




MENTORING 101: How to begin a mentoring program

Fall Forum for Local Education Foundations
 Oklahoma Foundation for Excellence
 October 24, 2006
 Presenter: Dr. Susan G. Weinberger
DrMentor@aol.com
www.mentorconsultinggroup.com





MENTORING STANDARDS

Elements of Effective Practice established by experts for
 MENTOR/National Mentoring Partnership
 Website: www.mentoring.org

TENS STEPS TO SUCCESS

- Long-range plan
- Recruitment plan
- Screening of mentors
- Mentor/Mentee training
- Matching strategies
- Weekly sessions
- Support and supervision
- Recognition and retention
- Closure steps
- Evaluation



EFFECTIVE MENTORING


TWO KEY PROGRAM COMPONENTS:

- *Strong infrastructure of organization*
- *Reliable mentors who show up when they say they will*



ASSESS THE NEED FOR MENTORING


- School demographics
- Interviews
- Focus groups
- Staff meetings
- Dropout rates
- Academic performance levels
- *Ask the teachers*



BEST AGE TO BEGIN


- 80% of first graders feel good about who they are
- 20% of sixth graders feel good about themselves
- 5% feel good about themselves by the end of high school

Source: Roland Barth: *Improving Schools From Within*



Research

- Matches involving 13-16 year olds were 65% more likely to terminate in any given month than were matches with 10-12 year olds
Grossman and Rhodes (2002)
- Younger youth may require fewer resources
- Younger youth are excited about having a friend & have fewer obligations




KINDERGARTEN TEACHERS

- Can predict who will drop out emotionally and socially before the end of elementary school
- Who will drop out physically before the end of high school
- We should listen to them



SITES WHERE PROGRAMS TAKE PLACE


- Schools
- YMCA
- Boys & Girls Clubs
- Workplace
- Churches and Synagogues
- Community Centers
- Residential facilities
- Prisons
- Community-based At discretion of mentor and mentee



ADVISORY BOARD

- Expand current or create new one
- Remember the 3 "W's"
 - Wisdom
 - Work
 - Wealth

And perhaps "Wit"



ADVISORY BOARD

Members include:

Parent	Accountant
Mentor	Lawyer
Mentees	Pediatrician
Clergy	Public Relations
Business	Marketing
Educators	Politician
Fundraiser	Banker



IF SCHOOL BASED PROGRAM SECURE FULL APPROVALS FIRST

- Superintendent of Schools
- Members of the School Board

Make sure approvals are in writing or at an open session of the Board of Education

Written policies are key to the program



GET EVERYONE ON BOARD

- Members of the Community at large
- Superintendent and School Board members
- Administrators and teachers
- Counselors and social workers
- Parents, PTO heads and students
- Top officials of business
- Social and civic organizations
- Union officials
- Juvenile Justice
- Faith-based community



SELECT THE RIGHT AGENCY/ORGANIZATION/SCHOOL

PROGRAM SHOULD NOT BE BASED SOLELY ON NEED

If school-based:

- Outstanding educational leader as principal
- Cohesive teaching staff
- Friendly secretary in main office
- Atmosphere that welcomes volunteers and parents
- Identification of school liaison – no pay but lots of perks
- Flexible schedules for mentoring



Liaison/Coordinator

- Invite retired teachers to assume the role of mentoring coordinators
- No pay; chance to work in administrative capacity; understanding of school culture; trust by staff



INVITE CURRENT PARTNERS

- Agencies and schools that have partners from the community for other projects should ask them first to participate in the mentoring program
- This may include corporate sponsors, Partners in Education or school-business partnerships
- Never leave out your loyal friends



EXISTING POLICIES

- Check out screening policies of the agency or school district
- What insurance policy covers volunteers?
- Are there other policies such as need for tuberculin tests before beginning as a volunteer
- Others: _____



QUALITIES OF MENTORS

- Stable
- Provide leadership
- Show up on time
- Committed
- Non judgmental
- Confidential
- Patient
- Listen well



QUALITIES OF MENTORS

- Like kids
- Have good sense of humor
- Tolerant
- Reliable
- Outstanding record of employment
- Do not interfere with school policies and procedures
- Do not replace role of parent or guardian



MENTOR RECRUITMENT

- 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



MENTOR RECRUITMENT

- Senior Citizens
- Labor
- Media Organizations
- Military
- Peers
- Parents of school staff
- Couples
- DINKS
- D.I.A.M.O.N.D.S.
- Teachers
- Politicians
- Bus Drivers



MENTOR RECRUITMENT

- Contest: Mentor one – recruit one
- Information in electric bill
- Table in local library
- Articles in newspapers
- National Mentoring Month
- Table tents
- Val-packs
- Word of mouth



RECOMMENDED SCREENING PROCESS

- Application and release statement
- Face-to-face interview
- Personal reference checks
- Employment history
- Last 5 residences
- Criminal background checks
- Child abuse registry
- Driving record



INTERVIEW QUESTIONS

- Why do you want to be a mentor?
- Prior experiences working with youth?
- Have you ever been impacted by a mentor?
- Personal interests and hobbies
- Special transportation requirements
- A word that describes you
- Strengths and weaknesses
- What you hope to get out of the experience


And ask a reference for the mentor:

- Would you trust this applicant with your OWN child?




MATCHING MENTORS/MENTEES

- Gain written parent permission
- Secure permission in first language of home
- Ask teachers/youth workers/agency staff to recommend youth
- Identify team (agency staff, principal, counselor, teachers) to review recommendations and place them on priority list
- Not a dumping ground for discipline problems or special needs without additional mentor training



SELECTION OF YOUTH


- Not all one gender, economic status, race or from single parents
- Major reasons for selection:
- Unmotivated
- Unchallenged
- Needing an extra push
- Not *at-risk* but "*at the brink of success*"



SELECTION OF YOUTH

AT SCHOOL


- Hurting academically
- Poor attendance
- Tend to give up
- Unprepared for class
- Unable to take risks
- Raise hands infrequently
- Hostile and angry
- Poor peer relationships



SELECTION OF YOUTH

PERSONAL


- Needy
- Insecure
- Lack self esteem
- Feel helpless
- No control over their lives
- Seek attention inappropriately



SELECTION OF YOUTH

SOCIALLY

- Don't trust others
- Trouble relating to peers and adults
- Smile infrequently
- Unhappy
- Unenergetic
- Poor communication



WHAT WE KNOW ABOUT MENTOR TRAINING

- On-going training over the life of matches may increase the likelihood of longer lasting relationships
- On-going training has been found to predict more positive youth outcomes

DuBois et.al (2002)



MENTOR TRAINING

- Policies and procedures
- Improving listening skills
- How to communicate with youth
- Gift giving
- Physical contact
- Mandated reporting of abuses
- Confidentiality
- Cultural sensitivity
- Instilling self esteem
- Location of mentoring: site or community based
- Strategies for each session
- Duration of program and time commitment
- Working with parents/families of mentees



MENTEE TRAINING

- Willingness to participate
- Role of mentee
- Role of mentee's parent
- Goals of program
- Policies and procedures around gifts, location, time and duration of program
- Responsibility of mentee to be there



MATCHING AND SUPPORT

- Mentors and "mentees" are matched based on commonalities
- One person from organization serves as liaison for the program; on-going support of mentors and mentees at brown-bag lunches, coffees, etc. Group comes together to discuss how they are doing



WEEKLY SESSIONS

- **YOUNGER YOUTH:** Reading, library, computer, arts and crafts, games, music, foreign language, sports
- **OLDER YOUTH:** community service, career direction, post secondary education, financial independence, resume, job readiness skills, design a business card



NO SHOWS

- If youth is not at school or agency on day of mentoring,
*Staff calls mentor
or
Mentor calls to check*
- If mentor is unable to make session
Mentor notifies school or agency by phone/fax



ROLE OF PARENTS/CAREGIVERS

F.A.M.I.L.Y. Model =
Families and Mentors Involved in Learning with Youth

- No longer just parents but other caregivers
- Invite parents/caregivers to minimum of 2-3 and maximum of monthly sessions each year
- Make sure the events are at convenient times for working families
- Provide 3 important attractions: food, transportation and babysitting if necessary
- Plan special topics for each session



GOAL OF F.A.M.I.L.Y. INVOLVEMENT

Providing the parents/caregivers of mentees with:

- Understanding of the importance of mentoring
- Effective parent involvement strategies to improve their own youth's performance
- Participation in their child's education and future – working with teachers



F.A.M.I.L.Y. SESSIONS

- TOPICS VARY BUT SHOULD INCLUDE:
- Communicating with your child
- Reading to and with your child
- Helping with homework
- Setting up a reading corner at home
- Building self confidence in youth
- Conflict resolution tips
- Effective listening skills



F.A.M.I.L.Y. SESSIONS

SESSIONS CAN BE MORE THAN WORKING WITH YOUR CHILD BUT ALSO HOW THE PARENT CAN *improve*

Examples:

- 1. How to get YOUR GED
- 2. How to write a resume and gain employability skills
- 3. How to read the want ads and get a good job



ACCEPTING SCHOOLS/AGENCIES

- Name tags for mentors
- Sign in procedures in main office
- Mailbox for mentors
- School calendar, handbook and map
- Support staff ready to assist
- Space/location for sessions
- Where mentors pick up youth
- Hours of operation
- School address, telephone number, fax



ON-GOING SUPPORT

- Notes to teachers/staff
- Notes from teachers/staff
- Brown bag lunches – 4x year
- Telephone calls
- Parent-teacher-mentor conferences
- Dialogue with school/agency liaison
- E-mails
- Back to school nights



SUMMER

- Year-round programs include mentoring
- Ten month programs in schools:
Summer is time off for mentors
Address and stamp envelopes for mentees to keep in touch
Trade photos
E-mail only if appropriate



CLOSURE

- Talk to program coordinator first
- Try different strategies
- Decision to end relationship
- Set a specific date for a meeting in person
- Be honest and candid
- Talk about your feelings
- Encourage mentee to share feelings
- Be positive and supportive
- Don't ever make promises you cannot keep



RECOGNITION

During the course of the mentoring program and at the end of each year, mentors, mentees, staff and families are recognized for their efforts in many different ways

EXAMPLES:

- Year end thank you event
- Birthday cards from mentees to mentors
- Features on mentors in school/agency/company newsletters
- Media stories – radio, television, newspaper
- Sponsored gifts
- Notes of appreciation from program
- Holiday cards



APPRECIATION

- Reserved parking space for mentors

- Clinton County Middle School Mentoring Program
 - Albany, Kentucky
 - RESERVED PARKING – CCMS Mentor



EVALUATION

HOW IS EFFECTIVENESS MEASURED?

Pre-post tests administered to:

- Mentors
- Mentees
- Parents/Caregivers
- Educators/Program staff