at the school site, this first meeting can be held at the program offices or in a public space, such as a library, community center, or park. For the first one-on-one meeting between the mentor and mentee, choosing somewhere that the youth is familiar with (a mall or playground, for example) can help the youth feel comfortable.

You may want to offer icebreakers or "getting to know you" activities to help stimulate discussion and get the mentor, youth, and parents engaged with one another. Structuring and promoting this early interaction "may give participants a sense of ownership, establish forthright communication, and convey useful information about what to anticipate" (Keller, 2005).

If the first meeting goes well and all parties agree on the match, you may want to have participants solidify their commitment by signing a "match contract" which stip-

ulates the responsibilities they have agreed to. This contract can emphasize program rules and expectations, clarify roles for all parties, schedule set meeting times, and even include initial goals that the match has agreed to work on. A sample of such a contract appears in on page A-19 in Appendix A.

Once the match is set, the mentor and youth are ready to begin meeting. Remember, mentoring relationships sometimes get off to a rocky start. The following tips can help mentors do a good job of getting their initial one-on-one meeting with the youth off to a good start. Appendix A also offers a sample icebreaker activity for the first meeting.

Getting Started: Meeting the Mentee

Mentors may be a little nervous or unsure before meeting the mentee. Individual home situations, life experiences, and cultures may be very different, in addition to differences in age. The mentees are probably experiencing some jitters, too. Mentors should take the initiative to make the first meeting as comfortable as possible.

The following are suggested ideas for the first meeting:

- Greet the youth with a smile and a handshake. Introduce yourself and tell him how you want to be addressed. Ask the student if he has a nickname and by what name he would like to be called. Use the student's name at every opportunity.

- Ask the student for a tour of the school. Walking and talking feels more comfortable for most young people than sitting and talking. It also provides the mentee an opportunity to share her knowledge of the school, allowing her to demonstrate competence and be in charge. (If your program is not school-based, a popular mall, recreation area, community center, or other public area should suffice.)

- When you decide to sit down, sit next to the student, not across a table from him. This provides a sense of friendship and support.

- Express the desire to be an encouragement, support, and friend. Explain that you will keep everything he says confidential, unless it is about something that might harm him in any way, as his safety and well-being come first.

- Do not pepper the mentee with questions; even open-ended questions, if continual, can make the student feel as if she is being interrogated. Plan on telling things about yourself, your family, your work. As mentors are more open about themselves, their mentees feel more comfortable talking with them.

- Bring a game that doesn't take much concentration—for example, a simple card game—and chat while you play. This can reduce the awkwardness of just sitting and talking.

- Develop some questions similar to the following that both of you answer. This will help you learn more about each other:
  - My favorite time of day is . . . because . . .
  - One of the things I hope to do next month is . . .
  - My best friend is (was) . . . We've been best friends for (how long) . . .
  - I like(d) him/her because . . .
  - The best trip I ever went on was to . . .
  - When I get home from school (work) I like to . . .

End the first session on a positive and encouraging note. Make plans for meeting again the following week. First meetings can feel awkward and uncomfortable, but don't get discouraged. Give the relationship time to grow.

Adapted with permission from: *Handbook for Mentors*, Sharyl W. Adams (Chesterfield, VA: Communities in Schools of Chesterfield, 1998).

Section 4.
Ongoing Support and Supervision

Your program can lay the perfect foundation, recruit the best mentors, and make matches that seem destined for success, but it will still struggle if you fail to provide them with ongoing support and supervision. In fact, researchers David DuBois and colleagues found that strategies to support matches over time were "relatively neglected in mentoring programs . . . in lieu of a greater focus on preparatory procedures such as screening, initial training and orientation, and matching." Only 23 percent of the programs analyzed in his research had an ongoing training component (DuBois et al., 2002), which is disastrous in light of the evidence linking ongoing support of matches with longer relationships and increased outcomes.

Fortunately, a program can do several things to tend to the matches it has made:

Monitor Matches Consistently

Proper monitoring of matches ensures that you are being diligent at risk management and that you are tracking the progress, and the struggles, of individual matches. Among the policies and procedures that your program develops should be ones that specify who on your staff keeps in contact with the other match stakeholders over time. Your monitoring procedure should also govern how frequently contact is made, in what form, what information is collected, and any follow-up steps that can be taken if there are problems with the match. Most often this contact takes place over the phone or in person (especially in site-based programs), but some programs also use mail-in forms, Internet-based forms, and other means of monitoring matches.

It is strongly suggested that programs take the lead in initiating regular contact with all participants regardless of what forms or tracking mechanisms are used. Do not rely on the volunteers and youth; assume the responsibility for monitoring your matches.

Many programs follow a monitoring schedule of making contact with the mentor, youth, and caregiver within the first two weeks of the match, followed by two-week intervals throughout the first months of the match. In most programs, if mentors or youth are going to get discouraged and frustrated, it will occur during this initial time. If the match seems to be progressing well several months in, and there have been no issues, the frequency can be dropped to once a month or even quarterly after the

match has passed the one-year mark. Unfortunately, in some programs, the frequency of contact and checking in sometimes drops to "never." A prominent Public/Private Ventures mentor survey found that 20 percent of mentors in school-based programs "almost never" talked to staff about their match and 11 percent had no staff contact in support of the match at all (Herrera, Sipe, and McClanahan, 2000). That is a recipe for trouble.

When checking in with mentors, reassure them that they should be honest about how things are going and that the program is there to support them, not punish them if things have become rocky in the relationship or if an issue has come up that they are unsure how to handle. You should develop a set list of questions that mentors are asked during check-ins, including:

- Have you been meeting as scheduled?
- How is the match going?
- Does the youth seem resistant to the match?
- How is the communication so far?
- What activities have you been doing together?
- Are there any issues in the youth's home or school life that have been problematic?
- How is the interaction with the youth's parent/caregiver?
- What are the positives about your relationship?
- What assistance do you need from us to help the match?

Your program will likely develop many other questions that gather the information you need to support the match (not to mention information you'll need for evaluation purposes).

As mentioned earlier, it will also be useful to check in frequently with the youth and their caregivers, usually along the same timeline. These check-ins can be great opportunities to make sure that the youth is happy with how things are progressing and that any fears or concerns that caregivers have can be addressed.

Among the things to ask youth:

- Has your mentor been meeting with you as scheduled?
- When was the last time you met? How long did the meeting last?

- Do you enjoy spending time with your mentor?
- What have you been doing with your mentor? How did you decide what to do? Was it fun?
- Is it easy to talk to your mentor?
- Has your mentor asked you to keep any secrets?
- Is there anything you'd like to change about your mentor?
- Is there anything you want me to talk to your mentor about?

And for caregivers (some of these may not be applicable depending on where matches meet):

- Is your child happy with his mentor?
- Does he look forward to the mentoring visits?
- Is the mentor arriving on time for meetings? Do they last the scheduled time?
- How has the communication with the mentor been?
- Do you have any concerns about how the relationship is progressing?
- Have you noticed any positive or negative changes in your youth since the relationship began?
- Do you have any questions for our staff?

Your program may also want to collect periodic information on the progress (and struggles) of your matches from teachers, counselors, coaches, and other school personnel. All information collected during these check-ins should be entered into your case files so it can be accessed as needed and used in determining what types of help to provide struggling matches.

Be sure to staff monitoring activities adequately. As mentioned earlier, sometimes programs focus heavily on the "up front" work: recruitment, screening, training. Most match coordinators (or equivalent position) will only be able to effectively track and manage about 50 matches at any given time, depending on the other duties they are responsible for. You never want a situation where matches are going unregulated because of staff time constraints. This is extremely risky from a safety perspective and all but ensures that struggling matches will fail to get the help they need to make it to the 12-month mark.

Spot Red Flags and Provide Help

Mentoring relationships, like all human relationships, can suffer from a wide variety of problems and conflicts. There are misunderstandings, personality clashes, generational and cultural differences, and general disagreements. Regardless of what issues your matches may have, your monitoring system should be designed to spot trouble before it does irreparable harm to the match.

Some of the common "red flags" to look for in mentoring relationships:

- Meetings are not taking place regularly.
- The mentor or youth does not know what activities they should be doing.
- The youth is dissatisfied with the activities or is not part of the process of deciding on activities.
- Any participant is unhappy with the level of communication.
- The mentor feels overwhelmed by the magnitude of the youth's problems.
- The mentor or caregiver is frustrated by a perceived lack of progress by the youth.
- The mentor or mentee (or even the caregiver) is breaking program rules and guidelines.
- The mentor, youth, or caregiver is dissatisfied with the communication from your program staff.
- The mentor is overly involved with the youth's family.
- Teachers and other school staff express concerns that the meeting times are detracting from important schoolwork.
- Participants expressing a need for specific advice on handling a situation or help completing a specific task (for example, a mentor needing to know how to get a reticent child to open up, or a youth admitting that her mentor isn't giving her the help she needs in working toward a goal).

tip from ☞Dr. Mentor . . .

Youth in mentoring programs are often those who have had lots of disappointments in their lives. When a mentor comes along and pledges to be there for them on a regular basis, the mentee is absolutely counting on it. When a mentor disappoints them, it can be devastating. Make sure that your mentors know how important consistency and dedication are to these kids!

Problems that come up can be addressed in a variety of ways. Sometimes the program can provide conflict resolution activities or spend some time realigning participant expectations. Sometimes additional training for mentors or youth is required (more on this to follow). In many instances, youth or their families may need a refer-

ral to other services. For example, if a parent expresses disappointment that the mentor is not providing enough homework help, you may want to see if the youth can participate in a tutoring program as well. If a youth has severe behavioral problems that are affecting the match, perhaps counseling or other clinical help is warranted. If the match is having cultural sensitivity issues, maybe a local cultural center or organization can provide assistance. Being able to refer participants to other services shows that your program is committed to providing access to a wide array of help, that it is part of a holistic attempt to help the youth and his family. It also shows that your program is attuned to the limitations of what it, and its mentors, can reasonably provide. Mentoring only really starts to fail when it goes beyond the scope, vision, and abilities of the program.

Just be sure to get your matches the help they tell you they need. Ignoring red flags and hoping for the best is not an option if you want long-lasting matches.

Offer Adequate Ongoing Training

Chances are that the information you gather through monitoring your matches will drive the content of the ongoing training you offer. If you have several mentors all expressing that they are having trouble getting the youth to open up, then an additional session on icebreakers is in order. If youth complain that their activities are boring, you may need to provide your mentors with fresh ideas. If many mentors are struggling with the severity of some of the youths' needs, additional training on coping skills should help.

Providing ongoing training for mentees can also be helpful. It can provide them with additional skills that will enable them to hold up their end of the mentoring relationship and it can provide a group setting for them to discuss concerns and issues that they may be uncomfortable bringing up during check-in times with match coordinators.

Among the topics most commonly covered in ongoing training sessions for mentors are:

- Strategies for dealing with issues in the youth's family
- Handling child abuse and neglect situations
- Setting limits with mentees
- Alcohol and substance abuse issues
- Bullying
- The needs of special populations, such as children of incarcerated parents or youth in foster care
- Teen sexuality and dating

- Goal setting
- Addressing specific academic needs
- Diversity and cultural sensitivity

Your training staff does not need to have expertise in all these areas. As mentioned earlier, you can use the community and school connections that you've developed as part of your referral network to access experts who can help provide training in some of these specialty areas. Just remember to listen to what your participants are telling you they need—and then provide it!

Establish Patterns of Effective Communication

Although you will be in contact with participants as part of your monitoring and ongoing training efforts, there are other patterns of communication that you may want to consider:

- **Mentor "support groups."** These can be regularly scheduled meetings where mentors get together to talk about what's positive and negative with their experience. They can also provide an opportunity for your staff to help problem-solve. But really, these sessions are about the mentors communicating with each other and establishing a sense of camaraderie and connection in the mentoring work they are doing. Networking allows mentors to get ideas from their colleagues and peers. Just make sure that you address any confidentiality issues that can arise when mentors are discussing their experiences.

- **A program newsletter (or e-newsletter).** These don't have to be expensive, full-color, glossy magazines. They can be simple and produced through the school's media center. But they can be a great way to keep caregivers, youth, mentors, school staff, and district administrators up to date on the program. They can also be a great way of celebrating successes in matches, honoring your volunteers, and informing caregivers about other services. Additionally, sending your newsletter to key community groups will help with future recruitment.

- **Mentor mailboxes.** Many school-based programs provide these for volunteers on the school site. Here they can pick up information from the school (calendars of upcoming events or school closures, schedules of what's being taught in classrooms) and from your program (your newsletter, new activities they can use, any paperwork that needs to be filled out for monitoring or evaluation purposes). Your program may also keep ID badges or other nametags mentors must wear when on campus in their mailboxes. In general, make your program area an inviting place for mentors that feels like their "home base" when they are on campus. The more they feel like they are part of the mentoring family, the better the chance that they will be retained over a long period of time.

Make a Special Effort To Keep Caregivers Involved

One wonderful way of keeping parents and guardians involved with the program and enthusiastic about your efforts is the Families and Mentors Involved in Learning with Youth (FAMILY) model, developed by Susan Weinberger. This model invites families to three or four evening events a year at a site such as the school, a community center, or the local YMCA. The primary purpose is to enhance communication between mentors and families of the mentees. Part of the evening is social, the other is educational. These events work best when families are offered food, transportation to and from the events, and child care for younger children (any time these three requirements are met the chances are good for a strong turnout).

These events can be a lot of work, but they are well worth it. Parents and other caregivers can get to know the mentors in a more relaxed setting, while mentors have the opportunity to talk more about what they have been doing with the youth. This can be particularly important in site-based programs where the opportunities for caregiver-mentor interaction are minimal. This can also be a great way for your staff to connect families to other support services (see the sidebar). Your program may wish to bring in school or community experts who can provide training or information on educational or youth development topics. The FAMILY model strives to provide both educational opportunities and a chance for caregivers and mentors to bond.

tip from ☞Dr. Mentor . . .

One great example of the benefit of the FAMILY model came from such an event several years ago. A caregiver of a mentee in high school learned that the mentor was working with the child on employability skills. This included working on a résumé, designing a business card, filling out a mock application for a job, and reading the want ads. As it turned out, the caregiver asked for the same help for himself. He was unemployed and hoped that he could get some of the same assistance. This would have likely never come up if not for the social interaction promoted by the FAMILY model. In the end, the continuing/adult education department of the school district held special evening events for him and other caregivers who needed similar help. You can bet that those caregivers were very enthusiastic about their child's participation and keeping those matches going. They saw the program as being an advocate for their entire family. This is a powerful example of the "win-win" of mentoring and the value of family involvement.

Recognize and Honor Participants

Part of why mentors volunteer is that they want to make a difference and feel good about themselves and their work. Youth and caregivers participate because they want to see progress in the youth. Your program should help all stakeholders in the match celebrate success and find recognition in a job well done.

Earlier in this chapter we discussed using a program newsletter as a vehicle for volunteer and youth recognition. Among the other useful recognition strategies are:

- *Profiling selected matches in the local media*. This not only honors the wonderful work of your program's matches, it can be a great way to promote your program in the community and garner fresh volunteers and financial support. Talk with your local newspaper, radio, and television stations about how to go about profiling or honoring your matches. Remember to secure written parent permission first.

- *Public recognition ceremonies*. Most programs have an annual awards banquet or picnic to celebrate everyone's efforts. You may wish to expand your guest list to include community and business leaders, school administrators, and local dignitaries.

- *Nominating your program or individual participants for community awards*. Most communities have award ceremonies for those who are doing good works through volunteering. Check with your local volunteer center or community charities to see what recognition events take place in your area.

- *Gifts and other tokens of appreciation*. Sometimes a simple "thank-you" card can make all the difference in the world. Don't underestimate the impact that simple, small acts of gratitude can have on mentor retention.

- *Recognition of mentors through other aspects of their lives*. Write a note to your volunteer's employer about the value of mentors' contributions and how these contributions reflect positively on their company (or perhaps write a short note of recognition for the company newsletter). College students can be thanked through campus groups or the student government. Peer mentors can be thanked at schoolwide events. All volunteers have other areas of their lives where their mentoring efforts can be celebrated.

Ensure That Closure Is a Positive Process

The sad fact is that in spite of all your efforts, your program will have matches that fail to make it beyond the 12-month mark. If you've done a good job of properly selecting, training, matching, and supporting program participants, the number of matches that dissolve out of frustration, disappointment, or a lack of commitment will be minimal. But matches also end for more benign reasons: people move away, circumstances change in the mentor or mentee's life, youth simply age out of the program. Whatever the reasons, your program has a responsibility to make match closure a positive process for all involved.

Just as the volunteer, the youth, and the caregiver all have a role to play in initially creating a match, they also have a role to play during closure. Most important is the care given to the youth. Remember that matches that end prematurely can have a very negative impact on the youth.

When possible, the following steps can help mentees end the match on a positive note:

1. Let the youth know as soon as possible when their match will be ending and give them ample opportunities to discuss their feelings about it

2. Allow the mentor and mentee to do something special together for their last meeting (provided it does not compromise the guidelines of your program and the supervision you can provide).

3. Encourage the mentor to talk positively with the youth about the mentoring relationship and the youth's abilities. Mentors should let the youth know that the relationship was special and meaningful. The meeting should be in person and not by telephone, note, or e-mail. The mentoring coordinator or match supervisor should facilitate the meeting.

4. Encourage the youth to keep participating in the program (if it is the mentor who cannot continue the match) or refer the youth to a new mentoring program (if the match is ending because the youth is moving away).

5. And program staff should never make a promise to a mentee that they cannot keep once the match ends!

Programs should also meet with parents to get their feedback on their participation in the program and to answer any questions they have about the ending of the match.

Most programs also utilize some form of "exit survey" for mentors, youth, and caregivers, usually as part of the qualitative evaluation of their services. This can be a great way of gathering feedback about your program and can help you refine your services over time. Most exit surveys tend to ask questions such as:

- What aspects of the program did you like the best?

- What aspects did you like the least?

- Did you feel you received adequate support and supervision from program staff?

- What could we have done to make our program a better experience for you and/or your mentee?

- Were you satisfied with your experience in our program?

Section 5.
Implications for Peer Mentoring Programs

Peer mentoring programs can provide a powerful opportunity to harness the natural influence that young people have on each other and turn it into a positive experience for both mentor and mentee. While much of the information contained in this book can be used in designing and operating a peer mentoring program, peer mentoring relationships have unique differences that should be addressed.

Peer mentoring can take many forms, but is most often understood to be a relationship between two youth of different ages, where the goal of the relationship is for the older youth to positively support some aspect of the younger child's development. Peer mentoring differs from traditional adult-to-youth mentoring in that the benefits to the *mentor* are often a key component of the program. Developing lasting and effective matches in a peer program thus requires programs to consider the needs and characteristics of both partners in the match and to have clear goals and objectives in place for both. For example, OSDFS mentoring programs may have goals for mentees about academic grade improvements and goals for increased school and community involvement for their peer mentors.

There is considerable research on the importance of peers on the socialization of children; building lasting mentoring relationships between an older and younger youth can help shape the positive nature of that socialization. Peer mentoring relationships that end too soon, because of a lack of bonding or failure by the mentor to follow through, are just as likely as with adult/youth relationships to cause more harm than good. And, of course, OSDFS mentoring programs using a peer mentor model still need to meet the 12-month match requirement.

The following sections, which follow the overall outline of this book, cover some of the unique considerations that peer mentoring programs should address in order to ensure that matches get off to a good start and develop into a lasting, positive experience for both young people.

Program Leadership and Participant Roles

Peer programs require the same level and breadth of school and community support as other mentoring programs. The need for energetic, committed leaders to promote the goals and objectives of the peer model is especially important, since resistance may initially be met to the idea of giving such serious responsibility to youth. Agency

staff need to establish clear objectives that demonstrate that the program is meeting a significant need. Engaging school personnel early and identifying strong leadership within each school to promote and support the effort is vital. Peer mentoring programs generally require more ongoing supervision and support, so finding allies within the school who are dedicated to the concept and are willing to be active players will add another resource for peer mentors to turn to—a kind of "mentor" for the mentors.

Developing school relationships may be further complicated by needing to work with multiple schools when recruiting high school youth for middle or elementary school mentees. Each school will need to be approached for different kinds of assistance—grade reports for mentees, possible academic or elective credit for mentors, opportunities for schoolwide recognition for mentors, and so on. Gaining support at the district level may become especially useful, using ambassadors from the local schools to champion the effort.

Once the program model has been developed, staff and other supporters will want to provide orientation and background on the benefits and rewards of peer mentoring to teachers, administrators, parents, and youth in order to address concerns and gain full support. Involving young people in this process can be an effective way to "show by doing" that they have the maturity and ability to be great mentors.

Positioning Your Program for Success

As with traditional mentoring programs, the work you do before you begin to make matches in a peer mentoring program is instrumental in keeping matches together down the road. The following tips (in addition to the ones listed earlier in this book) can help peer programs build a solid foundation:

- Recruitment materials, including job descriptions, should be written in terms that will appeal to youth. State clearly the responsibilities, time commitments, benefits, and rewards of being a peer mentor. Whenever possible, ask youth to help write or design your materials or to provide input.

- When recruiting peer mentors, be sure those making referrals understand the program and criteria. What youth characteristics will be most likely to fit with the peer approach? If your program is serving youth with special needs, will a peer mentor be appropriate? Do parents know that their child will be matched with a youth mentor?

- Peer programs have the advantage over adult mentoring programs of a large volunteer pool in a controlled environment, and the potential for tangible rewards for participation, such as elective credits or fulfilling a service learning requirement. Take advantage of these tools but be sure that youth are volunteering out of genuine interest, not just for the benefits they will receive.

- When planning orientation sessions, include young people in the presentations when possible. Orientation for peer mentors may be more limited in the amount of detail provided (due to shorter youth attention spans), but should be very clear about expectations, requirements, benefits, and time commitments.

- Peer mentors still need to be screened for safety and suitability, albeit at a different level than adult counterparts. Peer mentors should complete an application and secure personal references, as well as references from a teacher, advisor, and member of the community. Their driving record should be checked if the older youth will be transporting the mentee. Programs may also want to look at any record of extracurricular activities or community service projects that the youth might have been engaged in (this can be a great indicator of a youth who can adapt well to a caring, supportive role and who can accept responsibility).

- Set up your mentor selection process to require follow-through and initiative as a screening mechanism, such as having a firm deadline for applications and sticking to it. A young person who cannot meet deadlines may be less likely to follow through as a mentor.

- If your peer program is targeting a specific mentor population, focus on it in your recruitment plan. For example, if you are seeking mentors who are from low-income families, target your recruitment by using school counselors or community-based organizations working with the entire family.

- Make sure you factor transportation and other logistics into your program design, especially if your program uses multiple campuses. It is tremendously successful to have older youth mentoring students from a nearby school. However, in some communities there is considerable distance between schools, creating transportation issues that may lead to missed meetings. Participating schools may have different schedules or activity times that can also make it difficult for matches to meet. Considering all of the logistical factors that could have an impact on mentoring times ensures that matches will be able to meet frequently and consistently.

Pre-match training for youth will differ from training of adults in a number of ways, but the essential purposes are similar. The foundations you set in training sessions will help ensure that peer mentors are ready to develop strong relationships with their mentees. These sessions should also help you gain some knowledge of each mentor's special skills and strengths, which will help when matching them with younger mentees.

In addition to topics listed in Section 2, the following areas are important to cover when training youth mentors:

- Basics of being a positive role model

- Listening and communication skills—e.g., using active listening and open questions
- Decisionmaking and problem solving
- Using positive discipline and rewards to encourage behavior change
- Understanding peer pressure
- Understanding the cycle of a match relationship and how to keep from getting discouraged when the relationship doesn't seem to be going anywhere
- Dealing with difficult issues or crisis situations
- Understanding boundaries between mentor and mentee and how to maintain them
- Confidentiality—what it means, consequences for not keeping confidentiality, when to report confidential information

Not all these topics need to be fully covered in the first training session, but can be woven into ongoing training once the program is established.

Youth training should be highly interactive and allow opportunities for the group to get to know one another, practice skills learned, and work directly with the adult who will be providing ongoing supervision once they are matched. Make sure the activities are an appropriate length for the age of the students being trained. Play games, keep moving, and provide plenty of food!

There are many good guides and curricula for training youth to work with other youth in a variety of settings. Before putting together a training series, do some research to see if you can adapt already existing material for your own use. Appendix B offers some resources from which you can draw ideas.

Effective Strategies for Making Peer Matches

Many of the same criteria used for adult-to-youth matching can be applied to making effective peer matches. Matching based on similar interests and life experiences can be especially helpful, since it will give the match an immediate topic for conversation and activities. Making same-gender matches is preferable in peer mentoring situations.

The question of age is also an issue in programs that recruit a broad age range of both mentors and mentees. Having several years' difference in ages will help keep roles clear.

Some peer programs find an effective matching strategy to be one in which mentors and potential mentees interact in a group setting with activities and games that allow them to get to know each other. This may take several sessions to complete, but the result is likely to be worth it. Tips for such a session include:

- Have a lively facilitator and a couple of young people to help out at each session.
- Develop activities that quickly allow mentors and mentees to interact in pairs, and change pairs frequently.
- Start with simple "getting to know you" activities that encourage mentors and mentees to talk to each other. You may be able to use your mentor and mentee "profile" sheets for this purpose. See Appendix A for a sample Youth Interest Survey.
- Include activities in which the entire group is involved, such as the introductory name game on this page (see sidebar).
- Give clear messages to the group about how pairs will be matched.
- Allow opportunities for mentees to come to you and say who they would like to be matched with, and be sure that they understand that they may not be matched with their first choice.
- Observe interactions closely, using your helpers to record notes about potential good fits.

At the end of the final session, ask mentees to indicate on a form who their first, second, and third choice would be for a mentor. Mentors should also be given the opportunity to reject a mentee if they feel that the match would not work for them.

The Name Game

Have students sit in a circle, preferably with mentors and mentees alternating.

1. Have the first person give his first name and one interesting thing about himself that the groups might not know: "My name is Frank and I have a pet iguana."
2. The second person states her name and something interesting about herself and then repeats the first person's name and information.
3. The third person does the same and repeats the information about the first and second person.
4. Continue around the circle until everyone has spoken, with the last person naming everyone in the circle.

Try varying the exercise, starting with a different person, adding last names or a second piece of information.

Adapted with permission from *Kids Helping Kids: A Peer Helping and Peer Mediation Training Manual for Elementary and Middle School Teachers and Counsellors*, by Trevor Cole (Vancouver, British Columbia, Canada: Peer Systems Consulting Group, www.peer.ca,1999).

Allowing matches to self-select as much as possible helps the pair feel more invested from the beginning, thus increasing the chance for success. Nonetheless, program

staff will still be in charge of making final decisions on each match. Staff members should review written applications and notes from their observations, talk with parents and other referring sources, and consider the match in terms of its effectiveness in achieving program objectives before approving the match.

Ongoing Support and Supervision

As with adult-to-youth mentoring, peer matches must have sufficient and appropriate ongoing support and supervision. However, the issues likely to arise in a peer relationship may be considerably different than those in adult/youth matches. In addition to following the guidelines for supervision of matches outlined earlier in this book, program staff should build a structure for supervision and support that:

- Allows staff to interact regularly with mentors and mentees—both separately and together
- Focuses on on-site activities or supervised group outings as the primary way in which mentors and mentees get together
- Includes a regular time for mentors to get together and debrief their experiences
- Provides ongoing training for mentors in a variety of areas
- Promotes opportunities for recognition and praise of mentors and their successes

Youth mentors are likely to be more easily discouraged than their adult counterparts when the relationship is not making progress or the mentee seems indifferent. Peer mentors will benefit from regular training and support to help them understand that children are often unable to express their true feelings and are likely to have issues of trust and fear of rejection that may translate into indifference. Helping peer mentors develop their capacity to relate to their mentees and to understand their developmental stages may alleviate this discouragement.

Program staff must also emphasize the importance of mentors keeping appointments with their mentee and the negative impact on the mentee and the match relationship when the mentor fails to follow through. Absenteeism should be nipped in the bud, which means that programs need to keep detailed and complete attendance logs for each match and follow up immediately if an appointment is missed.

Providing peer matches with appropriate activities is another key. Many peer programs focus on older students in a tutoring role with younger students—a model that has had considerable success in helping young people academically. Peer mentors are likely to fall into a tutoring role because it offers them an opportunity to provide practical, immediate assistance. However, OSDFS mentoring programs using this

model will need to train their youth mentors to help them understand the developmental aspect of their mentoring relationship and to give them practical skill training to help them develop this aspect of their relationship.

Provide regular activities that will help peer mentors develop a positive relationship with their mentees and model behaviors such as positive connections to school and family, cooperation, and self-control. Examples may include attending school functions together or participating together in science fairs or art shows, taking on a community service project, or inviting parents to a picnic or other function developed by matches.

Developing site-based activities or supervised group outings allows staff to view interactions between mentors and mentees regularly and naturally. While peer mentors need to know that they are responsible, and that the program has faith in their abilities as mentors, they also need reinforcement of program standards and affirmation that they are doing good work.

Peer mentors may be less able to ask for help from program staff unless there are easy and regular avenues for obtaining assistance. Weekly group meetings, even if brief, can help keep mentors on track, in addition to regular individual check-ins.

Remember, too, that peer mentors also have goals they are working on. Spend some time each month asking them how they feel the program is going, if their individual needs are being met, and what kind of additional support they would like from the program.

Keeping the Match Going Over the Summer

Keeping peer mentoring matches alive over the summer can present a number of logistical challenges beyond those of traditional mentoring programs, but as with all mentoring programs it is important to keep the relationship going, even if the amount of time spent together is reduced. Review the list of ideas and activities described in Section 2, but keep the following considerations in mind when deciding how to continue these peer matches over the summer:

- Peer matches should be supervised at all times, so individual outings should be avoided.

- Transportation may be an ongoing challenge since most peer programs will not allow peer mentors to transport mentees.

- Permission from parents for any group outing will be required of both mentor and mentee, unless the mentor is at least 18.

- Mentors and mentees will have very different schedules during the summer that may limit the amount of times both parties will be available.

Here are some ideas for helping your peer matches continue to build their relationship over the summer:

- Include summertime activities in your budget, or engage in some special fund raising to allow you to pay for summer activities.

- Develop a calendar of summer get-togethers that all matches can attend. Examples include monthly picnics or a softball game, an organized trip to the zoo or science museum, a swimming party at a public pool, or a special school-based event prior to starting back in the fall.

- Include parents of both mentors and mentees in a summer gathering, and use the opportunity to highlight the accomplishments of the matches during the school year or to promote next year's program.

- If mentees are involved in academic summer programs, encourage mentors to meet with mentees on a regular basis to support their efforts. Set up a comfortable space in your building and a schedule of available times for them to meet.

- Involve your matches in developing ideas for summer activities while school is still in session, giving them some ownership and encouraging them to show up. See if they want to have a car wash or other fundraiser to use for summer get-togethers.

Celebrate Success!

Build plenty of opportunities for recognition and praise of peer mentors, and include mentees in some of these. Have an end-of-year celebration that highlights some accomplishments matches have achieved, or that showcases scrapbooks or other projects. Publish a list of successful peer mentors in the school newspaper or on a bulletin board for the program. Send letters of praise to parents or other caregivers to show them how well the mentor has done. Young people are often more likely to continue in an activity when their efforts are regularly recognized and rewarded by adults.

Conclusion

In some ways, producing lasting matches and running a quality program are one and the same. Every quality program produces long-lasting matches. And lasting, effective matches are really the ultimate barometer of a program's quality. The two concepts cannot be separated.

Nurturing mentoring relationships is like tending a garden. You must properly prepare the growing area (your program structure), you must plant the right seeds (appropriate volunteers and youth), and then you must tend to what starts to grow. Just as no garden can thrive without sun, water, and weeding out trouble patches, your matches cannot thrive if you neglect them and simply leave them to go it alone. The weeds will take over and you will yield no fruit from your labor.

So give your participants everything they deserve before, during, and especially after they are matched. Give them your attention and your caring, and watch the seeds you've planted grow.

References

Adams, S.W. (1998). *Handbook for mentors*. Chesterfield, VA: Communities in Schools of Chesterfield.

Ballasy, L., Fulop, M., and St. Amour, D. (2003). *Generic mentoring program policy and procedure manual*. Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center. Retrieved August 31, 2005, from http://www.nwrel.org/mentoring/policy_manual.html

Cole, T. (1999). *Kids helping kids: A peer helping and peer mediation training manual for elementary and middle school teachers and counsellors* (2nd ed.). Victoria, British Columbia, Canada: Peer Resources.

DuBois, D.L., Holloway, B.E., Valentine, J.C., and Cooper, H. (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology*, *30*(2), 157–197.

EMT Group. (2001). *Designing an effective training program for your mentors*. Folsom, CA: Author. Retrieved August 31, 2005, from http://www.emt.org/userfiles/DesigningAnEffectiveMentorTraining.PDF

Grossman, J.B., and Rhodes, J.E. (2002). The test of time: Predictors and effects of duration in youth mentoring relationships. *American Journal of Community Psychology*, *30*(2), 199–219.

Herrera C., Sipe, C.L., and McClanahan, W.S. (2000). *Mentoring school-age children: Relationship development in community-based and school-based programs*. Philadelphia, PA: Public/Private Ventures.

Keller, T.E. (2005). The stages and development of mentoring relationships. In D.L. DuBois and M.J. Karcher (Eds.), *Handbook of youth mentoring* (pp. 82–99). Thousand Oaks, CA: Sage.

Rhodes, J.E. (2002). *Stand by me: The risks and rewards of mentoring today's youth*. Cambridge, MA: Harvard University Press.

Taylor, J.S. (2003). *Training new mentees: A manual for preparing youth in mentoring programs*. Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center. Retrieved August 31, 2005, from http://www.nwrel.org/mentoring/pdf/training_new_mentees.pdf

Tierney, J., and Grossman, J.B. (with Resch, N.L.). (2000). *Making a difference: An impact study of Big Brothers/Big Sisters*. Philadelphia, PA: Public/Private Ventures.

Weinberger, S.G. (2003). *My mentor and me: The middle school years*. Hartford, CT: Governor's Mentoring Partnership.

APPENDICES

A. Sample Forms

Youth Referral Form
Mentor Job Description
Mentor Application
Mentor Release Statement
Youth Interest Survey
Matchmaking Policy
Matchmaking Procedure
Match Support and Supervision Policy
Sample Match Support and Supervision Procedure
Matching Worksheet
Participant Contract
Match Check-in Sheet
Icebreaker: Getting To Know Each Other
Suggested Match Activities
"Mentoring on the Move"
Great Ways To Mentor While on the Move

B. Additional Reading

Appendix A
Sample Forms

Note: Forms should be reviewed by your legal counsel.

Youth Referral Form

Requested _____School/Organization _____

Name of youth needing support _____ Grade in school _____ Age _____

Student's personal interests/hobbies _____

Additional services youth is receiving_____

Why do you think this youth would benefit from the services of a mentor? _____

_____

Family relationships of interest to the mentor _____

List specific strategies the mentor might use to assist this youth (e.g., talking, reading, social skills, playing games, computer, homework help, participating in sports, drama, careers, employment, etc.):

_____

_____

_____

_____

Additional comments and/or recommendations _____

Return this form to your Coordinator prior to _____
(Date)

☐ Approved ☐ Rejected ☐ Wait List Date slated to begin in program _____

Mentor Job Description

The (name of program) helps to empower youth in our community to make positive life choices that enable them to maximize their potential. The mentoring program uses adult volunteers to commit to supporting, guiding, and being a friend to a young person for a period of at least one year. By becoming part of the social network of adults and community members who care about the youth, the mentor can help youth develop and reach positive academic, career, and personal goals.

Mentor Role

- Take the lead in supporting a young person through an ongoing, one-to-one relationship
- Serve as a positive role model and friend
- Build the relationship by planning and participating in activities together
- Strive for mutual respect
- Build self-esteem and motivation
- Help set goals and work toward accomplishing them

Time Commitment

- Make a one-year commitment
- Spend a minimum of eight hours per month one-to-one with a mentee
- Communicate with the mentee weekly
- Attend an initial two-hour training session and additional two-hour training sessions twice during each year of participation in the program
- Attend optional mentor/mentee group events, mentor support groups, and program recognition events

Participation Requirements

- Be at least 21 years old
- Reside in metro area
- Be interested in working with young people
- Be willing to adhere to all program policies and procedures
- Be willing to complete the application and screening process
- Be dependable and consistent in meeting the time commitments
- Attend mentor training sessions as prescribed
- Be willing to communicate regularly with program staff, submit activity information, and take constructive feedback regarding mentoring activities
- Have access to an automobile, auto insurance, and a good driving record
- Have a clean criminal history
- Not use illicit drugs
- Not use alcohol or controlled substances in an inappropriate manner

- Not be currently in treatment for substance abuse and have a non-addictive period of at least five years
- Not be currently in treatment for a mental disorder or hospitalized for such in the past three years

Desirable Qualities

- Willing listener
- Encouraging and supportive
- Patient and flexible
- Tolerant and respectful of individual differences

Benefits

- Personal fulfillment through contribution to community and individual
- Satisfaction in helping someone mature, progress, and achieve goals
- Training sessions and group activities
- Participation in a mentor support group
- Mileage and expenses are tax deductible
- Personal ongoing support, supervision to help the match succeed
- Mentee/mentor group activities, complimentary tickets to community events, participant recognition events

Application and Screening Process

- Written application
- Driving record check
- Criminal history check: state, child abuse and neglect registry, sexual offender registry
- Personal interview
- Provide three personal references
- Attend two-hour mentor training

For more information, contact (name of program) at 773-MENTORS or coordinator@your program.org.

AN EQUAL OPPORTUNITY EMPLOYER
Minorities and Women Encouraged To Apply

Used with permission from: *Generic Mentoring Program Policy and Procedure Manual*, by Linda Ballasy, Mark Fulop, & Diana St. Amour (Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center, 2003).

Mentor Application

(please print)

Date _____

Name of applicant _____ Birth date _____ SS # _____

Address _____

City _____ State_____ ZIP _____

Home telephone _____ Home e-mail _____

Employer _____ Occupation _____

Address _____

City _____ State_____ ZIP _____

Business telephone ( ) _____ Fax ( ) _____ Business e-mail _____

Preferred day (Mon–Fri) Choice #1_____ Choice #2 _____

Best time of day to mentor (check all that apply): ☐ morning ☐ afternoon ☐ evening

Do you prefer to be matched with: (check one) ☐ a boy ☐ a girl ☐ no preference

Write a brief statement on why you wish to be a mentor in the _____program:

_____

_____

_____

_____

_____

Describe special interests/hobbies that may be helpful in matching you with mentee (e.g., cooking, crafts, career interests, chess, stamp collecting, sports such as baseball or football, computers, art, needlepoint, speak another language, music, painting):

_____

_____

_____

_____

_____

I would like to work with a child in grade (circle)

Elementary School: K 1 2 3 4 5 Middle School: 6 7 8 High School: 9 10 11 12

State the address(es) where you have lived for the last five years (begin with the most recent after the current one):

Dates _____ Address _____

City_____ State _____ ZIP _____

Dates _____ Address _____

City_____ State _____ ZIP _____

Dates _____ Address _____

City_____ State _____ ZIP _____

Mentor Personal/Employment History and Release Statement

Please provide three personal references (other than family members):

1. Name _____ Telephone_____ Relationship _____
   Address _____ State _____ ZIP_____

2. Name _____ Telephone_____ Relationship _____
   Address _____ State _____ ZIP_____

3. Name _____ Telephone_____ Relationship _____
   Address _____ State _____ ZIP_____

EMPLOYMENT HISTORY

List the last three places of employment with the most recent first:

Company _____ Address _____

City_____ State _____ ZIP _____

Dates of Employment _____ to_____ Title _____

Company _____ Address _____

City_____ State _____ ZIP _____

Dates of Employment _____ to_____ Title _____

Company _____ Address _____

City_____ State _____ ZIP _____

Dates of Employment _____ to_____ Title _____

Mentor Release Statement

I, the undersigned, hereby state that if accepted as a mentor, I agree to abide by the rules and regulations of the _____ Mentoring Program. I understand that the program involves spending a minimum of one hour/week at the assigned location. Further, I understand that I will attend a training session, keep in regular contact with my mentee, and communicate with staff regularly during this period. I am willing to commit to one year in the program and then will be asked to renew for another year.

I have not been convicted, within the past 10 years, of any felony or misdemeanor classified as an offense against a person or family, or public indecency, or a violation involving a state or federally controlled substance. I am not under current indictment.

Further, I hereby fully release, discharge, and hold harmless the _____ Mentoring Program, participating organizations, and all of the foregoing employees, officers, directors, and coordinators from any and all liability, claims, causes of action, costs and expenses that may be or may at any time hereafter become attributable to my participation in the _____ Mentoring Program.

I understand that the _____ staff reserves the right to terminate a mentor from the program. The program takes place within the confines of the program's policies and does not encourage or approve of relationships established between mentor/mentee and family members beyond the organized and supervised activities of the program. I give permission for program staff to conduct a criminal background check as part of the screening for entrance into the program. This includes verification of personal and employment references as well as a criminal check with the local authorities. Program staff has final right of acceptance of applicant into the program and reserves the right to terminate a mentor from the program at any time. I have read the above Release Statement and agree to the contents. I certify that all statements in this application are true and accurate.

_____ _____

Signature of Applicant Date

Sample form developed by Susan G. Weinberger (Norwalk, CT: Mentor Consulting Group).

Youth Interest Survey

Name _____ Date of birth _____

☐ Male ☐ Female

Address _____

City _____ State _____ ZIP _____

Telephone ( ) _____

Parent's name _____

If you are not living with mother or father, who is your legal guardian? _____

How many brothers and sisters do you have? _____ Their ages are _____

My favorite kind of music is _____

My favorite television show is _____

My favorite sport is _____

My favorite book is _____

My best subject in school is _____

My worst subject in school is _____

Do you have any afterschool responsibilities? ☐ Yes ☐ No If yes, what are they? _____

_____

What clubs or groups do you belong to? _____

What do you like to do most with your free time? _____

What qualities do you value in an adult? _____

Are there any other issues of importance to you that you would like to share with your mentor?

_____

_____

Why are you interested in participating in this program? _____

_____

What do you hope to get out of your mentoring relationship? _____

_____

Sample form developed by Susan G. Weinberger (Norwalk, CT: Mentor Consulting Group).

Matchmaking Policy

Board Approval Date _____

Revision Date _____

It is the policy of the (name of program) that the program coordinator will follow the guidelines outlined in the match procedure prior to creating a mentor/mentee match. The program coordinator should use the factors outlined in the matching procedure to determine the suitability of a mentor/mentee match.

The program coordinator will determine the suitability based on the following criteria:

- Preferences of the mentor, mentee, and/or parent/guardian
- Similar gender/ethnicity
- Common interests
- Geographic proximity
- Similar personalities

Matches must be either male adult to male youth or female adult to female youth. In special circumstances and with board or program director approval, it is acceptable for female mentors to be matched with male youth. It is never acceptable for male mentors to be matched with female youth.

Used with permission from: *Generic Mentoring Program Policy and Procedure Manual*, by Linda Ballasy, Mark Fulop, & Diana St. Amour (Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center, 2003).

Matchmaking Procedure

1. To begin the match process, the program coordinator reviews the application, interview notes, and interest survey information of both the mentee and mentor to determine match suitability between a mentor and mentee. The greatest weight will be placed on the mentee preferences and needs. A match selection will be made using the match suitability criteria as a guide:

    - Preferences of the mentor, mentee, and/or parent/guardian
    - Similar gender/ethnicity
    - Common interests
    - Geographical proximity
    - Similar personalities

2. Once a potential match is identified and prior to contacting any of the prospective participants, the program coordinator must review the files of the potential mentor and mentee to ensure all screening procedures have been completed and both have met all the eligibility criteria. As this is determined, the program coordinator fills out the Match Worksheet. A copy of the Match Worksheet will be placed in both the mentor and mentee files once a match is made.

3. The program coordinator then first contacts the prospective mentor and without using last names, describes and provides information about the mentee to determine if there is interest by the mentor.

4. Given initial interest by the mentor, the program coordinator then provides the mentee's parent/guardian with a description and information about the prospective mentor.

5. If both the mentor and the parent/guardian agree, the coordinator will then contact the mentee and describe the prospective mentor to him. The mentee is informed last so as to minimize disappointment if either the mentor and/or parent/guardian does not approve of the suggested match in some way.

6. Once both parties tentatively agree to the match, a time is scheduled for an introductory meeting. The program coordinator facilitates this introductory meeting of the mentor, mentee, and parent/guardian. The program coordinator should conduct the meeting by:

    - Facilitating introductions
    - Having the mentor take the lead in talking about his/her interests, hobbies, and why he/she wants to be a mentor, followed by the mentee doing the same
    - Asking each party if they are interested in moving forward with the match

7. If anyone is uncertain, the parties may be given time to consider the match further.

8. If all agree to move forward with the match, match contracts must be completed and signed by all parties. Copies of all are given to each party.

9. The first mentor and mentee match meeting date and time should be confirmed. Telephone numbers and addresses can be exchanged at this time.

10. The parent/guardian must provide a copy of the youth's health insurance card or health insurance provider information to the mentor at this time.

11. Once the match is made, program staff will add the mentor/mentee name to the log sheet of the mentee/mentor files and schedule the first follow-up call to each person within the first week following their first meeting date.

(Used with permission from *Generic Mentoring Program Policy and Procedure Manual*, National Mentoring Center)

Match Support and Supervision Policy

Board Approval Date _____

Revision Date _____

It is the policy of the (name of program) that mentoring staff will make monthly phone or personal contact with all parties to each match including the mentor, mentee, and parent/guardian. Staff must gather information for that month including the dates and times spent participating in mentoring activities and a description of those activities, and assess the success of the match from all parties' perspectives. In the case of match difficulties, discord, or concerns, appropriate discussion and intervention must be undertaken to improve or rectify problem areas.

Mentoring program staff must follow the steps outlined in the Match Support and Supervision Procedure. Beyond monitoring the match relationship and activities, program staff must undertake other efforts that support participants such as regular group activities for matches, a formal support structure for mentors, and the attainment of admission to community events/activities for match participants.

(Used with permission from *Generic Mentoring Program Policy and Procedure Manual*, National Mentoring Center)

Sample Match Support and Supervision Procedure

Supervision

1. Once matched, the program coordinator or another program staff person will be assigned to support and monitor all parties to a given match including the mentor, mentee, and parent/guardian.

2. The assigned staff person will add report logs to the right side of the respective case files:
   - Mentor Report Log (mentor's file)
   - Mentee Report Log (mentee's file)
   - Parent/Guardian Report Log (mentee file)

3. Within one week of the first activity date of a new match, the assigned staff person will make phone/personal contact with all parties to determine how the first meeting went. At that time, the staff person will make the first entries in the Report Logs in each file.

4. After this initial contact, the assigned staff member will follow up monthly by phone with each party to gather information regarding meeting dates, times, activities, and how the match is proceeding. Three attempts to contact each party will be made in a given month before a written letter or note will be mailed requesting they call the program coordinator.

5. With each contact, information will be recorded on two forms in the case files:

   - Mentor or Mentee Contact Sheets: An entry will be made on the respective Mentor/Mentee Contact Sheet that supervision contact was made, noting if a Report Log was filled out, a message was left, or there was no answer. The respective Mentor/Mentee Contact Sheet should be completed each time a mentor, mentee, or parent/guardian makes contact even if outside monthly supervision times. (See mentor and mentee screening procedures for respective Contact Sheet forms.)

   - Report Log: Detailed information regarding the dates, times, activities, and progress of the match will be recorded on the respective Report Logs.

6. In order to assess how the match is proceeding, program staff may inquire about the following and/or probe beyond to uncover core issues:
   - Are they enjoying participating in the match?
   - How do they feel it is going?
   - Are they having any difficulties?
   - Is the relationship developing as they would like?
   - If not, why do they think it isn't?
   - Are there any concerns or issues that should be addressed by program staff?
   - Do they need more support or any intervention?

7. In accordance with the training policy and procedures, the assigned program staff member should remind the mentor, mentee, and parent/guardian of the semi-annual inservice training requirement (for mentors and mentees) every few months and attempt to schedule these.

Problem Resolution

8. If the coordinator assesses that there is a potential problem with the match, the coordinator will attempt to clarify the potential problem and work with the mentor, mentee, and/or parent/guardian to resolve the issue early.

9. The general process for resolving problems will follow the IDEAL model that includes:
    - Identify the problem and have a clear shared understanding of the problem between the mentor, mentee, and parent/guardian.
    - Develop alternative solutions that could address the problem.
    - Evaluate the strengths and weaknesses of each solution.
    - Act on the most constructive solution.
    - Learn from how the solution worked and repeat the IDEAL process if necessary.

10. When the match problem involves a lack of contact on the part of the mentor or mentee, the program staff must investigate the reasons for lack of contact with the offending party, and make efforts to ensure the match is meeting according to the contracted amount of time per month.

11. If a problem area continues, the coordinator should consult with other staff members and/or community resources to define a viable approach to addressing the problem and proposing potential solutions.

12. If the problem cannot be resolved, formally closing the match may be necessary. At that time, it would be determined if either or both parties are suitable for re-matching with other partners.

13. All support and supervision by program staff must be recorded on the respective Mentor/Mentee Contact Sheets, referencing any notes included in the files.

Other Support

It is the responsibility of the program coordinator to provide other support to the matches, including but not inclusive of the following:

- Plan and implement at least one group activity for mentor/mentee matches per quarter.
- Facilitate an ongoing support group for mentors that will meet bi-monthly.
- Comb community resources, including board member contacts, to obtain and disseminate tickets to community events and activities for matches.

Used with permission from *Generic Mentoring Program Policy and Procedure Manual*,
National Mentoring Center.

Matching Worksheet

(To be completed by the program coordinator)

Prospective Match Participants

Mentor _____

Mentee_____

Parent/Guardian _____

Match Criteria

Why you feel the match would be compatible and successful, considering the following match criteria.

- Preferences of the mentor, mentee, and/or parent/guardian:
- Similar gender/ethnicity:
- Common interests:
- Geographical proximity:
- Similar personalities:

Other reasons for compatibility:

Any areas of concern:

Comments:

Note: Place copy in both mentor and mentee file.

Participant Contract

The Mentor, Mentee, Mentee's Parent(s) or Guardian and the (Program name) Counselor who sign below agree to support each other in the following (Program name) Commitments.

I, _____, and I, _____,
Mentor Mentee

agree to these ***program requirements***:

- Spend a minimum average of 3 hours per week together for_____
- Do my best to get to know, trust, respect, and communicate with my friend.
- Meet with my friend and my (Program name) Counselor after the first 3 months.
- Participate in at least 4 (Program name) group activities with my friend.
- Attend one Child Abuse Prevention workshop with my friend.
- Attend 2 Mentor/Mentee Discussion Groups.
- Do a Community Service Project with my friend.
- Meet with my friend and my (Program name) Counselor for our Friendship Graduation.
- Have fun!!!

ADDITIONAL MENTOR RESPONSIBILITIES

- Contact my (Program name) Match Coordinator every week for the first 3 months and every other week thereafter.
- Contact my mentee's school and referral agent during the first 3 months.

Mentee _____

Mentor _____

Parent/Guardian _____

Match Coordinator _____

Date_____

Match Check-in Sheet

(to be filled out by match supervisor)

Mentee _____ Phone _____

Mentor _____ Phone _____

Caregiver _____ Phone _____

Match Supervisor _____

Contact Date	Person Contacted	Mentor/Mentee Activity	Supervisor Comments/ Recommended Follow-up

Sample form developed by the National Mentoring Center, 1999.

Icebreaker:
Getting To Know Each Other

Ask your mentee the questions below so that you can have an opportunity to get to know each other. Ask your mentee to interview you as well. He/she may have some interesting questions to ask you. Don't forget to review when and where you will be meeting each week.

Then, perhaps you can go on a quick tour of the school if this is a site-based program. Ask your mentee to show you their favorite classrooms, location of their favorite activities, and special areas of interest. Maybe it is the band room, gymnasium, or art room. Talk about why these areas are their favorites. If this is an afterschool program that takes place at a site such as a Boys & Girls Club, YMCA, or other agency, a tour of that facility would be beneficial.

Questions:

1. What is your name?
2. What is the origin of your name? Who were you named after and why?
3. If you do not know the answer to Question 2, could you find out from your family before we see each other again next week?
4. Do you know the definition of a mentor? Let's look it up in the dictionary.
5. How would you describe yourself? What do you think you are really good at?
6. What do you like to do in your spare time?
7. What are your hobbies? Maybe we share the same ones.
8. What kinds of books, magazines, and newspapers do you read?
9. What is your favorite television program?
10. What is your skill level on the computer? Do you have access to one?
11. When will we see each other again?

Suggested Match Activities

Below are some tips and strategies for your mentoring sessions. Check to see that they are age appropriate. Remember to ask youth what they would like to do. Plan together. Don't be too structured, though . . . spontaneity is important! Add some good ideas of your own. Make a list of the ideas that you really liked and share them with other mentors. Good luck!

1. Start by telling the youth why you decided to become a mentor.
2. Engage in games—board games such as chess, checkers, and Monopoly, and crossword puzzles.
3. Select books you like and read them together. Get to an exciting part and finish it next time you are together.
4. Start a book club.
5. Exchange favorite recipes. Put them in a book and use it as a neighborhood fundraiser for the program.
6. Research the history of music and learn to play a musical instrument together.
7. Teach the beginning alphabet, words, and phrases of a foreign language.
8. Create a scrapbook of memories that last the entire year.
9. Use a disposable camera to capture special moments.
10. Work on the computer. Create calendars and poems and search the Web. Write a story.
11. Set up e-mail correspondence between mentors and youth if you are permitted and if the youth has access where the mentoring program is located. Write to each other and touch base between visits.
12. Construct a kite together and fly it.
13. Build and launch a rocket. Don't forget to take photos.
14. Create a design and carve a pumpkin on Halloween.
15. Help research and design an extra credit project for the youth's school.
16. Create a time capsule and bury it. Determine when it should be opened.
17. Create a holiday, get-well, or greeting card for a special occasion.
18. Discuss safety precautions such as wearing helmets when riding bikes and fire safety in the home.
19. Write an original story book together.
20. Discuss personal hygiene, health, exercise, and healthful habits. Remember that we are what we eat! Manage a diet plan together.
21. Teach how to give a good hand shake. Practice makes perfect!
22. Discuss proper etiquette and social graces. Plan a field trip to a fine restaurant after youth passes ALL the tests. Make sure to get permission and invite a chaperone. Get approvals from the program first!
23. Connect with the community. Research what afterschool programs are offered in the community in which youth might engage.
24. Encourage youth to try out for school activities such as band, chorus, drama production, and sports.
25. Play sports, shoot basketball in a school or organization's gymnasium.
26. Explore what to do in an emergency. Create a contact list and discuss 911 procedures.
27. Plan for a sound financial future. Discuss opening savings and checking accounts and the concept of good credit and the meaning of plastic credit cards. Invite a banker to speak with youth.
28. Plan for future careers. Conduct mock interviews for a job, read the want ads, discuss dress codes, and fill out a sample application for a job.
29. Discuss opportunities for postsecondary education. Research two- and four-year colleges, technical schools, and the meaning of financial aid. What does it take to get to college? What high school courses should be taken? It is never too early to begin.
30. Take a career interest inventory. Discuss entry-level positions.
31. Decide on a community service project together with mentors and youth and carry it out. Perhaps it is to plant a garden in front of the local school or remove graffiti from school walls. Maybe it is to collect food and deliver it to the homeless. Take credit for the project as part of your mentoring program. Ask the program staff what their needs are.
32. Start a pen pal project with a group of young people in another country.
33. Talk about friends—those that youth have and those they would like to have.
34. Decorate t-shirts and wear your creations proudly.
35. Discuss what youth want to be when they grow up. Invite guest speakers in who represent the careers of choice.
36. Arrange to shadow corporate executives on Ground Hog Job Shadowing Day, a national event in February.

37. Have a game of basketball, football, or volleyball with mentors against youth.
38. Design and paint a mural on the wall of the school.
39. Act out a scene from a favorite book and make a production out of it. Invite the school to attend.
40. Discover ways to make spelling fun. Use alphabet cereal or flashcards.
41. Play hangman.
42. Discuss the positive activities youth can get involved in during the summer.
43. Walk outside on a nice day; sit under a tree and just talk.
44. Research and talk about famous people who use their abilities to get ahead.
45. Read the newspaper and magazines together.
46. Share your life experiences.
47. Share your career experiences. How did you get to where you are today?
48. Remember youth on their birthday with a card.
49. Share your school and other experiences at the same age as the youth.
50. Share a proverb each time that you meet.
51. Build a model.
52. Swap photos of youth and mentors.
53. Bring a scrapbook or photo album in from home and share photos of your family, travels, and pets.
54. Share thoughts and feelings between meetings in a small journal.
55. Practice the answers to the questions for the driver's license.
56. Help youth write a résumé.
57. Discuss people you admire. Compare heroes and research your favorites.
58. Discuss leisure activities.
59. Plan a leadership project with youth and carry it out.
60. Ask your youth—if you could go back to middle school what would YOU do differently?
61. Complete a personality inventory to find out who the youth are.
62. Help youth to design a unique and original calling or business card.
63. Help youth to craft a personal mission statement.
64. Ask the youth where he hopes to be in five years? In 10 years?
65. Help your youth to get organized. Write out what your youth does every day and what she would like to change.
66. Practice how to get the point across.
67. Research volunteer opportunities and adopt a project. Giving back through community service is so important.
68. Discuss travel and dream vacations.
69. Discuss the pillars of character, including pride, punctuality, honesty, and responsibility.
70. Help to arrange a mini career fair and invite other youth to attend.
71. Cook a meal together if it is allowed. Ask to use the school kitchen or home economics class if there is one at your local school.
72. Put a cookbook together of favorite recipes of mentors and mentees.
73. Explore careers over the Internet.
74. Teach how to ask a boss for a raise.
75. Invite a guest from the local labor market office to discuss market requirements and the fastest growing jobs today.
76. Share your dreams.
77. Discuss current events and the news.
78. Help with homework. Make sure that the youth takes the lead in making this decision.
79. Plan a random act of kindness.
80. Learn about how newspapers write the news and invite a reporter into a session.
81. Usher at the school play or musical concert.
82. Arrange a field trip to visit a senior citizen home. Read to the seniors.
83. Hold a spelling bee and crown the winner.
84. Try clay modeling.

What are some additional ideas that you have tried that were successful? List them below and share with other mentors.

_____

_____

_____

_____

_____

_____

Activity suggestions developed by Susan Weinberger.

"Mentoring on the Move"

The following activity was developed by an OSDFS grantee to encourage matches to stay in contact over the summer months or other breaks in the match. The program provides each mentor with a small packet of materials and supplies that can help the mentor implement these ideas. The following letter is also included to provide instructions for the mentors. Make sure these activities are aligned with your program policies and supervision abilities before offering them.

Dear Mentor:

Thank you for your ongoing mentoring commitment. It is your ongoing participation in the mentoring program that will enable the youth and future mentoring programs to succeed.

Leading research indicates that the longer the relationship between a mentor and mentee exists, the more valuable the relationship becomes in influencing the youth in his or her life. Your dedication is to be commended.

As you've experienced being a mentor, you may already know how the youth grow to enjoy spending time with you. While you experience a summer break in your ability to mentor in person, you can continue to strengthen your mentoring relationship by finding unique ways to stay in touch.

To assist you, we've put together this Mentor on the Move packet! Inside are a few items that will enable you to keep in touch and bring a smile to your youth's face.

We look forward to your return, and hope you enjoy catching up with family and friends.

Warmest regards!

Your YFP & 4-H Mentoring Staff

Great Ways To Mentor While on the Move

1. **E.T., Phone Home.** Enclosed is a phone card to help you "phone home." Call to see how the summer is getting started and if your youth has a summer project.

2. **A Picture Is Worth a Thousand Words.** Find a picture of yourself as a child as unique or simple as you like and share with your youth a funny story about the picture.

3. **Postcards From the Edge.** This one requires your creativity! Purchase a post card from somewhere you've traveled or from your home town and drop it in the mail.

4. **Fortune Cookie in an Envelope.** Inside your packet is a mini-greeting card; use it to send your mentee a thought on how you can see her potential to succeed in life. Here's your chance to try your hand as a fortune cookie writer!

5. **Go Ahead—Make My Day!** Send your youth a quick letter telling your mentee your favorite summer activity as a child.

6. **Smile!** Use the smiley card we've provided to brighten his day. Add a knock-knock joke or remind him of a fun time you spent together.

7. **Mark Your Calendar!** Draft a note asking your youth to "save the date" for when you will meet again. Plan an activity your youth can put on the calendar and look forward to.

8. **Set Up a Challenge.** Use your enclosed calling card to set up a goal, a personal best, for your youth to work on this summer. Challenge her to be able to make five free throw shots without a miss, jump rope more than 100 times without missing, etc. See if you can set a challenge to read more pages this summer than she possibly can!

9. **How Does Your Garden Grow?** Send the enclosed seed packet, and challenge your youth to have some new flowers to share on your return home. Remind him, that mom and dad may need some help, and suggest something he can do to help at home or in the yard to lend a helping hand.

Use those listed or come up with your own! Just think what only a matter of minutes can do in making your mentor relationship grow!

Adapted with permission from: Utah State University Extension 4-H Mentoring Program (Logan, UT).

APPENDIX B
ADDITIONAL READING

Note: The following materials are either available free online at the listed URL or are available to grantees for loan from the MRC lending library (http://www.edmentoring.org/lending_library.html).

General Program Design

Arevalo, E., and Cooper, B. (2002). *Running a safe and effective mentoring program*. Los Altos, CA: Friends for Youth Mentoring Institute.

Garringer, M. (with Fulop, M., and Rennick, V.). (2003). *Foundations of successful youth mentoring: A guidebook for program development*. Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center. Retrieved August 31, 2005, from http://www.nwrel.org/mentoring/foundations.html

MENTOR/National Mentoring Partnership. (2005). *How to build a successful mentoring program using the Elements of Effective Practice: A step-by-step tool kit for program managers*. Alexandria, VA: Author. Retrieved August 31, 2005, from http://www.mentoring.org/program_staff/eeptoolkit/

Sherk, J. (1999). *Best practices for mentoring programs*. Folsom, CA: EMT Group. Retrieved August 31, 2005, from http://www.emt.org/userfiles/BestPractices.pdf

Weinberger, S.G. (2001). *The 16 steps to effective youth mentoring*. Norwalk, CT: Mentor Consulting Group. Retrieved August 31, 2005, from http://www.mentorconsultinggroup.com/steps.html

Peer Program Design

Avani, N.T. (1998). *Mentoring works! A peer helping program for middle and high school students*. Plainview, NY: Bureau for At-Risk Youth.

Cole, T. (1999). *Kids helping kids: A peer helping and peer mediation training manual for elementary and middle school teachers and counsellors* (2nd ed.). Victoria, British Columbia, Canada: Peer Resources.

DeMarco, J. (1993). *Peer helping skills: A leader's guide for training peer helpers and peer tutors for middle and high school*. Center City, MN: Hazelden.

Policy and Procedure Development

Ballasy, L., Fulop, M., and St. Amour, D. (2003). *Generic mentoring program policy and procedure manual*. Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center. Retrieved August 31, 2005, from http://www.nwrel.org/mentoring/policy_manual.html

Sherk, J. (n.d.). *How to develop an operations manual for your mentoring program*. Folsom, CA: EMT Group. Retrieved August 31, 2005, from http://www.emt.org/userfiles/MentoringProgOperationsManual.pdf

Program Marketing

Ballasy, L. (2004). *Marketing for the recruitment of mentors: A workbook for finding and attracting volunteers*. Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center. Retrieved August 31, 2005, from http://www.nwrel.org/mentoring/pdf/marketing.pdf

Garringer, M. (Ed.). (2004). Marketing and media outreach [Special issue]. *National Mentoring Center Bulletin*, *2*(1). Retrieved August 31, 2005, from http://www.nwrel.org/mentoring/pdf/v2n1.pdf

Goodman, A. (2002). *Why bad ads happen to good causes: And how to ensure they won't happen to yours*. Santa Monica, CA: Cause Communications. Retrieved August 31, 2005, from http://www.agoodmanonline.com/bad_ads_good_causes/

National Association of Broadcasters. (2003). *Getting your message on the air*. Washington, DC: Author.

National Association of Broadcasters, and Harvard Mentoring Project. (2004). *Mentoring: A guide for local broadcasters*. Washington, DC: National Association of Broadcasters, and Boston, MA: Harvard Mentoring Project. Retrieved August 31, 2005, from http://www.mentoring.org/mentoring_month/files/nab_guidebook.pdf

Mentor/Youth Training, Matching, and Support

Arevalo, E. (with Boggan, D., and West, L.). (2004). *Designing and customizing mentor training*. Folsom, CA: EMT Group. Retrieved August 31, 2005, from http://www.emt.org/userfiles/DesigningMentorTrng.pdf

Creative Mentoring. (2001). *Elements of effective mentoring: A mentor training manual for the in-school volunteer mentor*. Wilmington, DE: Author.

EMT Group. (2001). *Designing an effective training program for your mentors*. Folsom, CA: Author. Retrieved August 31, 2005, from http://www.emt.org/userfiles/DesigningAnEffectiveMentorTraining.PDF

Jucovy, L. (2001). *Training new mentors* (Tech. Assistance Packet No. 5). Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center. Retrieved August 31, 2005, from http://www.nwrel.org/mentoring/pdf/packfive.pdf

Jucovy, L. (2001). *Supporting mentors* (Tech. Assistance Packet No. 6). Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center. Retrieved August 31, 2005, from http://www.nwrel.org/mentoring/pdf/packsix.pdf

Klapperich, C. (2002). *Mentoring answer book*. McHenry, IL: Big Brothers Big Sisters of McHenry County.

North, D., and Sherk, J. (2000). *Creating and sustaining a winning match*. Folsom, CA: EMT Group. Retrieved August 31, 2005, from http://www.emt.org/userfiles/MatchSeries2.pdf

North, D., and Sherk, J. (2003). *Preparing mentees for success: A program manager's guide*. Folsom, CA: EMT Group. Retrieved August 3, 2005, from http://www.emt.org/userfiles/MenteeSeries6.pdf

Smink, J. (1999). *Training guide for mentors*. Clemson, SC: National Dropout Prevention Center.

Taylor, J.S. (2003). *Training new mentees: A manual for preparing youth in mentoring programs*. Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center. Retrieved August 31, 2005, from http://www.nwrel.org/mentoring/pdf/training_new_mentees.pdf

Webster, B.E. (2000). *Get real. Get a mentor: How you can get to where you want to go with the help of a mentor*. Folsom, CA: EMT Group.

Mentoring Activities

Bowman, R.P., and Bowman, S.C. (1997). *Co-piloting: A systematic mentoring program for reaching and encouraging young people*. Chapin, SC: YouthLight.

Nelson, F.W. (2001). *In good company: Tools to help youth and adults talk*. Minneapolis, MN: Search Institute.

Platt, S., Pappas, J., Serfustini, E., and Riggs, K. (1999). *Connect! Learning activities to strengthen assets*. Cedar City, UT: Cedar Express Printing & Graphics.

Weinberger, S.G. (2003). *My mentor and me: The middle school years*. Hartford, CT: Governor's Mentoring Partnership.

Mentoring Resource Center
c/o EMT Associates
771 Oak Avenue Parkway, Suite 2
Folsom, CA 95630

MRC Toll-Free number: 877-579-4788
Fax: 916-983-6693
E-mail: edmentoring@emt.org
Web: www.edmentoring.org