Grassroots Mentoring: Program Development from the Ground up

January 18, 2024
Tips for Engagement

Community of Practice!
- Led by Bianca Myrick of MENTOR Virginia

The purpose of this community of practice is to co-create a space where participants can build relationships with one another and share experiences implementing learnings from the webinars.

February, June, October
1.5 hrs. each

Sign Up Here!
https://forms.office.com/r/Cgq4972BiG

- Introduce yourself!
- Talk with one another
- Share resources
- Respond to presenters
- Ask the presenters questions
- Upvote questions you’d like to see answered

* This webinar is recorded and will be sent out next week along with the slides and resources!
Series Overview

Why?
- Based upon your feedback, the CMWS will unfold as four distinct 3-part miniseries
- Expand and enrich learning by dedicating more time to each topic
- We’ll dissect research, unveil practical applications, share firsthand experiences, and delve into intricate nuances that shape our mission.

What?
- 3-part webinar series where we will explore several aspects of what it means to start and sustain a mentoring program, with particular attention to grassroots mentoring organizations.

When? (only need to register once)
- Jan 18, 2024 1:00 PM EST
- May 16, 2024 1:00 PM EST
- Sep 19, 2024 1:00 PM EST
Florence Parks
Executive Director, BBBS of North Coast
(Humboldt County CA)

Leadership Team, CA Mentoring Partnership

Past Coordinator for Solano County Mentoring Collaborative

Mentoring Consultant/TA provider for over 20 years

Assisted developing 24 youth mentoring programs in Bay Area

Expertise in working with vulnerable populations and innovative efforts of providing match support and supervision, program design and program sustainability
Jerry Sherk

Mentoring program consultant since 1995

Past Chair of Mentoring Coalition of San Diego County

Designed and ran mentoring programs for San Diego City Schools

Director of Education & Training, California Mentoring Partnership

Expertise in Group & One-to-One Models

Worked with scores of brand-new programs
Today’s Topics

- Using a Logic Model
- 501(c) 3, or?
- Funding Sources
- Benefits of Starting Small
- Developing a Design Team
- 3 Tools for Program Design
- Learning Program Management
- Resources
How Much Time Does it Take to Develop a Program? -- One Example

<table>
<thead>
<tr>
<th>Task(s)</th>
<th>hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorm meetings 50hrs x3</td>
<td>150</td>
<td></td>
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<tr>
<td>TA Support</td>
<td>60</td>
<td></td>
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<tr>
<td>Focus Groups</td>
<td>15</td>
<td>held 3</td>
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<tr>
<td>Board Recruitment/onboarding</td>
<td>45</td>
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<tr>
<td>HR and Accounting</td>
<td>60</td>
<td></td>
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<tr>
<td>Branding</td>
<td>100</td>
<td>includes website, social, etc.)</td>
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<tr>
<td>Meetings with Business Mentor</td>
<td>40</td>
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<tr>
<td>Training Curriculum and Design</td>
<td>100</td>
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<tr>
<td>Strategic Plan / P&amp;P</td>
<td>80</td>
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<td>650</td>
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To Identify Your Program’s Purpose and Mission, Create a “Logic Model”

- Identify the Problem
- Determine Input(s)
- Determine Output(s)
- Identify Outcomes

<table>
<thead>
<tr>
<th>LOGIC MODEL</th>
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<tbody>
<tr>
<td>PROGRAM NAME:</td>
</tr>
<tr>
<td>PROGRAM GOAL [S]:</td>
</tr>
</tbody>
</table>

| RESOURCES/INPUTS: |
| What resources do we need to achieve our goals? |

<table>
<thead>
<tr>
<th>OUTPUTS</th>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td>Activities</td>
<td>Audience(s)</td>
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Should We Become a 501(C)3 Non-profit?

- Not all mentoring programs are non-profits, but it can be helpful.

- Management and operations options:
  - Become a 501 (c) 3
  - Create a program, partner with existing non-profit, church, or school
  - Seek “fiscal agent,” a non-profit that can accept funds for your effort
  - Operate as a “for profit”
Funding Strategies for New Programs (A)

- Rare to get funding for a "program idea"
- Little funding? Start small & create a “history”
  “History” can include outcome data or “stories
  “History” also includes your operational system
Funding Strategies for New Programs (B)

- Collaborate with community-based organizations, schools, churches, etc.
- Community foundations -- “one stop clearing houses”
- Pitch service clubs / chambers of commerce
- Seek individual donors
- Business / corporate donors
- In-kind donations
- Hire a grant writer
Money and Staff Needed

- $2,000 per match per year or more -- 1:1 programs
- Staff to match ratios -- 1:20 to 1:30 for 1:1 mentoring
- Volunteer program staff often burn out quickly
Start Small -- a Strategy for New Programs

- "Small" in 1:1 programs could be 3 to 5 matches
- In group mentoring, 1 group, such as 2 adults / 8 mentees
- "Small" still requires development the program structure, operations, forms, trainings, & this sets up future expansion
- Starting small allows oversights to be corrected with minimal effort (e.g., contacting 5 parents instead of 50)
Program Development Strategy
Enlist a “Design Team”

- Select your team
  - For volunteers -- ask for a TEMPORARY commitment to meet

- Schedule regular meetings
  - create agenda
  - share program ideas, ask for input

- If you’ve created a program description or other materials, ask for specific feedback
More on the Design Team

As time goes on, identify enthusiastic members who might bring added value, such as joining a workgroup:

- recruitment
- fundraising
- events
- transportation
- OR?
Three Documents for New Program Design

1. *Early Visioning Mentoring Program Worksheet*  
(By Dr. Dustianne North)

2. *Elements of Effective Practice for Mentoring*  
(By MENTOR, along with Supplements to the EEPM’s)

3. *Generic Mentoring Policy and Procedure Manual*  
(By NWREL)
1. “Early Mentoring Program Visioning Worksheet” *

Partial excerpt:

- Goals and rationale for the program
- The main skills, qualities, resources mentees will gain via participation?
- Why is mentoring the chosen strategy for these goals?
- Ratio of mentors to mentees (1:1, group, team)?
- How often groups/matches will meet and # of hours per month of contact?
- Type of mentor-mentee contact (% of time in person, phone, online, group activities)
- Activities mentors and mentees do together/types of support mentors offer?
- And much more... (see “Early Mentoring Program Visioning Worksheet” in handouts)

* developed by Dr. Dustianne North
The Program Visioning Process Leads to the “Program Description”

*Example Program Description:*

Los Angeles Team Mentoring’s e-Works Online Mentoring Program

LATM’s e-works is a virtual team-based approach to mentoring. In our online “classrooms,” 2-4 adult mentors are carefully matched with 12-14 middle school youth. Mentors utilize an interactive curriculum designed to build students’ emotional learning skills. Teams meet weekly for 1 hour and connect through email/video conferencing.
2. Elements of Effective Practice for Mentoring

1) Recruitment  
2) Screening  
3) Training  
4) Matching and Initiation  
5) Monitoring and Support  
6) Closure

- Tasks are in chronological order
- Each task area promotes mentee safety
- Weakness in any area = “the weak link”
- Refer to each task area as you design program
- EEPM’s 2 versions: 4-page checklist & 92-page doc
Elements of Effective Practice for Mentoring™
A CHECKLIST FOR MENTORING PROGRAMS

STANDARD 1: RECRUITMENT

BENCHMARKS
MENTOR RECRUITMENT
- Prepare a list of potential mentors and mentees for the program.
- Develop a process for recruiting mentors and mentees.
- Establish criteria for selecting mentors and mentees.
- Ensure diversity in the selection of mentors and mentees.

MENTOR AND PROGRAM PLANNING
- Establish clear goals and objectives for the program.
- Develop a plan for program evaluation.
- Ensure the program is sustainable and scalable.

MONITORING AND MEASUREMENT
- Establish baseline measurements for program performance.
- Monitor program performance against established benchmarks.
- Evaluate the effectiveness of the program.

ENHANCEMENTS
MENTOR SCREENING
- Develop a comprehensive screening process for mentors.
- Use multiple criteria for selecting mentors.
- Ensure mentors have the time and commitment to participate.

STANDARD 2: TRAINING

BENCHMARKS
MENTOR TRAINING
- Provide initial training for mentors.
- Ensure mentors have the skills necessary to support mentees.
- Develop a process for ongoing mentor training.

MENTOR SCREENING
- Conduct a thorough background check.
- Ensure mentors have the necessary knowledge and skills.
- Establish criteria for mentors to maintain their status.

ENHANCEMENTS
MENTOR TRAINING
- Provide mentor training specific to the program.
- Ensure mentors have the resources to support mentees.
- Develop a process for ongoing mentor training.

ENHANCEMENTS
MENTOR SCREENING
- Conduct a thorough background check.
- Ensure mentors have the necessary knowledge and skills.
- Establish criteria for mentors to maintain their status.

STANDARD 3: SUPPORT

BENCHMARKS
MENTOR SUPPORT
- Provide ongoing support for mentors.
- Establish a process for providing feedback and support.
- Ensure mentors have the necessary resources.

MENTOR ASSESSMENT
- Conduct regular assessments of mentor performance.
- Ensure mentors receive feedback and support.
- Establish criteria for mentors to maintain their status.

ENHANCEMENTS
MENTOR SUPPORT
- Provide mentor support specific to the program.
- Ensure mentors have the necessary resources.
- Develop a process for ongoing mentor support.

ENHANCEMENTS
MENTOR ASSESSMENT
- Conduct regular assessments of mentor performance.
- Ensure mentors receive feedback and support.
- Establish criteria for mentors to maintain their status.

STANDARD 4: ASSESSMENT

BENCHMARKS
MENTOR ASSESSMENT
- Establish a process for assessing mentor performance.
- Ensure mentors receive feedback and support.
- Establish criteria for mentors to maintain their status.

MENTOR DEVELOPMENT
- Provide ongoing development opportunities for mentors.
- Ensure mentors have the necessary resources.
- Develop a process for ongoing mentor development.

ENHANCEMENTS
MENTOR ASSESSMENT
- Conduct regular assessments of mentor performance.
- Ensure mentors receive feedback and support.
- Establish criteria for mentors to maintain their status.

ENHANCEMENTS
MENTOR DEVELOPMENT
- Provide mentor development specific to the program.
- Ensure mentors have the necessary resources.
- Develop a process for ongoing mentor development.

STANDARD 5: IMPROVEMENT

BENCHMARKS
MENTOR IMPROVEMENT
- Establish a process for improving the program.
- Ensure mentors have the necessary resources.
- Develop a process for ongoing mentor improvement.

MENTOR COMMUNICATION
- Establish clear communication channels for mentors.
- Ensure mentors have the necessary resources.
- Develop a process for ongoing mentor communication.

ENHANCEMENTS
MENTOR IMPROVEMENT
- Conduct regular evaluations of program effectiveness.
- Ensure mentors have the necessary resources.
- Develop a process for ongoing mentor improvement.

ENHANCEMENTS
MENTOR COMMUNICATION
- Establish clear communication channels for mentors.
- Ensure mentors have the necessary resources.
- Develop a process for ongoing mentor communication.
Elements of Effective Practice for Mentoring

This partial sample is from 4-page quick guide of the second task: “screening”

- Has “how-to” instructions
- Covers all EEPM task areas in order
- Contains almost every form and letter
- Edit this manual to fit your program
- When finished, manual will be a guide to your program’s operations
The Generic Policy and Procedure Manual helps programs to decide on a step-by-step operating system.

Mentor Screening Procedure

Board Approval Date: ________
Revision Date: ________

In accordance with the New Insights Mentoring Program eligibility and screening policies, mentoring program staff should complete the steps below to determine if a candidate qualifies to become a mentor.

1. The applicants must return all completed materials in the application packet given to them during the inquiry process including the Written Application, Information Release, Personal References, and Mentor Interest Survey. Proof of a valid driver’s license and auto insurance must also be provided at this time.

2. A mentor file should be created for all prospective mentors who return a completed application. A Mentor Contact Sheet should be kept on top of one side of each file. The file should also contain the Mentor Assessment Summary followed by all other application materials and interview notes. As each component of the screening process is completed, update the checklist on the Mentor Assessment Summary.

3. Mentoring program staff members should:
   - Make an appointment and conduct an in-person interview with the prospective mentor
   - Conduct phone interviews with three personal references
Tip for Using Mentoring Program Generic P&P Manual

New Insights, a nonprofit organization, was founded in 1999 in Winwood Heights by two grassroots community activists, Mark Hopefield and Lynne Graham. Hopefield and Graham were brought together by a common belief that many youth in their community lacked meaningful academic and career guidance. Determined to make a difference, Hopefield and Graham convened a series of community meetings, attended by more than 30 community leaders and concerned parents. With initial financial commitments from community members and local businesses, Hopefield and Graham founded New Insights as a nonprofit IRS 501(c)3 corporation. Since opening its doors, New Insights has forged strong partnerships with the local business community, media, school districts, and other youth-serving organizations in the community.

NEW LIFE, a nonprofit organization, was founded in 1999 in Winwood Heights by two grassroots community activists, Mark Hopefield and Lynne Graham. Hopefield and Graham were brought together by a common belief that many youth in their community lacked meaningful academic and career guidance. Determined to make a difference, Hopefield and Graham convened a series of community meetings, attended by more than 30 community leaders and concerned parents. With initial financial commitments from community members and local businesses, Hopefield and Graham founded NEW LIFE as a nonprofit IRS 501(c)3 corporation. Since opening its doors, NEW LIFE has forged strong partnerships with the local business community, media, school districts, and other youth-serving organizations in the community.

On MS Word, use the “Find/Replace” function to replace “New Insights” with the name of your program. Example:

Original

NEW LIFE

Mentoring program

After “Find/Replace”
Youth Mentoring Program Documents & Training Materials

1. Logic model
2. Mission statement
3. Brief program description
5. Program forms (via Generic Policy and Procedure Manual for Mentoring)
6. Parent packet / orientation materials
7. Program brochure or informational sheet
8. Online program information (optional)
9. Mentor trainings (initial & ongoing)
10. Mentee training (possibly)
11. Curriculum (if group mentoring)
12. Evaluation materials, forms
Learning How to Manage a Mentoring Program

1. Be mentored knowledgeable mentoring program staff
2. Receive coaching by an experienced mentoring consultant
3. Join a “community of practice”
4. Volunteer to mentor in a well-run youth mentoring program
5. Attend online and in person trainings on mentoring
6. Read books on mentoring, conduct online research
7. Read self-help books on related topics
In the chat, how have YOU learned (or are learning) to manage a youth mentoring program?
1. Supplements to the Elements of Effective Practice

- LGBTQ Mentoring
- Peer Mentoring
- Group Mentoring
- STEM Mentoring
- Workplace Mentoring
- E-mentoring
- Critical Mentoring
- Inclusive Mentoring
for Youth w/ Disabilities
2. Designing and Implementing a Group Mentoring Program

Covers:

- Overall Program Design
- Mentor to Mentee Ratios
- Curriculum Development
- Group Facilitation, Including Sharing Exercises
1 BIG THING
I learned today?
(please type your 1 BIG THING in the chat)

How will I implement what I learned?
My 1st step will be --

Date I will take the 1st step --
Questions?
Resources

Elements of Effective Practice for Mentoring (92-page book)

Elements of Effective Practice for Mentoring (4-Page Checklist)

Supplements to the Elements of Effective Practice for Mentoring

Frequently asked Questions about the Elements of Effective Practice for Mentoring

This link is a 1-stop link to the above EEPM’s

https://www.mentoring.org/resource/elements-of-effective-practice-for-mentoring/

Mentoring Program Generic Policy and Procedure Manual (This is the link to the much-preferred DIGITAL version (not the PDF version). Note: You will need to copy and paste this version to make it editable

https://educationnorthwest.org/resources/youth-mentoring-program-planning-and-design-resources

Early Mentoring Program Visioning Worksheet

Jake will post the above doc

Starting a Mentoring Program (4-Page Quick Guide)

https://nationalmentoringresourcecenter.org/resource/starting-a-mentoring-program/

Designing and Implementing a Group Mentoring Program

Additional Resources

Contact Us
Email us with any feedback or questions at collaborativewebinarseries@mentoring.org!

Affiliates
MENTOR Affiliates can support with training, resources, public awareness and advocacy. Find your local affiliate here.

Mentoring Connector
Recruit mentors by submitting your program to the Mentoring Connector.

National Mentoring Resource Center
Check out the OJJDP National Mentoring Resource Center to access evidence-based mentoring resources and to apply for no-cost training and technical assistance
Remember!

- Please take **3-4 minutes to complete the anonymous survey** to let us know how we did!
- In a few days, you will receive an email with information on how to download the **slides, recording, and resources** on the CMWS webpage on MENTOR’s website.
- **Connect with your webinar buddy!** Check in with them in a couple weeks to see how they’ve used the information from today’s webinar.
Join Us Next Month!
Wellness & Resilience in Mentoring Series
Pt. 1
February 22\textsuperscript{nd}, 2024
1PM – 2:30PM EST