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THE NATIONAL MENTORING PARTNERSHIP

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THE NATIONAL MENTORING PARTNERSHIP

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AMERICA'S PROMISE

THE ALLIANCE FOR YOUTH

Keeping America's Promise

State Mentoring Partnerships: California Mentor Initiative • The Connecticut Mentoring Partnership • The Mass Mentoring Partnership *Local Mentoring Partnerships:* All Our Kids, Inc. • The Midlands Mentoring Partnership (Orlando, NE) • The Baltimore Mentoring Partnership • Communities In Schools • The LA Mentoring Partnership • Connect Tucson • The Mentoring Partnership • The Long Island Mentoring Partnership • The Mentor Connection (Tampa, FL) • The Mentoring Partnership of New York • The Metrolakson Mentoring Partnership • One to One [The Greater Philadelphia Mentoring Partnership • One to One] The Mentoring Partnership of Southwestern Pennsylvania • Richmond One to One • The Greater Richmond Mentoring Partnership • San Antonio • Making Mentoring a Partnership • 10,000 Mentors (Morristown, NJ) • The Tutor Mentor Connection (Chicago, IL) • Twin Cities One to One [The Mentoring Partnership • Youthfriends (Kansas City, KS/MO)]

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Join

The National Mentoring Partnership

Help Keep America's Promise to Our Nation's Youth

what is

The National Mentoring Partnership?

The National Mentoring Partnership

is an organization dedicated exclusively to making all kinds of mentoring work for all kinds of kids. Serving as an advocate for the expansion of mentoring and a resource for mentors and mentoring initiatives nationwide, *The National Mentoring Partnership* is **mentoring central**:

- Connecting individuals who share common interests in mentoring and helping more kids connect with mentors
- Providing information, tools, and expert advice on mentoring, mentoring programs, and community collaboratives dedicated to bringing mentoring to scale
- Helping members keep up with what is happening in youth development and mentoring

Members of *The National Mentoring Partnership* are part of a national movement to change the way America works on behalf of children by working together to expand mentoring—one of the single most important strategies for helping children succeed. And it is also one of the most effective ways to connect with the other four promises of America's Promise: a safe place with structured activities during non-school hours; a healthy start; a marketable skill through effective education; and an opportunity to give back through community service. Educators, clergy, corporate and community leaders, elected officials, and mentoring experts have joined The Partnership to help ensure easier access to mentoring opportunities, better orientation and training for mentors, stronger coordination and less duplication of effort, and improved information on best practices and programs.

Helping all children reach their potential.

who

are the members of
The National Mentoring Partnership?

why join

The National Mentoring Partnership?



how do I join

The National Mentoring Partnership?

People like you... who are a growing network of dedicated mentors, volunteers and professionals in mentoring organizations and leaders of mentoring initiatives. *The National Mentoring Partnership* offers membership to individuals interested in bringing high quality mentoring to young people. Individual members include:

- **National Leaders**... individuals in private sector corporations and non-profits, and civic and political leaders
- **State Leaders**... governors, legislators, and individuals leading state agencies or state-sponsored initiatives
- **Community Leaders**... volunteers and professionals dedicated to bringing mentoring to scale, including mayors, leaders of chambers of commerce, community activists, and leaders of non-profits
- **Organizational Leaders**... individuals in local businesses, schools, communities of faith, civic organizations, non-profits, city agencies, and universities
- **Mentors**... and parents, teachers, coaches, and other adults interested in mentoring
- **Young People**... those who want mentors or who want to enrich their own mentoring relationships

If you are a mentor, manage a mentoring program, lead a community-wide initiative, or are a concerned parent, teacher or citizen, joining *The National Mentoring Partnership* means connecting to the most effective strategies for linking caring adults with young people. *The National Mentoring Partnership* is your one-stop solution, offering quality resources and collaborative opportunities to assist individuals and organizations involved in mentoring and mentoring program development or expansion.



As a member of *The National Mentoring Partnership*, you gain:

- A complimentary copy of the *How To Be A Great Mentor* guide, a comprehensive news and training resource
- Quick and reliable information on becoming a mentor, starting or enhancing a mentoring program, best practices in the field, and updates on mentoring news and events

- Technical assistance and expert advice for all aspects of mentoring, including helping a young person find a mentor or creating or expanding a mentoring program—in your place of business, in your community or in your state with the help of The National Mentoring Partnership's Technical Assistance Corps
- Discounts for packaged kits on starting and enhancing quality mentoring programs
- A Directory of Mentoring Resources and referrals to mentoring resources and experts
- Access to the mentoring website www.mentoring.org which includes an on-line *Who's Who Directory* in the mentoring field, and exclusive, members-only e-mail discussion groups
- Recognition, dissemination, and visibility for your own best practices



Connecting young people with caring adults.

You can become a member today.

Complete and return this form to become a valued member of *The National Mentoring Partnership* right away. The introductory annual fee for each membership is \$35 (regularly \$55) through 12/31/99. To find out more about *The National Mentoring Partnership*, please visit our website www.mentoring.org, call us at (202) 729-4345, or e-mail us at nmp@mentoring.org. We look forward to hearing from you!

Name Ms. Ann O'Leary
Title Senior Advisor Domestic Policy
Organization Office of the First Lady
Address The White House 1600 Penn. Ave. NW
City, State, Zip Washington DC 20500
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I am an employee of/volunteer with (Check all that apply):

- | | |
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| ☐ Local Organization/Mentoring Collaborative | ☐ Faith-based Organization |
| ☐ Local Non-profit Organization | ☐ Social Worker |
| ☐ Corporation | ☐ Guidance Counselor |
| ☐ Civic Organization | ☐ Mentor |
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Complete and return to:

Membership Services, *The National Mentoring Partnership*, 1400 I Street, NW, Suite 850, Washington, DC 20005. **Thank you.**

Keeping the promise to America's kids.

Mentor pin

MENTOR

mentor

**AN OVERVIEW
OF
SCHOOL-BASED PROGRAMS**

What Mentoring *Options* Exist for Schools?

"Support services such as tutoring and adult mentoring are vital to quality education."

— *Sen. Edward M. Kennedy (MA)*

Everyone — no matter who they are or where they came from — can look back to their lives and point to a few special people who believed in them. A coach, a neighbor, the father, mother or grandparent of a schoolmate, someone, some adult they looked up to. A Friend. A mentor. Often a teacher who went the extra distance or a school administrator who looked out for them. Now the wheel has turned. One of the most natural and fertile settings for more adults to become involved in children's lives is schools. Every school system in the country can benefit from a supply of people and expertise from the business, government, science and arts communities who are interested in mentoring students. And every child can benefit from school systems becoming involved in mentoring. Options for schools include:

- **Promote existing mentoring opportunities** for students that are available via programs such as Cities In School; Big Brothers, Big Sisters; Junior Achievement; Boys and Girls Clubs; Girl Scouts; Boys Scouts and other local programs
- **Partner with a local business, youth service agency, civic group or public agency** to recruit one-on-one mentors and/or teams of mentors for your students. Partnerships could focus on any of the following:
 - World of Work Awareness, which brings mentors and students together at the mentor's worksite so students can learn about the workplace and acquire the skills required for certain jobs.
 - Career Exploration, which is similar to World of Work Awareness but is more narrowly focused on a particular career path.
 - Civic Responsibility, which pairs a student with a mentor(s) to tackle community service projects of various kinds.
 - Academic Advisement, which brings mentors together with students to help youngsters be more successful in school. Activities here may include homework assistance, help in planning a class schedule and aid in applying to colleges.
- **Teach students how to find mentors.** Via one-on-one counseling with a guidance counselor, a classroom project or an after-school program, school administrators, teachers or volunteers can help students better understand mentoring, overcome fears they may have about it, explore they options for finding adults to mentor them.
- **Establish a system-wide mentoring program** (such as the New York City Board of Education's program and others described in the pages that follow). The National Association for Partners in Education recommended approach, which is also outlined in the pages that follow, provide a step-by-step process for planning such programs.

How are Schools Currently Helping Students *find Mentors?*

"Millions of America's children are in trouble. To succeed in school and in life, they need one-on-one adult support and guidance. Providing that support is a job not only for schools but for entire communities."

— Keith Geiger
National Education Association

The problems America's schools are tackling — high school dropouts, drug use, violence and teen pregnancy, among others — eventually become communities' problems, as a generation at risk reaches adulthood. But now more than ever, communities, schools and workplaces are joining together to reach out to young people and connect them with caring and responsible adult mentors. The mentoring initiatives they are developing or expanding are reaching young people where their potential — and their vulnerability — is most apparent: in schools nationwide. Just a few examples of innovative school-based mentoring programs follow.

New York City Board of Education — New York, NY

More than 2,500 students in 47 New York high schools have been matched with mentors through a program that operates in partnership with 68 businesses and agencies city-wide. Mentors share their life experiences with students and help them understand the value of education, achieve familiarity with the world of work, solve problems and strive to accomplish mutually agreed-upon goals. Corporations and organizations have extended a variety of services to young people, including tutoring, SAT classes, scholarships, group outings to cultural events and seminars on preparing for college and careers. The Board of Education screens, monitors and provides technical assistance to schools participating in the program, while writing policy, working on legal issues, raising funds and recruiting companies to provide volunteers and services.

Business of Education Dropout Prevention & Mentor Program — Archdale, NC

Hundreds of local Chamber of Commerce volunteers mentor at-risk students and serve as encouraging, caring and stabilizing forces in their lives. Since the program's primary goal is to keep students in school, mentors visit students at their school, improving their attitudes about education and helping them develop better study habits. Alarmed by increasing dropout rates in local high schools, the Chamber of Commerce asked local businesses to sign "dropout prevention agreements" in 1989. Under the agreement, businesses only hire 18-year-old or high school graduates; employ high school students only if they remain in school; employ high school students no more than four hours per day on school days, so they can keep up with their studies; require current employees who are dropouts to enroll in GED or adult diploma programs as a condition for remaining employed; and provide no pay raises or overtime pay for non-high school graduates. To remind students that they need to stay in school, large posters listing the names of participating businesses are displayed schools. During the first two years of the program, the dropout rate in Randolph County declined from 6.89 percent to 1.29 percent, a drop largely attributed to the program.

The Caring Connection — Marshalltown, IA

The Marshalltown School District created The Caring Connection to coordinate services for students and their families and to help reduce the dropout rate from Marshalltown school. The program provides 18 service components to meet educational, human service, vocational, health and psychological needs of students considered at risk for academic difficulties. The primary service component is a mentoring program that matches community volunteers with students who are experiencing academic, self-esteem or personal difficulties. The Caring Connection is based on the principle that a significant reason for dropping out of school is the absence of caring adults in their lives. Eighty-six percent of the students who dropped out of Marshall High School in one year had living arrangements other than with their natural parents. While the mentoring program does not change students' living arrangements, it gives them positive adult role models to help keep them in school and develop into productive adults.

Education First (Texas Restaurant Association) — Statewide

Education First — a mentoring and dropout prevention program established by the 6,000-member Texas Restaurant Association — provides academic assistance, personal support and job skills training to thousands of middle and high school students throughout Texas. Members of the Association enter into informal contracts with parents and schools that requires students who work to maintain their grades or lose their jobs. Restaurants agree to prevent jobs from becoming more important than school for young people, even offering students time to do homework or study during slow periods at work. Support from the program has grown gradually since 1992, when then-Gov. Ann Richards endorsed it. Education First has received additional support from the Texas Association of PTA's, the Texas Association of School Boards and the Texas Coalition of Business and Education.

Hewlett Packard E-Mail Mentor Program — National

Through Hewlett Packard's E-Mail Mentor Program, 1,500 students nationally have been matched on-line with employee volunteers. The program, one of the largest in the country to explore mentoring via the Internet, matches more than 1,600 Hewlett Packard employees as mentors for 1,500 students and more than 100 teachers. The program focuses on increasing children's learning, specifically math and science for girls and minorities, while preparing them for college and careers. Mentors share their experiences with students, teach them improved study habits and encourage them to succeed. Employees who are matched with teachers help develop class projects that utilize the Internet's educational features, and they also coordinate projects that teachers assign for students to work on with their mentors.

Louisville Education and Employment Partnership — Louisville, KY

A prime example of communities collaborating on efforts to efficiently provide more in-depth assistance to at-risk youth, the Louisville Education and Employment Partnership serves more than 1,000 high school students who were identified in the eighth grade as at risk of dropping out. In 1988, the Partnership was formed with five partners: The City of Louisville, Jefferson County Government, Jefferson County Public Schools, The Private Industry Council and the Chamber of Commerce. Since then, it has evolved into a total systematic approach, offering a four-year curriculum in pre-employment and work maturity skills in 11 core competencies. In addition to this curriculum and the other aspects of the Partnership, many of the young people in question also meet the Job Training Partnership Act criteria for economically disadvantaged.

TeamWorks — Los Angeles, CA

TeamWorks, a school-based team mentoring program that currently enrolls 900 Los Angeles students, combines academic, social and community aspects of mentoring to give students an alternative to the streets and encourage them to stay in school. TeamWorks matches three adults — a teacher or administrator from the school, a college student and a community or business volunteer — with groups of 10-12 middle school students. Throughout the school year, youth and adults participate in leadership trainings, field trips, community service and ongoing team and one-on-one mentoring. To form the teams, faculty members nominate students who demonstrate leadership ability in a positive or negative direction and those who would benefit from a mentoring relationship. Mentors are recruited through presentations to local businesses, colleges and secondary schools and receive extensive training and ongoing support for the duration of the program. Currently operational in six Los Angeles middle schools, TeamWorks recently received a positive evaluation from the University of California, Los Angeles. The evaluation found that TeamWorks: 1) provides "at-risk" youth at a critical age (10-14) with relationships with dependable adults who instill the belief that they have opportunities in mainstream society; 2) exposes youth to the wider world — many students have never been out of their immediate neighborhood; 3) teaches socialization skills necessary to avoid conflict and get along; and, 4) is more cost effective than one-on-one mentoring. TeamWorks costs \$330/per child, while more traditional mentoring programs cost on average between \$1,500-\$2,000 per child.

USAA — San Antonio, TX

In 16 San Antonio schools, nearly 1,200 employees of the United Service Automobile Association volunteer as mentors. The employee volunteers represent more than 10 percent of USAA's home office workforce and spend parts of their days off helping elementary, middle school and high school students. There are four components to USAA's program: one-on-one mentoring, Junior Achievement business training, a pen pal program and a math tutoring program. The mentoring program is the largest of the four, with nearly 700 mentors. Employee volunteers spend a minimum of one hour a week — during school hours — with students. The Junior Achievement program's uniqueness is in the ability of 200 employee volunteers and a handful of volunteer Junior Achievement consultants to teach nearly 4,000 students the basic principles of business and prepare them for careers. The pen pal program is geared toward improving academic performance in reading and writing for at-risk youth, while connecting them with caring adults. The math tutoring programs requires one hour a week for 12 weeks, and 60 employee volunteers meet with students at a local high school for the sessions.

Partnering organizations

Existing youth development and mentoring organizations nationwide — including Big Brothers Big Sisters of America, Communities In Schools, Career Beginnings, The Coalition of 100 Black Men and Junior Achievement — frequently partner with schools to provide much-needed expertise and resources. Junior Achievement, for example, has several hundred local agencies, many of which become involved in mentoring efforts in their communities. Nationally, Junior Achievement's curriculum — particularly in career preparation and business skills training — is a natural complement to school-based mentoring programs. For example, USAA's highly successful mentoring program (described above) incorporates Junior Achievement business training. Partnerships are also effective in targeting specific populations, as demonstrated by Communities In Schools' work with the Univision Television Group. Univision sponsors a three-year Latino student mentoring initiative that Communities In Schools coordinated in Los Angeles, Houston and San Antonio. The partnership, which has won national awards, will eventually span eight U.S. cities.

What Does Mentoring Mean to *Children*?

"Lifted my self-esteem ... Increased my ability to trust ... Increased my desire to be a positive model for my community and a successful career person ... Enabled me to know when to lead and when to follow"

— *Felton Booker, age 13*
from his list of 26 benefits
of participating in Team Works

Children actively seek mentoring. Asked what they wanted in their free time, most youth told a Carnegie Corporation task force they sought "long talks with trusting and trustworthy adults who know a lot about the world and who like young people." More chilling testimony comes from teenage prison inmates in South Carolina. When asked what they might have changed in the course of their lives, many of the inmates said they wished they had more support from their absent fathers and more encouragement, guidance and discipline from the adults in their lives.

To children, mentoring means having a trusted friend who cares about them and listens to them, a role model they can look up to, who will help them achieve their dreams. In small towns and urban cities throughout America, young people are waiting to be matched with mentors, while a relatively small industry of mentoring organizations works tirelessly to expand mentoring and recruit responsible adult volunteers to pair young people with.

The need and demand for mentors is high because mentoring works:

- **Improved school attendance**
Students who meet regularly with their mentors are 52 percent less likely than their peers to skip a day of school and 37 percent less likely to skip a class.
(Public/Private Ventures study of Big Brothers/Big Sisters)
- **Academic achievement**
95 percent of Chicago's Midtown Educational Foundation (MEF) inner-city minority students graduated from high school, whereas 49 percent of their unmentored peers drop out. 65 percent of MEF students go on to college, whereas 14 percent of their peers do. 86 percent of the students in Procter & Gamble's mentoring program went on to college.
(The Center for Retailing Studies, Texas A&M University; Procter & Gamble study of its program in Cincinnati)
- **Support for positive behavior**
Youth who meet regularly with their mentors are 46 percent less likely than their peers to start using illegal drugs and 27 percent less likely to start drinking. They are one-third less likely to hit someone. *(Public/Private Ventures study of Big Brothers/Big Sisters)*
- **Reduced recidivism**
Mentoring reduces recidivism up to percent.
(Prison Fellowship study)

The challenge is to reduce waiting lists at existing mentoring programs and to develop new mentoring programs in schools, places of worship, businesses and other places where they will reach more young people.

How Can Schools Begin Planning Mentoring Programs?

"Whenever I meet with a school or a company that wants to become involved in mentoring, the first question I ask is *what are you looking to have happen to these young people involved?* From the response, the direction the mentoring program will take is identified."

— Ann Ensinger
New York City Board of Education

While many schools choose to model their mentoring initiatives after programs that have proven track records of success, some will seek to craft unique approaches to mentoring that are compatible with the specific needs of students in their school districts. A solid, logical plan will contribute to a positive experience for all involved.

What follows is The National Association of Partners in Education's recommended approach for planning and implementing school-based mentoring programs. These steps constitute suggested action and can be revised to accommodate schools' intended program structures.

Step One — Create Awareness

Individuals interested in starting school-based mentoring programs should first assemble a small but representative group of like-minded people to begin the early planning stages of the program, which include clarifying the concept of mentoring as it relates to their community and school district and what the parties have to gain from launching a program. Once the planning group meets with audiences who need to be aware of interest in starting a mentoring program — school district leaders, principals, parent groups, teachers, businesses, community leaders and civic groups — they can begin to branch out into the community and the media to ensure ongoing awareness.

Step Two — Assess Needs

The mentoring program planning group conducts a needs assessment through questionnaires and interviews with teachers, school administrators, business leaders and others in the community with a stake in mentoring. Data on students' needs, including dropout rates, test scores and rates of academic failure, can be gathered from the school system and used to structure the mentoring program.

Step Three — Identify Potential Resources

Resources to identify include all of the materials, equipment, money and — most importantly — people, including adults who will serve as mentors, young people who will be served and program staff/volunteers.

Step Four — Set Goals and Objectives

The crucial midpoint of the program development process, setting broad goals and specific objectives for the mentoring program will map out the rest of the planning process. Goals generally describe the outcome planners hope to achieve, while objectives detail how the goals will be accomplished, often identifying specific tasks, people to do them and timelines.

Step Five — Design the Program

In designing mentoring programs, a framework is developed for achieving the goals and objectives, administrative procedure for the program, role descriptions, a process for terminating mentor/mentee relationships and activities that mentors and young people will participate in.

Step Six — Implement the Program

In order to forestall problems and give mentoring programs the solid operating basis necessary for survival and success, several key issues need to be addressed. Through the following processes — which are provided as a blueprint that can be adapted for any circumstances — should take place:

Recruiting mentors and identifying students

Conducting Orientation to prepare mentors for their roles, as well as to prepare students, teachers, parents and school personnel who will be affected by mentoring programs

Assigning mentors to young people, through careful screening and matching

Training mentors on the programs' purpose, their roles, issues that might arise during their relationships with young people

Recognize and retain mentors through regular meetings, ongoing training, mentor panels and ongoing support as new issues arise

Conduct evaluations to determine the success of the program and to identify program components that need to be strengthened

What *Resources* Are Available to Help Schools?

"The thing that The National Mentoring Partnership adds is the ability not just to be another program dealing with 50 kids, but to be an agent of helping these good ideas spread deep and get the support they need to move mentoring to scale."

— *Frank Newman*

Education Commission of the States

- **Organizing Effective School-based Mentoring Programs** — This manual, produced by the National Association of Partners in Education, helps schools and their community partners set up mentoring programs to connect adults with students identified by their schools as likely to benefit from mentoring relationships. Based on the experiences of school districts that have successfully launched and maintained mentoring programs, the manual includes steps for planning and implementing programs, and a comprehensive index with numerous handouts and examples from existing programs. Contact: The National Association of Partners in Education (703) 836-4880.
- **ABCs of Mentoring Kit™** — Provides resources and information to help organizations create and maintain a mentoring program, including: a sample business plan; a video featuring interviews with business leaders, mentors and students; templates for a recruitment brochure, recruitment ad and newsletter; a manual with a step-by-step action plan for structuring a program, establishing an image for the program, and clarifying responsibilities of organizations and mentors; recommendations for evaluating programs. Contact: The National Mentoring Partnership's fulfillment service, Catalog Services (1-800-272-8306). Order # 376; \$39.95.
- **Partnerships for Success: A Mentoring Program Manual** — Provides guidelines for developing structured mentoring programs in any organization. Includes information on assessing the needs of program participants; planning the components of mentoring programs; program management and administration; planning program marketing; staff training and preparation; screening and selecting potential volunteers; orienting and training mentors; matching mentors and participants; and tips for maintaining programs. (Developed by United Way of America and The Enterprise Foundation.) Contact: The National Mentoring Partnership's fulfillment service, Catalog Services (1-800-272-8306). Order # 375; \$19.95.
- **The Spirit of Excellence: A Manual for Mentoring and Tutoring African-American Children and Youth** — Provides information on child development, discipline, encouragement and building self-esteem, as well as practical skills for tutoring. (Produced by The National Black Child Development Institute and The National Mentoring Partnership.) Contact: The National Black Child Development Institute. \$5.
- **The Community Collaboration Manual** — Presents a systematic approach to building an effective community collaboration. While this manual was developed to help build youth collaborations, the principles are readily adaptable to building any type of community collaboration. Material includes: starting and building collaborations; maintaining momentum; working effectively with youth; and involving business and the media. Appendices include model bylaws, characteristics of good chairpersons, setting objectives and program evaluation. 1991, 76 pgs. Contact: The National Assembly, Publications. \$8.95 members/\$10.95 non-members.

- **The Mentor Training Curriculum** — Includes a "train the trainer" component, information regarding workshop preparation; training outlines, handouts, timelines and objectives. Training/workshop topics include: mentor value clarification, goal setting, communication skills building, problem-solving, initiating and maintaining a relationship with participants and dealing with diversity. Also explores three categories of youth participants and provides training and orientation guidelines for each grouping. (Produced by the National Mentoring Working Group, convened by One to One and United Way of America.) Contact: The National Mentoring Partnership's fulfillment service, Catalog Services (1-800-272-8306). Order # 374; \$29.95.

- **The Mentor Handbook, Second Edition** — Written by Susan Weinberger, Ed.D., director of the Norwalk Public School Mentor Program in Connecticut, this guide is for adult volunteers, sponsoring companies or organizations and schools involved in a one to one mentoring/support program. Contact: Educational Resources Network, Inc. \$10.00, more than one copy is \$7.95 each; includes tax, shipping and handling.

- **CONNECTIONS from School to Career** — A workbook for mentors and students in grades six through twelve. Career strategies include interviewing skills, filling out job applications, career interest inventory, opening a bank account, setting goals, and dress code on the job. 56 pages. Contact: Norwalk Mentor Program; \$10, including shipping and handling.

- **The Two of Us: A Handbook for Mentors** — This handbook is designed for individual mentors to guide them in getting the most out of their mentoring relationships - whatever the focus of the relationship; from developing a friendship, to role modeling, to achieving academic goals. The activities in the handbook were developed for one-on-one mentoring between an adult and a young person aged 8 to 18 but can be adapted for group mentoring, peer mentoring, and other models. The handbook contains specific activities and ideas organized around 7 themes such as health, fitness, and general well-being; improving academic skills and performance; exploring and improving self-esteem; and combining fun and learning with opportunities to get to know one another. Contact: Raise Inc.; \$25.00.

- **Mentoring: Elements of Effective Practice** — This brochure outlines program elements and policies that have proven effective in a wide range of existing mentoring settings. It was developed in 1990 by The National Mentoring Working Group, a representative group of national and community-based nonprofit organizations with significant experience in running mentoring programs. The group was convened by One to One: The National Mentoring Partnership (formerly The One to One Partnership, Inc.) and United Way of America. The brochure is available free of charge to any individual or organization wanting to develop, operate, volunteer in or fund a mentoring program. Contact: The National Mentoring Partnership (202-338-3844) for free single copies. For bulk quantities, Catalog Services (800-272-8306) 100 copies \$15; 500 copies, \$60; 1000 copies, \$80.

- **How to Find a Mentor** — This brochure, produced by The National Mentoring Partnership, can be easily photocopied and distributed, or it can serve as a template for organizations to adapt and distribute to their constituencies or communities. More than 25,000 youth have received the brochure, which educates them on mentors' roles, qualities they might look for in mentors, where to find mentors and how to ask adults to be their mentors. Contact: The National Mentoring Partnership (202-338-3844). Free.

- **How to Become a Mentor** — Like "How to Find a Mentor," this brochure can be reproduced for distribution or adapted. More than 75,000 adults have received the brochure, which educates them on mentors' roles, how they would like to work with young people, where to begin the process of volunteering as mentors and tips for successfully connecting with appropriate volunteering opportunities. Contact: The National Mentoring Partnership (202-338-3844). Free.
- **The National Mentoring Technical Assistance Corps** — To help groups and organizations do what they can to increase the availability of quality mentoring opportunities for America's young people, One to One: The National Mentoring Partnership has created The National Mentoring Technical Assistance Corps (TAC). TAC is a group of 30+ mentoring and program development experts who are independent consultants or are affiliated with mentoring programs. Corps members are available to train and consult with partner organizations as they plan new mentoring efforts or expand existing ones. For a directory of consultants, their areas of expertise and fees, contact: The National Mentoring Partnership (202-338-3844); \$5 directory.

NOTES

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1. The first part of the paper is devoted to a discussion of the various methods which have been proposed for the determination of the rate of reaction of a substance with oxygen. The second part is devoted to a discussion of the various methods which have been proposed for the determination of the rate of reaction of a substance with oxygen.



THE
NATIONAL
MENTORING
PARTNERSHIP

2801 M Street, N.W., Washington, D.C. 20007
(202) 338-3844

*One to One | The National Mentoring Partnership is an advocate
for the expansion of mentoring and a resource for mentors
and mentoring initiatives nationwide.*

mentoring:



An Overview of

Workplace Mentoring



THE NATIONAL MENTORING PARTNERSHIP

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Mentoring — An Overview

A SUCCESS STRATEGY FOR YOUTH

Mentoring — the presence of caring individuals who, along with parents or guardians, provide youth with support, counsel, friendship, reinforcement and constructive example — is a strategy that can help youth of all circumstances to achieve.

Throughout history, older people have been mentors to the young, mostly through informal, spontaneous arrangements. According to the July/August 1978 *Harvard Business Review* article "Everyone Who Makes It Has a Mentor," mentoring has always been an integral part of the career advancement of the business executive. Today, mentoring is emerging as a formal process to assist youth, often used in conjunction with existing development programs involving education, job training or life skills.

Bernard Lefkowitz, author of *Tough Change: Growing Up on Your Own in America*, interviewed 500 at-risk youth for the Ford and Clark foundations and found that caring adults were an important factor for youths who survived the streets and went on to lead successful lives: "The intervention of a concerned adult cannot solve all the problems confronting poor families and their children, but what long-term intervention can do is establish a relationship based on sympathy and trust. The youngster has found someone the young man or woman can be accountable to."

In *Growing Up Poor*, an ethnographic study of impoverished teenagers, Terry Williams and William Kornblum found that "the probabilities that a teenager will end up on the corner or in a stable job" are attributable to "the presence or absence of adult mentors." Emmy Werner reached a similar conclusion in a 30-year study of disadvantaged children growing up on a sugar plantation in Hawaii: "without exception, all the children who thrived had at least one person that provided them consistent emotional support — a grandmother, an older sister, a teacher, a neighbor." The findings of the research are supported by a study of social programs serving at-risk youth. Researchers from Public/Private Ventures in Philadelphia compared youngsters who completed a variety of social programs with those who left early. A common factor among those who stayed was the existence of a special bond with a caring staff member (Source: Marc Freedman, Harvard Education Letter)

According to Jay Smink, executive director of the National Dropout Prevention Center at Clemson University, "Mentoring can be important to young people ... particularly those who are, for a variety of reasons, at risk of dropping out [of school]. Researchers have found that school dropouts often cite as one of the primary reasons for leaving the absence of one person who cared about them."

Mentoring addresses a very real need. "Canoes floating in the ocean without a compass" is the metaphor used by Joyce Ladner of Howard University in describing the plight of inner-city youth. Raised mostly in single-parent homes, living in neighborhoods with few working males and educated in large impersonal schools, these youngsters cannot count on day-to-day adult guidance. At the same time, they face so many stresses related to poverty that, according to Ladner, they probably need "three or four parents sometimes

just to stay on top of what's happening to them every day. That's why mentors are so important."

Erwin Flaxman of Columbia University's Institute on Urban and Minority Education suggests two specific ways mentors can help young people in such circumstances: by "leading them to resources they might not have found on their own" and by "providing support for new behaviors, attitudes and ambitions."

Mentoring is an effective strategy for addressing behaviors that result in problems such as drug abuse, teenage pregnancy, illiteracy, unemployment and welfare dependency. Mentoring is helpful in:

- Improving youngsters' self esteem
- Keeping young people in school
- Helping young people improve their academic skills
- Increasing young people's ability to seek and keep jobs
- Enhancing parenting skills among the young

Perhaps the most compelling case for mentoring is the simple fact that kids want it — they ask for it. Teenagers in focus groups conducted for the Carnegie Corporation's Task Force on Youth Development and Community Programs were asked what they wanted most in their free time. One of their most frequent responses was "long talks with trusting and trustworthy adults who know a lot about the world and who like young people."

Mentoring is a success strategy for youth because it embodies the fundamental belief that all children have the potential to succeed and contribute. Through mentoring, we can let young people know that they have talent and ability — that they are not alone.

QUALITIES OF SUCCESSFUL MENTORS

Good mentors recognize that relationships take time to develop, new things can be learned from each other and communication is a two-way street. The qualities adult volunteers need in order have the most impact as mentors include:

- Personal commitment to be involved with another person for an extended period of time — six months to a year at a minimum.
- Persistence and willingness to "hang in there" through ups and downs of a relationship.
- Respect for individuals and for their abilities and their right to make their own choices in life.
- Ability to empathize and understand another person's struggles, rather than show pity or pass judgment.
- Flexibility and openness.
- Interest in learning from others experiences and willingness to share own personal experiences.
- Sensitivity to differences and a respect for individual perspectives.
- Interest in helping to identify and develop strengths in young people.

Workplace Mentoring Programs — An Overview

OPTIONS FOR INVOLVEMENT

What options exist for businesses interested in establishing workplace mentoring programs? Your company can support mentoring by doing one or more of the following:

- **Option 1:** Encourage employees to volunteer — and *continue* to volunteer if they are already doing so — as mentors with Big Brothers Big Sisters, Boys and Girls Clubs, Communities In Schools, Junior Achievement and other mentoring or youth-service programs in your community.
- **Option 2:** Provide needed resources — funding, in-kind services, technical expertise — to strengthen mentoring programs.
- **Option 3:** Create or sponsor new mentoring initiatives with a local school, religious institution, mentoring agency or youth-service organization.

See the pages that follow for information on each of these options.

When developing plans for a workplace mentoring program, it is important to remember that some employees may be interested in *finding* mentors for their children or other children they know. To serve their needs, consider inviting representatives from local mentoring programs to come into your facilities to talk with them about how they can help these children connect with responsible adult mentors. See also the enclosed copy of The National Mentoring Partnership's brochure — *How to FIND a Mentor*. You can make copies of this brochure for your employees, reprint the information in employees newsletters or E-mail or develop your own brochure — using The National Mentoring Partnership's text — for employees.

Myriad options exist for designing mentoring programs within the worksite. We urge businesses to be creative in developing mentoring initiatives that meet the needs of youth in the community, as well as the interests and resources of the business and its employees.

OPTION 1:

ENCOURAGE EMPLOYEES TO VOLUNTEER

There are a number of ways you can encourage your members to get involved as mentors and support their efforts.

- Provide employees with information about why mentoring is important and promote specific mentoring opportunities through your organization's internal communications system. Your local Volunteer Center or United Way can help identify such opportunities. The National Mentoring Partnership has developed a brochure you can use to promote mentoring opportunities and help employees identify and assess their options. You can make copies of this brochure for employees, reprint the information in employee newsletters or E-mail or develop your own brochure — using The National Mentoring Partnership's copy — for employees. See the enclosed copy of the *How to BECOME a Mentor* brochure.
- Form a partnership with a local mentoring program to recruit, train and match your employees with children. Volunteer Centers and United Ways can be helpful in identifying organizations looking for volunteer mentors.
- Recognize employees who mentor by developing special awards programs; by running articles about employees/mentors in organization newsletters; and by noting an employee's involvement in his or her permanent personnel record. Encourage employees to tell the story of their involvement, both through organization-sponsored programs and through their own initiative.
- Invite representatives from local mentoring programs to come into your facilities to recruit and orient volunteers.
- Demonstrate that the leaders of your organization are personally committed to mentoring. For example, encourage these leaders to volunteer as mentors, to serve on the boards of national or local mentoring programs or to help create a local mentoring leadership council. By getting your leadership involved, you will help create an organization wide atmosphere that values employee involvement.
- Make mentoring a high-priority activity in your community service program for the next five years.

OPTION 2:
PROVIDE RESOURCES TO STRENGTHEN
MENTORING PROGRAMS

Thousands of mentoring programs are now operating in the United States and doing an excellent job, often with very scarce resources. Your organization can help strengthen these programs by:

- Encouraging employees to serve in non-mentoring roles. For example, employees could serve on the boards of directors of mentoring programs, help recruit volunteers for those programs and help raise program funding.
- Supporting, or coordinating and leading, local efforts to raise public awareness of the importance of mentoring and focusing attention on mentoring programs — including the programs' accomplishments and needs.
- Providing special funding to mentoring programs to help them build organizational capacity.
- Offering in-kind services and technical expertise, including trainers, counselors, bookkeepers, computer services, graphic artists and writers.
- Donating tickets to sporting, entertainment or cultural events to mentoring programs for them to share with youth and mentors
- Donating frequent-flyer points to enable mentoring programs' staff to travel to national trainings and conferences.

OPTION 3: CREATE OR SPONSOR A NEW MENTORING PROGRAM
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Some organizations prefer to create or sponsor new mentoring initiatives that are tailored to their specific needs and interests. To pursue this option, please review the following materials provided with this manual:

- "A Suggested Approach to a School-based Mentoring Program."
- "Mentoring: Elements of Effective Practice"
- "Workplace Mentoring Programs," descriptions of workplace mentoring programs, included in this manual pages 8-22.

Workplace Mentoring Programs — Examples

USAA

Large Corporation Commits More than 10% of Workforce to Mentor San Antonio Students through a Variety of Programs

(San Antonio, TX) In 16 San Antonio schools, nearly 1,200 employees of the United Service Automobile Association (USAA) volunteer as mentors. The employee volunteers represent more than 10 percent of USAA's entire workforce and spend parts of their days off helping elementary school, middle school and high school students.

There are four components to USAA's program:

- **Mentoring**
Nearly 700 employee volunteers spend a minimum of one hour a week — during school hours — with students, acting as friends, tutors and role models to students at risk of dropping out of school.
- **Junior Achievement business training**
Volunteer Junior Achievement consultants — working with more than 200 USAA volunteers — teach nearly 4,000 students the basic principles of business and prepare them for careers.
- **Pen pal program**
Employee volunteers and students become pen pals by exchanging letters during the year through a unique system in which students' letters are placed in central boxes at schools and delivered to USAA, while USAA's inner-office mail system distributes letters from the employees to schools. The pen pal program is geared toward improving academic performance in reading and writing for at-risk youth, while connecting them with caring adults.
- **Math tutoring program**
The math tutoring programs requires one hour a week for 12 weeks, and 60 employee volunteers meet with students at a local high school for the sessions. The tutoring program is designed to help high school students pass the math portion of the Texas Assessment of Academic Skills (TASS) exam.

Background

USAA's mentoring program began in 1988 at the suggestion of former Chairman and CEO General Robert F. McDermott, a former educator and previous dean of the faculty at the Air Force Academy. "Perhaps the most important aspect of mentoring is simply that it lets the students know someone cares that they remain in school and

make the most of their lives," McDermott explained. Since McDermott founded it, employee involvement in the program has grown steadily, reaching more and more San Antonio children.

USAA is using its success at recruiting employee volunteers and operating a thriving program to encourage other companies to follow suit. In 1995, USAA staff developed a kit — *The ABCs of Mentoring* — to help other companies start employee mentoring programs. To date, more than 220 businesses, schools and churches have ordered the kit.

Personal Experience

Two years ago, Rick Olivares had no idea two strangers would affect his life so profoundly.

Since then, the program analyst at USAA has discovered the power of mentoring first-hand — through Steven and Gilbert, two fourth-grade San Antonio boys he mentors. Olivares can often be seen playing basketball with one or both of the boys, helping them with homework, going to games and movies with them, or just talking. He advises them on academic and personal matters and acts as an all-around friend and guide to them.

The impact is obvious.

Gilbert reports that his grades have improved tremendously, as has his attitude toward school. "Rick teaches us how to work on our grades and helps us with math. Last year., I got marks for being bad in class," he remembers. "This year, I got good points and even a satisfactory on my report card. We don't always talk about school; sometimes we talk about baseball."

Steven values the bond he has formed with Olivares and hopes it lasts even beyond the mentoring relationship. Like Gilbert, he says Olivares has helped him focus on academics.

"He makes us work hard," Steven explains. "If I have good grades, I would go to college. I'd like to learn about math and computers. Having a mentor is fun because he helps me with a lot of things besides my work. Rick is like a brother and a friend."

Olivares — like other potential volunteers — initially worried about the time commitment mentoring the two boys would require. Two years later, though, he has seen rewards beyond measure. "I like to see results," he said. "When we work on a subject for just a few weeks, I can see the improvement. It's really satisfying to see them actually accomplish their goals."

Contact: Mary Schoof (210) 498-0917

HOSPITAL YOUTH MENTORING PROGRAM

Medical Professionals Guide Students to College, Careers Through On-the-Job Mentoring Program

(National) Through the Hospital Youth Mentoring Program — a unique partnership of medical institutions that guides students through high school and beyond — 750 students throughout the country intern at 15 urban hospitals and meet weekly with mentors. Every week, students work in four teams and rotate through hospitals' departments, learning all aspects of patient care hands-on and making presentations to other students about what they've seen. After their rounds, the students meet for an hour with their mentors, most of whom are high-level doctors and administrators, to discuss what they've learned that week and get advice on academics, career planning and life issues.

Background

Since 1993, The Commonwealth Fund and The Johns Hopkins Hospital in Baltimore have facilitated the Hospital Youth Mentoring Program, which is currently using the Big Brothers Big Sisters career curriculum to expand its school-to-career focus. Most students in the Hospital Youth Mentoring Program come from a low-income, single-parent homes. They have about a C average in school — not good enough for medical school unless they improve quickly. The program is designed for students who are not failing their classes or in trouble with the law — young people who still have hopes, dreams and aspirations but need help reaching them.

The Johns Hopkins Hospital and The Commonwealth Fund have faced particular challenges in keeping hospitals and their employees involved despite mergers and downsizing since the program began. Current mentors, 76 percent of whom choose to continue volunteering each year, nominate their colleagues to become mentors. New volunteers are selected based on their applications, professional recommendations, interviews and the level of commitment they are willing to make to the program. Structuring the program to avoid scheduling conflicts was a significant challenge. Regularly scheduled team rotations followed by mentoring sessions eliminate the need for hospital employees to constantly try to work time into their schedules for the students, and all mentors have "back-ups" in the event that emergencies keep them from meeting during the scheduled time.

Personal Experience

On a chilly Thursday afternoon in New York City, Andrea, a high school freshman, leaves class two hours early.

Andrea has been in trouble before, but she's not ditching class today. Instead, she's going to Beth Israel Medical Center for her weekly rounds with patients. Although she has a hospital identification card and meets with doctors to discuss patients' progress, Andrea doesn't work at the hospital.

Not yet.

Through the Hospital Youth Mentoring Program, she has a chance to pursue a career she might not otherwise be able to. "I knew I wanted to go into the medical field," Andrea explained. "This program gives me opportunities to be part of a hospital. I would never have this chance in high school without this program."

By encouraging and training students who are interested in health care careers, Beth Israel Medical Center also benefits.

"Student decisions are made at earlier grades, and we need to help move them to health careers. Creating relationships like this, a greater number of qualified people will know what health care looks like and, hopefully, will join us," said Fred Graumann, vice president of Human Resources at the Center.

By mentoring students through high school, the Center invests time and resources that they expect will pay off. After high school, the recruiting becomes more aggressive, as the Center offers college tuition reimbursement and employee recruit bonuses.

In the process, Beth Israel Medical Center's program offers more than hope for Andrea and her schoolmates — it offers them a way to realize their dreams.

And for hospital employees in the program who see young people brought in on stretchers every day — injured in gang fights, abused by family members and victims of random violence — nothing can compare to the proactive impact they have on the students' lives.

Nothing can compare to being a mentor.

National Contact:

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(410) 955-1488*

Participating Institutions: Albert Einstein Medical Center (Philadelphia); Barnes Hospital at Washington University Medical Center (St. Louis); Beth Israel Medical Center (New York); Cedars-Sinai Medical Center (Los Angeles); Duke University (Durham); Elmhurst Hospital Center (Elmhurst, NY); Hahnemann University Hospital (Philadelphia); Maine Medical Center (Portland, ME); MetroHealth System (Cleveland); University of Michigan Medical Center (Ann Arbor); The Mount Sinai Medical Center (New York); University of Rochester Medical Center/Strong Memorial Hospital (Rochester, NY); Vanderbilt University Medical Center (Nashville); Washington Hospital Center (Washington, D.C.); Iowa Health System (Des Moines)

TEAMWORKS

Employees of Major Companies Mentor Middle School Students in Teams with Other Adults

(Los Angeles, CA) TeamWorks, a school-based team mentoring program that currently enrolls 900 Los Angeles students, combines academic, social and community aspects of mentoring to give students an alternative to the streets and encourage them to stay in school. TeamWorks matches three adults — a teacher or administrator from the school, a college student and a community or business volunteer — with groups of 10-12 middle school students. Throughout the school year, youth and adults participate in leadership trainings, field trips, volunteer community service and ongoing team and one-on-one mentoring.

To form the teams, faculty members nominate students who demonstrate leadership ability in a positive or negative direction and those who would benefit from a mentoring relationship. Mentors are recruited through presentations to local businesses, colleges, and secondary schools and receive extensive training and ongoing support for the duration of the program.

Currently operational in six Los Angeles middle schools, TeamWorks recently received a positive evaluation from the University of California, Los Angeles. The evaluation found that TeamWorks: 1) provides "at-risk" youth at a critical age (10-14) with relationships with dependable adults who instill the belief that they have opportunities in mainstream society; 2) exposes youth to the wider world — many students have never been out of their immediate neighborhood; 3) teaches socialization skills necessary to avoid conflict and get along; and, 4) is more cost effective than one-on-one mentoring. TeamWorks costs \$330/per child, more traditional mentoring programs cost on average between \$1,500-\$2,000 per child.

Background

It was a week nobody in Los Angeles will ever forget.

Entire city blocks were burning. Businesses of all kinds were being vandalized and looted. People driving home in rush hour traffic were being pulled from their cars, beaten and robbed. Hours earlier, in a courtroom just north of Los Angeles, the police officers on trial for beating motorist Rodney King had been acquitted.

The quiet April afternoon was transformed into a battlefield as people reacted to the verdict — and to what they saw as racism and injustice in society. When it was all over, more than 50 people were dead, and thousands were injured.

And the toll on Los Angeles' children was incalculable.

They were confused, angry and afraid. Many of the city's at-risk and inner-city youth were most severely impacted by the civil unrest, as they saw it first hand. Young people needed positive adult role models to talk to about what they had seen, but — in the longer term — they also needed adults to inspire them to stay in school and avoid drugs and to show them that they could succeed in life. In looking at the problems youth were facing, California One to One discovered a lack of positive adult role models willing to volunteer as mentors. Working with a pair of high school students who believe in mentoring but thought kids relate better in groups, California One to One developed Los Angeles Team Mentoring, a pilot program.

In 1992, the program was officially launched at Horace Mann Middle School in South Central Los Angeles, and within a couple of years it was operational in six more schools serving 900 young people. The program, now called TeamWorks, moved beyond the pilot phase last year and hopes to expand nationally, building on its early success in Los Angeles.

Personal Experience

As a vice president at Goldman, Sachs & Co., Darrel Krasnoff led a busy life. He wanted to become a mentor, but he was leery of the time commitment.

Then he learned about TeamWorks.

He has been involved in the program since its inception, and the experience has impacted his life profoundly.

Krasnoff recalls a time when he was planning a beach clean-up community service event with other mentors and students in his team. "One of the quietest kids my second year was a great artist," he said. "He sat and drew things during a lot of the sessions. Eventually, when the team was planning the event, the kids turned to this boy and asked him to design a t-shirt to wear for the big day. I will never forget the look on his face, when I drove up the morning of the event with a pile of t-shirts with his drawing on them." Krasnoff pauses. "It was a powerful moment," he recalls.

Because of TeamWorks' unique approach, volunteers mentors can miss sessions because other mentors will attend. While volunteers aren't encouraged to miss many sessions, the structure gives adults — like Krasnoff — who might otherwise think they are too busy the opportunity to positively influence children's lives and change their own lives through the program. "They really touch your heart. You really want to wrap them up and take care of them when you realize what they're going through," said Krasnoff. "I learned that if you're willing to take risks, to open up, you'll get it all back. The kids weren't willing to open up until I showed I had an attitude of caring, which is not the same as wanting to help. Helping is empty without caring." In an effort to foster caring, Los Angeles Team Mentoring sought to bring children of different races together through the program. "It's great because you get to communicate with different people — people you never seen or known," said one student participant. "You get to communicate with different races. You get to help people. It's fun" And so, from the ashes of burnt buildings and racial tensions following 1992's civil unrest, a program was developed that is bringing children and adults from all backgrounds together to help others — and to help themselves.

Contact: Babara Lehrner, (213) 489-5667

EVERYBODY WINS FOUNDATION

Professionals Tutor Children on Lunch Hours

(National) What began in 1989 with five people visiting New York City schools trying to turn around low literacy rates and high drop-out rates has evolved into the Everybody Wins Foundation, an aggressive literacy campaign serving 1,200 students in New York, Connecticut and Washington, DC. Volunteers from more than 40 organizations — including Goldman Sachs, the New York City Police Department and the U.S. Senate — meet weekly with first through sixth grade children and read aloud to them during lunch.

Staff of the Foundation's Power Lunch program work closely with administrators and teachers at 13 schools to identify students who are not read to at home and would benefit from a caring adult role model. Foundation staff also recruits volunteers, who devote one or two hours a week to the students.

In the program's six-year history, the student drop-out rate has never exceeded 5 percent, while the New York City Board of Education estimates that students who are not read to at home have a 54.3 percent drop-out rate.

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FANNIE MAE

Employer Offers Release Time for Mentors through Program that Incorporates Company's Scholarship Program

(Washington, D.C.) Nearly 100 of Fannie Mae's Washington, D.C. employees volunteer their time to mentor students at H.D. Woodson Senior High School. Volunteers must commit to become mentors for at least one year. The mentors receive in-house training from the Fannie Mae program manager and are given ten hours of paid "mentor leave" time a month. It is up to the mentors to determine the type of relationship they develop with their students, as long as their efforts include preparation for post-high school education.

The mentoring program is part of a larger Fannie Mae scholarship incentives program with Woodson students. Students who receive all A's and B's in any give semester qualify for a \$500 scholarship. Thus, a student starting in ninth grade could accumulate up to \$4,000 in scholarship credit by graduation time. Once a student achieves the required grades, he/she becomes entitled to SAT preparation courses, college fairs and site visits, job readiness workshops, financial aide counseling, outings such as theater and athletic events, and perhaps most significantly, a mentor.

Contact: Shayne Schneider
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PHILADELPHIA SMALL BUSINESSES

Businesses Give Students Hands-On Training

(Philadelphia, PA) In partnership with the Greater Philadelphia Chamber of Commerce, The School District of Philadelphia's Office of Education for Employment, and United Way of Southeastern Pennsylvania, One to One Philadelphia launched BEGIN (Business Education Goes Into the Neighborhood). BEGIN is a mentoring program designed to introduce high school students to small businesses in their own communities. It helps students develop life skills, appreciate the value of education, understand how the working world operates, solve problems, and achieve goals established under the guidance of their mentors. Mentors spend eight hours per month with their students at the work site. Students earn 1/2 academic credit toward graduation for their participation. Ninety ninth grade students from 11 schools participate in the program.

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HEWLETT PACKARD E-MAIL MENTOR PROGRAM

Employees Use E-Mail to Mentor Students and Teachers

(National) Through Hewlett Packard's E-Mail Mentor Program, 3,000 students nationally have been matched on-line with employees volunteers. The program, one of the largest in the country to explore mentoring via the Internet and part of a rapidly growing trend of corporations encouraging their employees to become mentors, matches 3,500 Hewlett Packard employees as volunteer mentors for 3,000 students and 500 teachers. The program focuses on increasing children's learning, specifically math and science for girls and minorities, while preparing them for college and careers. Mentors share their experiences with students, while teaching them improved study habits and encouraging them to succeed.

Background

As it begins the program's second year, Hewlett Packard plans to expand it to 300 schools nationwide, recruiting more employees to reach more children. Like other e-mail mentoring programs, Hewlett-Packard's discourages adults and children from sharing addresses, phone numbers and even last names. Students will never meet their mentors face-to-face, and many of the adults live thousands of miles away from the students they mentor. In some cases, mentors are based at Hewlett Packard offices in Europe and Asia, while the students are attending schools in the United States.

Still, in keeping with Hewlett Packard executive David Neils' vision when he created it, the program aims to give students and mentors all the benefits of a traditional mentoring relationship — with the added opportunities for students to learn more about the Internet. Neils did not have a mentor when he was a child, but a chance encounter with a neighbor when he was 6 years old changed his life forever — and led to the E-Mail Mentor Program. Neils' neighbor, a genius who was constantly inventing things, showed Neils his latest invention and him what he should do to improve it. Having someone respect and encourage his opinion amazed Neils, and he felt like he could pursue anything successfully. Neils strives to take the same approach of genuine encouragement to the Hewlett Packard E-Mail Mentor Program.

The program also encourages learning and confidence through its mentoring for 500 teachers. Hewlett Packard employees help teachers use computers and the World Wide Web to build on their classroom lessons. Students' mentors are also in constant contact with their mentees' teachers, discussing students' progress and solving problems together.

Personal Experience

"Please?" Steve begs. His voice becomes even more pleading. "Just for a few minutes?"

For Steve's mother, Peggy, this is familiar territory. Steve has been hooked on computer games for several years, and Peggy has tried desperately to control how much mindless time is spent in front of the computer, preferring that he read or do homework or at least play with other kids. At one point, she even considered selling the computer to force Steve to focus on school and social interaction.

But in the past year, everything has changed. While Peggy still controls how much time her son spends in front of the computer, she knows he is in good hands — he's with his mentor, Doug, who has been with him for a year through the Hewlett Packard E-Mail Mentor Program. Doug helps Steve with his homework and helps prepare him for a promising career.

For students like Steve, the program is also an opportunity to improve English and communication skills — since students and mentors communicate exclusively in writing — and use computers for education, rather than just entertainment. "From learning how to type and write reports to improved spelling, I've learned to use the computer to improve my skills," Steve explains. "I used to do pretty good in academics, but now I'm a straight-A student."

And he's not alone.

Ann, a middle school teacher in South Carolina, expected the program to have an impact on her students, but the magnitude surprised her. "I have seen nothing but success and positive results," she said. "I have several students who did not value learning and who didn't have a purpose to come to school every day. Since being matched with a mentor, they not only run to get to class, but they are trying harder in every subject."

Employee mentors from Hewlett-Packard, some of whom never considered being mentors until the company began its program, are also profoundly affected by the experience.

"I have been involved in other volunteer efforts and had less success because I was forcing my time on children, versus being requested and solicited by them," explains Mary, a Hewlett Packard employee in Colorado who mentors a sixth-grade girl. "I don't teach her how to do math, I simply tell her how to learn it for herself, then watch the results with pride."

Mary — and thousands of other people involved in the program — is learning that e-mail may technically mean "electronic mail," but its practical applications include "educational mail." In the process, Hewlett Packard is redefining more than computer terminology.

It's redefining children's futures, one at a time.

*Contact: David Neils, program manager
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TEAM

Successful Women Mentor At-Risk Girls in Teams, Providing Positive Role Models and a Solid Support System

(New York, NY) Esteem Team — a long-term mentoring program that matches girls with individual mentors, as well as teams of four other girls and their mentors — began as a pilot program in New York several years ago and is in the process of expanding to Los Angeles and Washington, D.C. It is the National Association of Female Executives' answer to teen pregnancy, high school dropout and other obstacles to productive adulthood. NAFE requires mentors to commit to several years in the program so they can maintain relationships with the girls through high school.

Background

Esteem Team targets girls are described as "triage," or at-risk, who are referred to NAFE by social service agencies that identify them as being neither over-achievers nor suffering from severe emotional problems. They are girls most likely to be ignored or overlooked by standard enrichment programs and in danger of "falling through the cracks." Girls meet regularly with their individual mentors for conversation, tutoring or social activities, and each of the five mentors in teams hold a gathering in their homes or offices each year with the other mentors and the girls. The meetings are designed to expose girls to workplaces and lifestyles that they would not otherwise see, reinforcing the potential they have for success.

Teams also take annual weekend retreats that focus on values, choices, body image and reflections on lessons mentors and girls have learned. The retreats, organized by the mentors, are also an opportunity for the teams to spend time away from the city and bond on a social level. Four teams of mentors and girls recently traveled from New York City to State University of New York at Stony Brook for a weekend retreat that included team-building seminars and peer pressure workshops. It was the first time any of the girls had been on a college campus, and the visit gave them a direct impression of college life.

Personal Experience

When NAFE developed the Esteem Team program, organizers expected it to impact girls' lives, and they hoped to connect with girls most in need of mentors.

For Kashaunda, a fifth-grade Brooklyn girl, Esteem Team couldn't have come along at a better time.

Kashaunda never knew her mother.

Her father did his best to raise the family on a small income, but he regretted not being able to provide more for Kashaunda — more material possessions, but also the kind of guidance and counsel she would need as she approached adolescence. As she began the fifth grade, Kashaunda didn't need someone to try to replace her mother, she needed an adult female — a role model, a friend and a support system — and she didn't have one.

Then she joined the Esteem Team and found Dawn Baskerville, her mentor.

"Not only do I have Dawn in my corner," Kashaunda said, "but I also have four other beautiful, smart women as role models. I am a very lucky girl to have Dawn and the other mentors for me to try to be just like."

And the mentors feel lucky, too.

"What binds us are the surprisingly numerous things we have in common. We share a love for shopping, walking, talking, writing and, mostly, laughing," Dawn explained. "The two of us have swapped tales of bullying school mates and overbearing bosses; her love for math and my disdain for it; my strive for career success and her desire for peer acceptance."

Through Esteem Team, Kashaunda has found peers with whom she can relate, but she has also discovered that there are more important things than peer acceptance.

After a couple of years in Esteem Team, she has learned to trust others.

And she has learned to trust herself.

Contact:

*Angela Che, National Association of Female Executives
(212) 477-2200*

Workplace Mentoring Programs — Products and Services

DIRECTORY

The following guides and manuals are a sampling of the kinds of resources available to assist in the development and implementation of mentoring programs:

- **Mentoring: Elements of Effective Practice** — This brochure outlines program elements and policies that have proven effective in a wide range of existing mentoring settings. It was developed in 1990 by The National Mentoring Working Group, a representative group of national and community-based nonprofit organizations with significant experience in running mentoring programs. The group was convened by The National Mentoring Partnership (formerly The One to One Partnership, Inc.) and United Way of America. The brochure is available free of charge to any individual or organization wanting to develop, operate, volunteer in or fund a mentoring program. To order a copy, contact:

The National Mentoring Partnership
1400 I Street N.W. Suite 850
Washington, DC 20005
202-729-4345

- **Partnerships for Success: A Mentoring Program Manual** — This manual, developed jointly by United Way of America and The Enterprise Foundation, provides guidelines for developing structured mentoring programs in education, homelessness, teen pregnancy prevention and other critical areas. Order #375; \$19.95, plus shipping and handling. Contact:

The Points of Light Foundation
Catalog Services
1-800-272-8306

- **The Mentor Handbook - Second Edition** — Written by Susan Weinberger, Ed.D., director of the Norwalk Public School Mentor Program in Connecticut, this guide is for adult volunteers, sponsoring companies or organizations and schools involved in a one-to-one mentoring/support program. The Mentor Handbook can be obtained directly from the publisher for \$10.00. More than one copy is \$7.95 each; includes tax, shipping and handling.

Educational Resources Network, Inc.
25 Van Zant Street
Norwalk, CT 06855
(203) 853-6847

- **Organizing Effective School-based Mentoring Programs** — Want to start or rejuvenate a mentoring program that pairs community volunteers with students? Using NAPE's (National Association of Partners in Education) manual you can develop a mentor program that supports mentors as they work one-on-one with students. The manual costs \$35 plus \$7.50 for shipping and handling (Virginia shipments only add 4.5% sales tax). Make the check payable National Association of Partners in Education. To order, please contact:

National Association of Partners in Education
901 North Pitt Street
Suite 320
Alexandria, VA 22314
(703) 836-4880

- **Church-based Mentoring: A Program Manual for Mentoring Ministries** — This workbook addresses the wide range of social problems that are often at the root of a young person's personal and educational failure. Takes a "how-to" approach for beginning and structuring ministries based out of religious institutions. Explores ways to increase self-image and develop a sense of usefulness and purpose. Written by the United Way of Southeastern Pennsylvania Volunteer Center, the manual costs \$9.95 plus \$4.50 for shipping and handling (Virginia shipments only, add 4.5% sales tax; Washington, D.C. shipments only, add 5.75% sales tax). Order # 226. To order, please contact:

The Points of Light Foundation
Catalog Services
1-800-272-8306 or 703-803-8171

- **The Spirit of Excellence: A Manual for Mentoring and Tutoring African-American Children and Youth** — This manual, a cooperative effort of the National Black Child Development Institute and One to One, is designed to aid volunteers who work with African-American children and youth. The guide provides information on child development, discipline, encouragement and building self-esteem, as well as practical skills for tutoring. A suggested reading list for children of various age groups is also included. Make check payable to National Black Child Development Institute for \$ 5.00 and send to:

The National Black Child Development Institute
1023 15th Street, NW
Suite 600
Washington, DC 20005
(202) 337-1281

- **Mirror Mirror on the Wall, Who Is the Greatest One of All?** — A workbook for mentors and students in grades kindergarten through six. Self-esteem building exercises and activities include the school scene, favorite things, high hopes, friends, wishes and steps to success. Mentors can fill in some of the areas along with their mentees. 48 pages. \$10, including shipping and handling. To order, send a check made payable to Norwalk Mentor Program to:

Norwalk Mentor Program
Attention: Dr. Susan G. Weinberger, director
125 East Avenue
Norwalk, CT 06852-6001

- **CONNECTIONS from School to Career** — A workbook for mentors and students in grades six through twelve. Career strategies include interviewing skills, filling out job applications, career interest inventory, opening a bank account, setting goals, and dress code on the job. 56 pages. \$10, including shipping and handling. To order, send a check made payable to Norwalk Mentor Program to:

Norwalk Mentor Program
Attention: Dr. Susan G. Weinberger, director
125 East Avenue
Norwalk, CT 06852-6001

- **The Two of Us: A Handbook for Mentors** — This handbook is designed for individual mentors to guide them in getting the most out of their mentoring relationships — whatever the focus of the relationship; from developing a friendship, to role modeling, to achieving academic goals. The activities in the handbook were developed for one-on-one mentoring between an adult and a young person ages 8 to 18 but can be adapted for group mentoring, peer mentoring and other models. The handbook contains specific activities and ideas organized around 7 themes such as health, fitness, and general well-being; improving academic skills and performance; exploring and improving self-esteem; and combining fun and learning with opportunities to get to know one another. Copies of this manual are available for \$25.00 each. All orders must be prepaid; no charges or purchase orders. Checks should be made payable to Raise Inc. and mailed to:

Raise Inc.
605 North Eutaw Street
Baltimore, MD 21201
(410) 685-8316

- **Team Mentoring Guide** — School-based team mentoring matches a group of three adults — a teacher or administrator from the school, a college student, and a community or business volunteer — with a group of 10-12 middle school students. Throughout the school year youth and adults participate in leadership trainings, field trips, volunteer community service and ongoing team and one-on-one mentoring. Team mentoring is the brainchild of two high school students who saw the value in mentoring but felt that kids relate better in groups. It was launched in the 1992-93 academic year at Horace Mann Middle School in South Central Los Angeles and currently serves 900 students in six LA middle schools. This manual gives schools and businesses everything they need to start a Team Mentoring program in their community. To order, please contact The National Mentoring Partnership:

The National Mentoring Partnership
Attention: Tonya Wiley
1400 I Street N.W. Suite 850
Washington, DC 20005
202-729-4345

- **ABCs of Mentoring Kit™** — In 1988 a major national financial services organization began a mentoring program with just 70 volunteers. Today 1,200 employees volunteer. Along the way, they learn many valuable lessons and gathered a lot of experience about providing this unique kind of community service. In an effort to help other organizations benefit from their experience, the organization created The ABCs of Mentoring, a kit that provides resources and information to help others create and maintain a mentor program. The kit includes essential forms and materials to get started: a sample business plan; a video featuring interviews with business leaders, mentors and students; templates for a recruitment brochure, recruitment ad and newsletter; and a manual with a step-by-step action plan for structuring a program, establishing an image for the program, clarifying responsibilities of organizations and mentors; recommendations for evaluating your program. Order # 376, \$39.95 plus shipping and handling. To order, contact:

Points of Light Foundation
Catalog Services
1-800-272-8306

- **The Mentor Training Curriculum** - This generic curriculum was produced by the National Mentoring Working Group, a coalition of national and local mentoring experts convened by The National Mentoring Partnership and United Way of America, to assist in the training of mentors and young people. The Curriculum includes a "train the trainer" component, information regarding workshop preparation; training outlines, handouts, timelines and objectives. Training/workshop topics include: mentor value clarification, goal setting, communication skills building, problem-solving/troubleshooting, initiating and maintaining a relationship with participants, and dealing with diversity. A chapter also explores three different categories of youth participants and provides training and orientation guidelines for each grouping. Order # 374; \$29.95 plus shipping and handling. To order, contact:

Points of Light Foundation
Catalog Services
1-800-272-8306

- **Volunteer Community Service Catalog** — Published by The Points of Light Foundation, this catalog offers the largest and most diverse collection of publications ever offered on a wide range of volunteer organizational management topics, including volunteer recruitment, marketing, fundraising and fund management. It also offers a variety of items to aid in volunteer recruitment and recognition efforts. The catalog is free and can be order by contacting:

The Points of Light Foundation
Catalog Services
1-800-272-8306 or 703-803-8171

The following consultation, technical assistance and training services are available to assist in the development and implementation of mentoring programs.

- **The National Mentoring Technical Assistance Corps** — To help groups and organizations do what they can to increase the availability of quality mentoring opportunities for America's young people, The National Mentoring Partnership has created The National Mentoring Technical Assistance Corps (TAC). TAC is a group of 30+ mentoring and program development experts who are independent consultants or are affiliated with mentoring programs. Corps members are available to train and consult with partner organizations as they plan new mentoring efforts or expand existing ones. For a free directory of consultants, their areas of expertise and fees, contact:

Tonya Wiley
The National Mentoring Partnership
1400 I Street N.W. Suite 850
Washington, DC 20005
202-729-4345

In 1990, The National Mentoring Partnership and United Way of America convened The National Mentoring Working Group, a representative group of both national and community-based not for profit organizations with significant experience in running mentoring programs. These leaders met regularly to discuss issues and practices that were emerging in their mentoring programs, focusing especially on how to promote the growth of responsible mentoring programs. They defined responsible mentoring programs as those that meet the needs of both the mentored participants and the volunteer mentors.

One of the most pressing needs identified by this group was for a set of guidelines, or common principles, to help guide the development of responsible mentoring programs. A task force of The National Mentoring Working Group refined the full group's discussion of responsible mentoring into elements of effective practice, which follow.

These *Elements of Effective Practice** present program policies and practices that have proven effective in a wide range of existing mentoring settings. The brochure is available to any individual or organization that wants to develop, operate, volunteer in or fund a mentoring program.

The National Mentoring Working Group

- Baltimore Mentoring Institute
- Big Brothers Big Sisters of America
- Campus Partners in Learning/Campus Compact
- Career Beginnings, Center for Corporate and Education Initiatives, Brandeis University
- Connecticut College, Office of Community Service
- The Enterprise Foundation
- National Black Child Development Institute
- National Urban League, Inc.
- One Plus One, WQED-TV
- University of Maryland, Baltimore County, Office of Professional Practice

The National Mentoring Partnership

For a full resource list or other information on mentoring, please write:

1400 I Street NW, Suite 850
Washington, DC 20005

Phone: (202) 729-4345
Fax: (202) 729-4341

Website: www.mentoring.org

The National Mentoring Partnership is an advocate for the expansion of mentoring and a resource for mentors and mentoring initiatives nationwide.

The National Mentoring Partnership Mission: To increase the availability of responsible personal and economic mentoring for America's children.

United Way of America Mission: To advance, with member United Way organizations, the nation's health and human service agenda by expanding resources and applying them effectively to build better, more self-sufficient communities.



* A 10th anniversary issue of the *Elements of Effective Practice* will be published in 2000.

Place Your
Local
Information
and Logo
Here

BOWNE

United Way of America and The National Mentoring Partnership wish to thank Bowne of New York City for donating printing services for this document.

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Elements of Effective Practice

A product of the **National Mentoring Working Group** convened by **The National Mentoring Partnership** and **United Way of America**



mentoring.

Responsible mentoring:

- Is a structured, one-to-one relationship or partnership that **focuses** on the needs of the mentored participant.
- **Fosters** caring and supportive relationships.
- **Encourages** individuals to develop to their fullest potential.
- **Helps** an individual to develop his or her own vision for the future.
- Is a strategy to **develop** active community partnerships.

A responsible mentoring program requires:

- A well-defined mission and established operating principles.
- Regular, consistent contact between the mentor and the participant.
- Support by the family or guardian of the participant.
- Additional community support services.
- An established organization of oversight.
- Adherence to general principles of volunteerism.
- Paid or volunteer staff with appropriate skills.
- Written job descriptions for all staff and volunteer positions.
- Adherence to EEO requirements.
- Inclusiveness of racial, economic and gender representation as appropriate to the program.
- Adequate financial and in-kind resources.
- Written administrative and program procedures.
- Written eligibility requirements for program participants.
- Program evaluation and ongoing assessment.
- A long-range plan that has community input.
- Risk management and confidentiality policies.
- Use of generally accepted accounting practices.
- A prudent and reasonable rationale for staffing requirements that are based on:
 - organization's statement of purpose and goals,
 - needs of mentors and participants,
 - community resources, and
 - staff and other volunteers' skill level.

A Nuts-and-Bolts Checklist for Mentoring Programs

1. A statement of purpose and long-range plan that includes:

- ☐ Who, what, where, when, why and how activities will be performed.
- ☐ Input from originators, staff, funders, potential volunteers and participants.
- ☐ Assessment of community need.
- ☐ Realistic, attainable and easy-to-understand operational plan.
- ☐ Goals, objectives and timelines for all aspects of the plan.
- ☐ Funding and resource development plan.

2. A recruitment plan for both mentors and participants that includes:

- ☐ Strategies that portray accurate expectations and benefits.
- ☐ Year-round marketing and public relations.
- ☐ Targeted outreach based on participants' needs.
- ☐ Volunteer opportunities beyond mentoring.
- ☐ A basis in your program's statement of purpose and long-range plan.

3. An orientation for mentors and participants that includes:

- ☐ Program overview.
- ☐ Description of eligibility, screening process and suitability requirements.
- ☐ Level of commitment expected (time, energy, flexibility).
- ☐ Expectations and restrictions (accountability).
- ☐ Benefits and rewards they can expect.

- ☐ A separate focus for potential mentors and participants.
- ☐ A summary of program policies, including written reports, interviews, evaluation and reimbursement.

4. Eligibility screening for mentors and participants that includes:

- ☐ An application process and review.
- ☐ Face-to-face interview and home visit.
- ☐ Reference checks for mentors, which may include character references, child abuse registry checks, driving record checks and criminal record checks where legally permissible.
- ☐ Suitability criteria that relate to the program's statement of purpose and needs of the target population. Could include some or all of the following: personality profile; skills identification; gender; age; language and racial requirements; level of education; career interests; motivation for volunteering; and academic standing.
- ☐ Successful completion of pre-match training and orientation.

5. A readiness and training curriculum for all mentors and participants that includes:

- ☐ Trained staff trainers.
- ☐ Orientation to program and resource network, including information and referral, other supportive services and schools.
- ☐ Skills development as appropriate.
- ☐ Cultural/heritage sensitivity and appreciation training.
- ☐ Guidelines for participants on how to get the most out of the mentoring relationship.

- ☐ Do's and Don'ts of relationship management.
- ☐ Job and role descriptions.
- ☐ Confidentiality and liability information.
- ☐ Crisis management/problem solving resources.
- ☐ Communications skills development.
- ☐ Ongoing sessions as necessary.

6. A matching strategy that includes:

- ☐ A link with the program's statement of purpose.
- ☐ A commitment to consistency.
- ☐ A grounding in the program's eligibility criteria.
- ☐ A rationale for the selection of this particular matching strategy from the wide range of available models.
- ☐ Appropriate criteria for matches, including some or all of the following: gender; age; language requirements; availability; needs; interests; preferences of volunteer and participant; life experience; temperament.
- ☐ A signed statement of understanding that both parties agree to the conditions of the match and the mentoring relationship.
- ☐ Pre-match social activities between mentor and participant pools.
- ☐ Team building activities to reduce the anxiety of the first meeting.

7. A monitoring process that includes:

- ☐ Consistent, scheduled meetings with staff, mentors and participants.
- ☐ A tracking system for ongoing assessment.
- ☐ Written records.
- ☐ Input from community partners, family and significant others.

- ☐ A process for managing grievances, praise, re-matching, interpersonal problem solving and premature relationship closure.

8. A support, recognition and retention component that includes:

- ☐ A formal kickoff event.
- ☐ Ongoing peer support groups for volunteers, participants and others.
- ☐ Ongoing training and development.
- ☐ Relevant issue discussion and information dissemination.
- ☐ Networking with appropriate organizations.
- ☐ Social gatherings of different groups as needed.
- ☐ Annual recognition and appreciation event.
- ☐ Newsletters or other mailings to participants, mentors, supporters and funders.

9. Closure steps that include:

- ☐ Private and confidential exit interviews to debrief:
 - participant and staff.
 - mentor and staff.
 - mentor and participant without staff.
- ☐ Clearly stated policy for future contacts.
- ☐ Assistance for participants in defining next steps for achieving personal goals.

10. An evaluation process based on:

- ☐ Outcome analysis of program and relationship.
- ☐ Program criteria and statement of purpose.
- ☐ Information needs of board, funders, community partners and other supporters of the program.

5. screening, managing risk

Screening Volunteers to Prevent Child Sexual Abuse: A Community Guide for Youth Organizations. Information from the National Collaboration for Youth on policies for screening and selecting volunteers who work with children in order to prevent child sexual abuse. (202-347-2080; \$14.95 plus shipping.)

More Than a Matter of Trust: Managing the Risks of Mentoring. This publication from the Nonprofit Risk Management Center explores the importance of understanding your clientele, selecting personnel, establishing program boundaries and the need for quality supervision. (202-785-3891; \$15 plus shipping.)

Staff Screening Tool Kit: Building a Strong Foundation Through Careful Staffing – 2nd Edition. This Nonprofit Risk Management Center publication covers recent changes that affect the screening process and govern access to records. It also provides a guide to using official agency records, including a state-by-state directory of agencies that maintain records useful for screening. (202-785-3891; \$30 plus shipping.)

Beyond Police Checks: The Definitive Volunteer and Employee Screening Guidebook. This publication provides readers with the rationale for initial screening and ongoing credential checks, models for developing screening processes and a variety of screening tools. (800-395-9800; \$20 plus shipping.)

Planning It Safe: How to Control Liability and Risk in Volunteer Programs. This newly revised guide tells you when your organization can be held liable for acts harming another person and what defense can be used if your organization is sued. (800-395-9800; \$18.95 plus shipping.)

6. catalogs, general volunteer tools

Reproducible Fact Sheets for Youth and Adults. Tip sheets that help youth find mentors and adults find mentoring opportunities. Organizations can customize the sheets with their logo, description of their program, contact information, etc. (202-729-4345; Free.)

1999 Volunteer Marketplace. The Points of Light Foundation’s catalog of publications, videos, audio cassettes and promotional specialty items on volunteerism. Includes resources on program management, fund raising, communications, and community collaboration for volunteer initiatives. (1-800-272-8306; Free.)

National Center for Nonprofit Risk Management Catalog. A catalog of books, electronic media and other resources for nonprofit organizations. Includes publications on managing the risks of mentoring, controlling risk in volunteer programs and child abuse prevention. (1-202-785-3891; Free.)



who we are

The National Mentoring Partnership is an *advocate* for the expansion of mentoring and a *resource* for mentors and mentoring initiatives nationwide.

what drives us

Mentoring works, but it is not working for enough of the 14 million children in this country who need and want mentors. We are dedicated to the expansion of quality mentoring ... which requires tackling the 10 barriers that have historically prevented mentoring from achieving scale.

barriers to reaching scale

1. There is insufficient support for existing mentoring programs and initiatives.
2. There are not enough mentoring programs in institutions that have the resources to build and sustain them — for example, schools, communities of faith and corporations.
3. Institutions and individuals that want to — and have the resources to — develop programs lack easy access to information and help with implementation.
4. There is high attrition among mentors and would-be mentors.
5. The public has fears and misconceptions about young people and about mentoring.
6. There is a lack of information on the prevalence, performance and progress of mentoring initiatives.
7. Decision-makers lack awareness of what specifically they can do to bring mentoring to scale.
8. Organizations and institutions are acting on their own, duplicating efforts.
9. The mentoring movement does not have a sufficiently strong voice in policy decisions made at the federal and state level.
10. There is a lack of recognition and visibility for excellence in mentoring.

what we do

We work to help:

- Entire *communities* and *states* work together to sustain and expand mentoring opportunities for young people.
- *Schools, businesses, civic associations, faith communities* and *youth-serving organizations* build or strengthen their mentoring programs.
- *Educators* and *work force preparation leaders* integrate mentoring into programs.
- *Individuals* learn about mentoring opportunities and become the mentors young people want and need.

what we deliver

- *Leadership and Support* to a national network of community and state leaders who have formed mentoring partnerships to bring mentoring to scale.
- *Standards* — “Mentoring: Elements of Effective Practice” for developing responsible mentoring programs in any setting.
- *www.mentoring.org* – immediate access to the latest information and resources on mentoring as well as on-line networking and training events for practitioners and mentors.
- *Training* for mentors and organizations via local mentor training institutes and the “How to Be a Great Mentor” guide and interactive web site (produced with Kaplan Educational Centers and Newsweek.)
- *Response Line* to answer questions about mentoring and help organizations start or expand mentoring programs.
- *Technical Assistance Corps* – mentoring experts who are available to consult and train on all aspects of mentoring, including workplace-based, faith-based and school-based programs; state and local mentoring partnerships; and mentor training institutes.
- *Public Awareness Campaigns* via partnerships with America’s Promise, The Harvard Mentoring Project, ABC television network and other media and mentoring initiatives.
- *Public Policy Council* – composed of the nation’s leading practitioners, to generate public support, funding and action to expand mentoring opportunities for young people.
- *Membership* in a national network of individuals who care deeply about the future of young people and mentoring.

our guiding principle

Acting alone, none of us can address the mentoring needs of America’s young people, but together - *working in partnership* - we can.

4. standards, research

Mentoring: Elements of Effective Practice. A checklist brochure of requirements and essentials for starting and maintaining a mentoring program. (202-729-4345; Free.)

Mentoring Works! A reproducible fact sheet containing quotations and statistics that reinforce the effectiveness of mentoring. (202-729-4345; Free.)

Mentoring: A Synthesis of Public/Private Ventures Research, 1988-1995. A summary of nearly a dozen research reports on mentoring. Includes recommendations for critical components for successful mentoring programs. (215-557-4400; \$7.50.)

Adolescents at Risk: Prevalence and Prevention. Researcher Joy Dryfoos presents a landmark study synthesizing the latest research and exploring the complex problems of today’s youth. Four areas are targeted: delinquency, substance abuse, teen pregnancy and school failure. This publication can be used as a textbook or a community planning guide. (www.amazon.com; \$22 plus shipping.)

Annie E. Casey Foundation Kids Count Data Report. The nation’s largest philanthropy dedicated to disadvantaged children presents an annual report on the educational, economic, social and physical well-being of children in the United States. (410-223-2890; free.)

Great Transitions: Preparing Adolescents for a New Century. The concluding report of the Carnegie Council on Adolescent Development presents research on how to reduce risks and enhance opportunities for adolescents. (800-998-2269; \$10)

3. collaboration

The New Community Collaboration Manual. National Assembly’s step-by-step guide for building and sustaining collaborations within a community. Terrific resource for building community collaboration for mentoring. (202-347-2080; \$13.95 plus shipping.)

How Can States and Communities Join The National Mentoring Partnership? Shares the benefits of becoming a mentoring partnership. (202-729-4345; Free.)

The Twin Cities One to One Local Mobilization Feasibility Study: Final Report. Search Institute’s assessment of the need for and possible impact of a Local Mentoring Partnership. Useful for helping other communities explore Local Mentoring Partnerships. (612-376-8955; \$8 plus shipping.)

where we are

Mirroring The National Mentoring Partnership's work, local partnerships are at the heart of the nationwide expansion of mentoring opportunities for young people. The local partnerships identified on this page unite leaders around mentoring and, together, they recruit corporations, schools, faith communities and other organizations to develop mentoring programs; recruit and train adults how to become mentors; educate the public about mentoring; provide technical assistance and support to mentoring agencies; and secure resources.

how to find us

Contact our national office or any of our 19 local partnerships for more information.

Arizona

Connect Tucson:
The Mentoring Partnership
520-886-6500

California

Communities in Schools:
The LA Mentoring
Partnership
213-627-0311
California Mentor Initiative
916-324-4398

Connecticut

The Connecticut Mentoring
Partnership
860-231-8831

Florida

The Mentor Connection
(Tampa)
813-274-0932

Illinois

The Tutor Mentor
Connection (Chicago)
312-467-2889

Kansas/Missouri

Kansas City YouthFriends
816-842-7082

Maryland

The Baltimore Mentoring
Partnership
410-685-8316

Massachusetts

The Mass Mentoring
Partnership
617-695-1200

Minnesota

Twin Cities One to One|
The Mentoring Partnership
612-370-9162

Mississippi

The MetroJackson
Mentoring Partnership
601-948-0899

Nebraska

All Our Kids Inc. —
The Midlands Mentoring
Partnership
402-930-3000

New Jersey

10,000 Mentors (Newark)
973-540-9148

New York

The Long Island Mentoring
Partnership
516-228-9046
The Mentoring Partnership
of New York
212-532-9104

Pennsylvania

One to One|The Greater
Philadelphia Mentoring
Partnership
215-665-2467
One to One|The Mentoring
Partnership of Southwestern
Pennsylvania
412-281-2535

Texas

San Antonio: Making
Mentoring a Partnership
210-229-2189

Virginia

One to One|The Mentoring
Partnership of Greater
Richmond
804-828-1536

resources

Excellent resources are available to assist organizations with their mentoring initiatives. On the following pages you will find descriptions and ordering information for some of the most popular — and valuable — products.

2. program how-to products

Partnerships for Success: A Mentoring Program Manual. Provides guidelines for developing mentoring programs in any organization. (1-800-272-8306; Order #275; \$19.95 plus shipping.)

For Corporations ... The ABCs of Mentoring Kit. A how-to guide for developing mentoring programs in the workplace; includes a video, manuals, templates and recommendations for evaluation. (1-800-272-8306; Order #376; \$39.95 plus shipping.)

For Faith Communities ... Church-Based Mentoring: A Program Manual for Mentoring Ministries. The blueprint for individuals charged with recruiting and helping churches work together to start and maintain quality mentoring programs for their congregation's children. (1-800-272-8306; Order #227; \$9.95 plus shipping.)

For Hospitals ... Creating A Successful Youth Mentoring Program: A Practical Guide for Hospitals. Everything a hospital needs to know to start a program. (410-955-1488; \$39 plus shipping.)

For Communities ... Matter of Time: Risk and Opportunity in the Nonschool Hours. The Carnegie Council on Adolescent Development published this report on the role of community organizations in adolescent development. The report is of interest to program providers, mentors and academic researchers. (800-998-2269; \$13)

1. training products

The Mentor Training Curriculum. A comprehensive guide for training mentors. Includes training outlines and handouts. (1-800-272-8306; Order #374; \$29.95 plus shipping.)

How to Be a Great Mentor. Comprehensive news and training guide produced by The National Mentoring Partnership, Kaplan Educational Centers and *Newsweek* magazine. (1-800-272-8306; Order #210; \$5.95 plus shipping, bulk discount available.)

A Training Guide for Mentors. This publication was developed for program coordinators responsible for implementing and managing mentoring programs. It can also serve as a reference book for mentors in training. (864-656-2599; \$25.)

Mentoring Works

"The number one indicator of success for a child is a good relationship with a caring adult."
—*Fortune* magazine

"People who grew up in difficult circumstances and yet are successful have one thing in common: at a critical juncture in their early adolescence, they had a positive relationship with a caring adult." —PRESIDENT BILL CLINTON

Young people with mentors are more likely to....

A Procter & Gamble study on their mentoring programs in Cincinnati schools shows that the 133 young people with mentors were more likely to:

■ stay in school.

Not one student with a mentor dropped out of school; average daily attendance was higher.



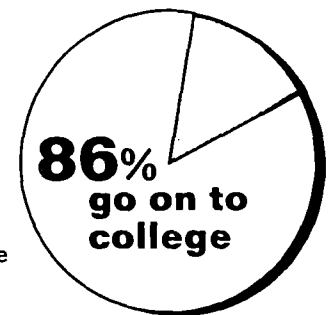
■ achieve and aspire to better grades.

Grade point average was almost a half a unit higher for young people with mentors.



■ go on to college.

Eighty-six percent, or 24 of the students from the senior class went on to college. Typically only 25-30 percent of students from these schools goes on to college.



In its concluding report on adolescent development, *Great Transitions*, The Carnegie Council on Adolescent Development:

- states good programs give youth what they want: mentoring relationships;
- reports that mentors can "rewrite the future of youth;" and
- calls on community organizations to connect youth with reliable adults who can offer them opportunities to "... learn about the world of work, earn money, build a sense of worth, and make durable friendships."

"All children, at every age, share basic needs — for a deep connection with a loving parent or other caregiver, good nutrition, adequate housing, safe neighborhoods, an environment that encourages exploration and adults to teach them about how to cope with the world and find their place in it." —*Standards for Success: Building Community Supports for America's Children*

A Public/Private Ventures study of Big Brothers/Big Sisters one-to-one mentoring found that Little Brothers and Sisters who met with their "Bigs" regularly for about a year were:

* * *

- Forty-six percent less likely than their peers to start using illegal drugs and 27 percent less likely to start drinking;
- Fifty-two percent less likely than their peers to skip a day of school and 37 percent less likely to skip a class;
- More trusting of their parents or guardians, less likely to lie to them, and felt more supported and less criticized by their peers and friends.

Sociologist William Julius Wilson, in *The Truly Disadvantaged*, writes that a mainstream, adult model "can help keep alive the perception that education is meaningful, that steady employment is a viable alternative to welfare, and that family stability is the norm, not the exception."

A Prison Fellowship study maintains that mentoring reduces

recidivism up to **80 %**
PERCENT.

In a 1989 Louis Harris poll of 400 high school juniors and seniors who participated in a national mentoring program, Career Beginnings, the vast majority of students credited their mentors with helping improve their lives:

- 73% of students said their mentors helped them raise their goals and expectations.
- 87% of students went directly to college or planned to attend college within one year of graduating from high school.
- 59% of mentored students improved their grades.
- 87% of mentoring students said they benefitted in some way from their mentoring relationship.

Beating the Odds

In their new book, *Beating the Odds: How the Poor Get to College* the researchers from Columbia University and University of Massachusetts found that:

"those who overcome poverty to reach college often share a common bond: a mentor, or perhaps several, who shepherds students across unfamiliar terrain."



In a study of 900 children, researchers Terry Williams and William Kornblum (*Growing Up Poor*) found that:

"the probabilities that teenagers will end up on the corner or in a stable job are conditioned by a great many features of life in their communities. Of these, we believe the most significant is the presence or absence of adult mentors."

Arthur Levine
Jana Nidiffer

Beating THE Odds

**HOW THE POOR
GET TO COLLEGE**

95% of Midtown Educational Foundation [of Chicago] students—all inner-city minorities—graduate from high school, whereas 49% of their peers drop out, and 65% go on to college, whereas 14% of students with similar backgrounds do so.

Approximately 40% of MEF students major in engineering or one of the scientific fields, which is atypical of minority students pursuing college or university studies.

About 60% of MEF's students have attended college preparatory high schools, many on full or partial scholarships.

Almost unanimously [95%], MEF students—past and present—credit the organization's staff with helping them enter an academically challenging high school or college.

— The Retailing Issues Letter, Authur Anderson & Co., and the Center for Retailing Studies at Texas A&M University

MENTOR

THE NATIONAL MENTORING PARTNERSHIP

An advocate for the expansion of mentoring;
a resource for mentors and mentoring initiatives nationwide.