

A banner for 'Education Mentoring' featuring a woman and a young girl looking at a book together. To the right, the words 'Education' and 'Mentoring' are written in a red, serif font. Further right, there are four small, square inset images showing various scenes of people interacting, likely mentors and mentees.

Education Mentoring

Online Professional Development

Building the Capacity of Communities to Provide Mentoring Services

Colleen O'Donnell Fedor

Executive Director

The Mentoring Partnership of Southwestern Pennsylvania

Lynda Terrell

Managing Director - Campaign for Mentors (CFM)

United Way of Southeastern Pennsylvania

Thursday, December 14, 2006

1:30 p.m. to 3:00 p.m.

Sponsored by:

Education Mentoring

Pennsylvania Statewide Afterschool/Youth Development Network

Pennsylvania Department of Education



Center for Schools & Communities Online Learning

Powered by



Moderators



Lynda Long

Education Mentoring
& Dropout Prevention Coordinator
Center for Schools & Communities
E-mail: llong@csc.csiu.org





Education Mentoring

www.pde.state.pa.us/mentoring

www.center-school.org/mentoring

Successful Students' Partnership

www.pde.state.pa.us/dropoutprevention

www.center-school.org/ssp



Moderators



Kisha Bird

Project Director

Pennsylvania Statewide Afterschool/
Youth Development Network (PSAYDN)

E-mail: kbird@csc.csiu.org





Pennsylvania Statewide Afterschool/ Youth Development Network

www.psaydn.org



Introduction of Presenters



Colleen O'Donnell Fedor

Executive Director

The Mentoring Partnership of Southwestern Pennsylvania

E-mail: cfedor@mentoringpittsburgh.org



Lynda Terrell

Managing Director - Campaign for Mentors (CFM)

United Way of Southeastern Pennsylvania

E-mail: lynda@uwsepa.org



Mentoring That Matters

Creating Safe and Effective
Mentoring Programs Using the
Elements of Effective Practice

Live, Online Learning Session
Thursday, December 14, 2006
1:30 p.m. to 3:00 p.m.

www.center-school.org/mentoring



Session Objectives

- Understand research about the benefits of mentoring and the qualities of successful mentoring relationships
- Examine the essential components for successful mentoring programs
- Gain knowledge on how to incorporate mentoring strategies in after-school programming
- Clarify the role of the intermediary in promoting the development of mentoring programs in local communities
- Gain awareness of resources and toolkits available to build capacity in local communities for quality mentor program implementation
- Review “Elements of Effective Practice” a nationally developed system of best practices in program implementation

Mentoring Works

According to *Mentoring: A Promising Strategy for Youth Development* (Child Trends, 2002)

- Mentoring can enhance positive development in youth
- Youth who participate in mentoring relationships experience a number of positive benefits:
 - Better school attendance and attitude
 - Increased chance of going on to higher education
 - Less drug and alcohol use
 - Improved social attitudes and relationships
 - More trusting relationship and better communication with parents

Mentoring Works

- The most effective mentoring relationships are:
 - longer in duration;
 - perceived by the youth to be high-quality;
 - structured and supervised; and
 - youth focused and youth-driven.

Cautionary Notes:

- Relationships of short duration may do more harm than good.
- In many programs mentoring was augmented with other services.

POLL QUESTION # 1

How many of you are currently implementing mentoring programs?

Successful Relationships

In "Making Mentoring Work", a Research Corner article at Mentoring.org, Dr. Jean Rhodes substantiates four program practices that predict strong and effective relationships:

- Making matches based on similar interests;
- Providing more than six hours of volunteer training;
- Offering post-match training and support; and
- Conducting reasonably intensive screening.

Glossary

- Mentoring
- Types of Mentoring
- Mentoring Settings
- Duration of Mentoring

Mentoring - Defined

Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee.

Types and Locations of Mentoring

- Types

- Traditional (one-to-one)
- Group
- Team
- Peer
- E-mentoring

- Locations

- Community-based
- Site-based
 - Agency
 - After School
 - Juvenile corrections
 - School
 - Workplace
- Faith-based
- Online

Duration of Mentoring

- Duration and consistency of a mentoring relationship is very important.
- At a minimum, mentors and mentees should meet regularly at least four hours per month for at least a year.
- There are exceptions (e.g. school-based mentoring).

Questions?

Mentoring and After-School

- Mentoring can be an effective way to connect children and youth to *people* who are in turn in a position to connect them with *possibilities*.
- After-school programs, on the other hand, offer young people consistent *places* to go. A high quality program can, in and of itself generate a sense of belonging, and may provide opportunities to explore more possibilities than the average mentor can create on their own.

The real question, then, is not which makes more sense

— mentoring or after-school —

but rather how can we utilize both strategies to increase the likelihood that young people have access to people, places and possibilities, crucial developmental supports that they need in order to thrive.

- What is the relationship between mentoring and after-school?
- To what extent is there movement toward collaboration and integration?

Research suggests there is good reason to consider connecting and integrating strategies.

From a policy advocacy perspective, there is potential synergy in linking efforts.

And on the ground, for reasons ranging from the philosophical to the practical, programs are busy tackling this integration, using a range of creative models.

- Mentoring is a specific strategy, while after-school programs are places where a range of strategies can be implemented.
- We do not mean to suggest that one is interchangeable for the other.
- Experience and conversations with experts in both the mentoring and after-school fields suggests otherwise.

POLL QUESTION # 2

What kinds of after-school programs are serving youth in your area?

- A. No after-school programs in my area
- B. There are after-school programs, but they do not provide mentors for young people
- C. There are after-school programs in my area which include a mentoring component
- D. There are mentoring programs in my area, but no after-school programs

Role of the Intermediary

1. Promote mentoring in local community

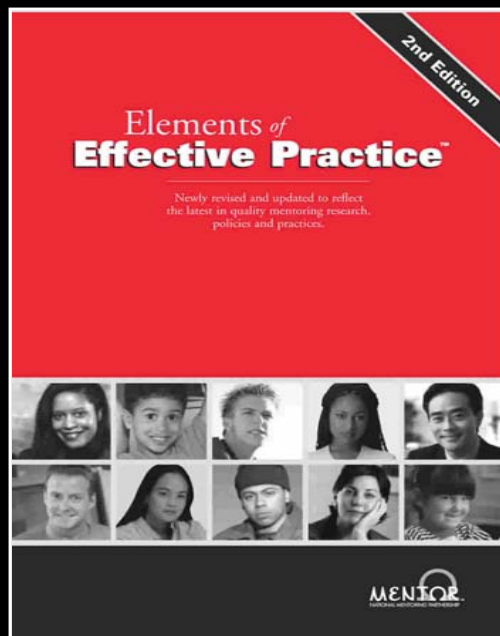
2. Help build capacity of local community to provide more quality mentoring

- Explore outreach strategies - advocate for inclusion of mentoring in youth development programs
- Connect local mentor program providers with resources necessary for successful program implementation
- Provide training on best practices in quality mentoring

Elements of Effective Practice

- Originally published in 1990. Revised in 2003.
- Developed by a national panel of experts convened by MENTOR and United Way of America.
- Industry-developed/accepted standards for the development of safe and effective mentoring programs.
- Program guidelines and policies that have proven effective in a wide range of program types and settings.

Elements of Effective Practice



Revised in 2003, the *Elements*, 2nd edition, are guidelines for running safe and effective mentoring programs.

Four Key Components:

1. Program Design and Planning
2. Program Management
3. Program Operations
4. Program Evaluation

Elements of Effective Practice: Key Components

- Program Design and Planning
- Program Management
- Program Operations
- Program Evaluation

Program Design and Planning

- Define the Who, What, Where and When
- Plan Key Strategies:
 - Management and Staffing Plan
 - Financial Plan
 - Implementation Plan
 - Evaluation Plan

Program Management

- Advisory Group
- Develop Systems for:
 - Monitoring policies and procedures
 - Managing program activity
 - Diversifying funding streams
 - Enhancing staff skills
 - Marketing the program
 - Recognizing participants

Program Operations

- The Core “How-To”
 - Recruitment plan for mentors/mentees
 - Screening for mentors/mentees
 - Orientation for mentors, mentees, parents
 - Training for mentors and mentees
 - Matching strategy with pre-established criteria
 - Meeting Facilitation and Activities
 - Ongoing Support and Supervision
 - Recognition
 - Closure

Program Evaluation

Ensures program quality and effectiveness:

- Develop a Plan to Measure
 - Program process
 - Expected outcomes
- Reflect on Evaluation Findings to:
 - Refine program design
 - Report to key stakeholders

Evaluation

- Process vs. Outcome

Process = efforts (i.e. what you or your program do)

Outcome = effects (what changed)

- Outcomes

- Timeframe

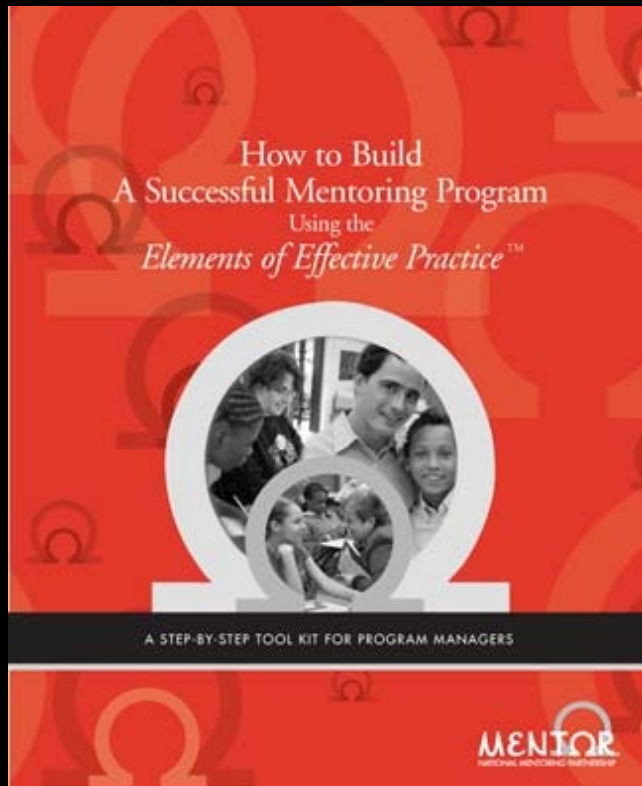
- Short – knowledge, skills or attitude
 - Intermediate - behavior
 - Long – condition or status

- Indicators: measurable results that suggest or indicate progress toward achievement of an outcome.

POLL QUESTION # 3

Is this session the first time that you have received information about the Elements of Effective Practice for mentoring programs?

“How to Build a Successful Mentoring Program Using the *Elements of Effective Practice*”



The companion Tool Kit for the *Elements* (with CD):

- Explains why the *Elements* are essential for high-quality, effective mentoring
- Discusses each component of the *Elements* in-depth
- Includes tools, templates, resources, checklists and advice for implementing and adhering to the *Elements*
- Provides over 160 ready-to-use tools that can be downloaded and customized by mentoring programs

MENTOR

- Premier ADVOCATE for the expansion of mentoring and RESOURCE for mentors and mentoring programs nationwide.
- Leading the movement to close the “mentoring gap”.
- National umbrella organization for the mentoring movement...The Mentor's Mentor.

Questions?

Where To Turn

- www.uwsepa.org Campaign for Mentors at United Way of Southeastern PA 1-866-MENTOR-3
- www.mentoringpittsburgh.org The Mentoring Partnership of Southwestern PA 412-281-2535
- www.mentoring.org MENTOR/The National Mentoring Partnership