The Scope and Nature of Mentoring in Michigan:

A Report on Wave V of the Mentor Michigan Census

April 2008

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Introduction

This report contains data from Wave V of the Mentor Michigan Census (MMC). The MMC is a periodic, on-line survey of organizations operating mentoring programs in the state of Michigan. The various waves of the MMC and the time periods they cover are shown in the table below:

Wave	Dates Data was Collected	Time Period Survey Covered
Wave I	Fall 2004	1/1/04 – 8/31/04
Wave II	March 2004	1/1/04 – 12/31/04
		1/1/05 – 2/28/05
Wave III	October 2005	1/1/05 – 8/31/05
Wave IV	September & October 2006	9/1/05 – 8/31/06
Wave V	September and October 2007	9/1/06 – 8/31/07

This report focuses on the overall mentoring "funnel" measures (see Mentoring Funnel on the following page), including total number of mentoring organizations, number of inquiries, written applications, new mentors matched, as well as measures of screening, training and mentoring duration and intensity. In addition, satisfaction with Mentor Michigan and the services it provides is tracked and presented.

The primary purpose of the MMC is to understand the scope and nature of mentoring and mentoring organizations in Michigan. Specifically, there are three key objectives:

1. Identify, count, describe, and track mentoring organizations, programs, mentors, and the children served.

2. Understand program components, processes, resources, and needs.

3. Encourage and support program evaluation.

In Wave V of the MMC, there was also a focus on understanding mentoring organizations' changes in capacity as well as their experiences with AmeriCorps and AmeriCorps*VISTA members. Reports on those topics, as well as a report that analyzes the funnel measures by geographic area, are posted on the Mentor Michigan web site. Similarly, reports and presentations from previous waves of the Census can be found at www.michigan.gov/mentormichigan.

Any questions regarding the data presented in these reports or the methods used to collect and analyze these data should be directed to Robert W. Kahle, Ph.D, at RWKahle@KahleResearch.com.

The Mentoring Funnel

The MMC uses the mentoring funnel as a conceptual framework, identifying key steps in the recruitment and mentoring process to be measured, including number of inquires from potential mentors, number of written applications, background checking processes, training process, number and type of mentoring matches, and duration and intensity.

Questions developed based on this funnel are repeated in each wave of the MMC, providing a means of tracking specific measurements from year to year. Refer to the table in Appendix A for a summary of the funnel measure questions from Waves 1 through 5.

Inquiries and Applications

Screening, Matching and Training

Mentoring Duration and Intensity
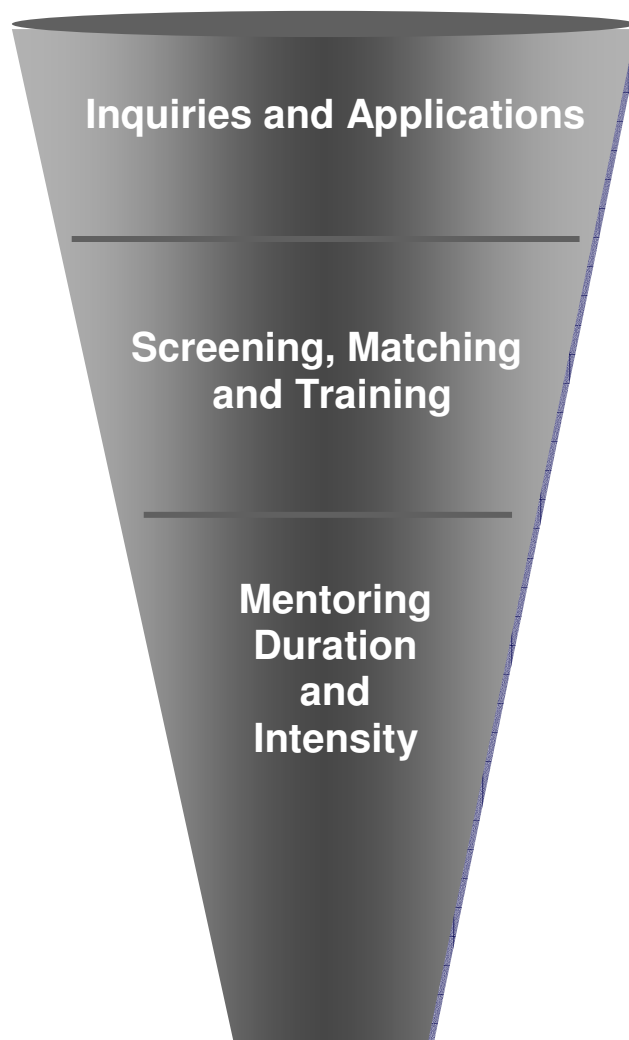
Overview

Mentoring Organizations

- Wave V of the Mentor Michigan Census (MMC) was conducted in September and October of 2007. One hundred and forty mentoring organizations operating 217 distinct programs completed the survey.

- With 220 organizations in the Mentor Michigan Registry, this survey achieved a 63% response rate, the highest ever recorded for the MMC. As there are organizations that did not report, it is reasonable to **estimate that there are more than 35,000 mentoring relationships** in the state of Michigan in 2007.

Mentors and Youth Served.

- **Active Mentors**: Wave V of the census documents **18,232 active mentors**, the largest number of mentors ever counted in the state of Michigan. It compares to 16,382 mentors counted in Wave IV, an increase of 1,850. These mentors represent organizations operating in 43 of Michigan's 83 counties.

Number of Active Mentors
Wave I vs. Wave II vs. Wave III vs. Wave IV vs. Wave V

Wave	Number
Wave I	9,108
Wave II	10,546
Wave III	11,767
Wave IV	16,382
Wave V	18,232
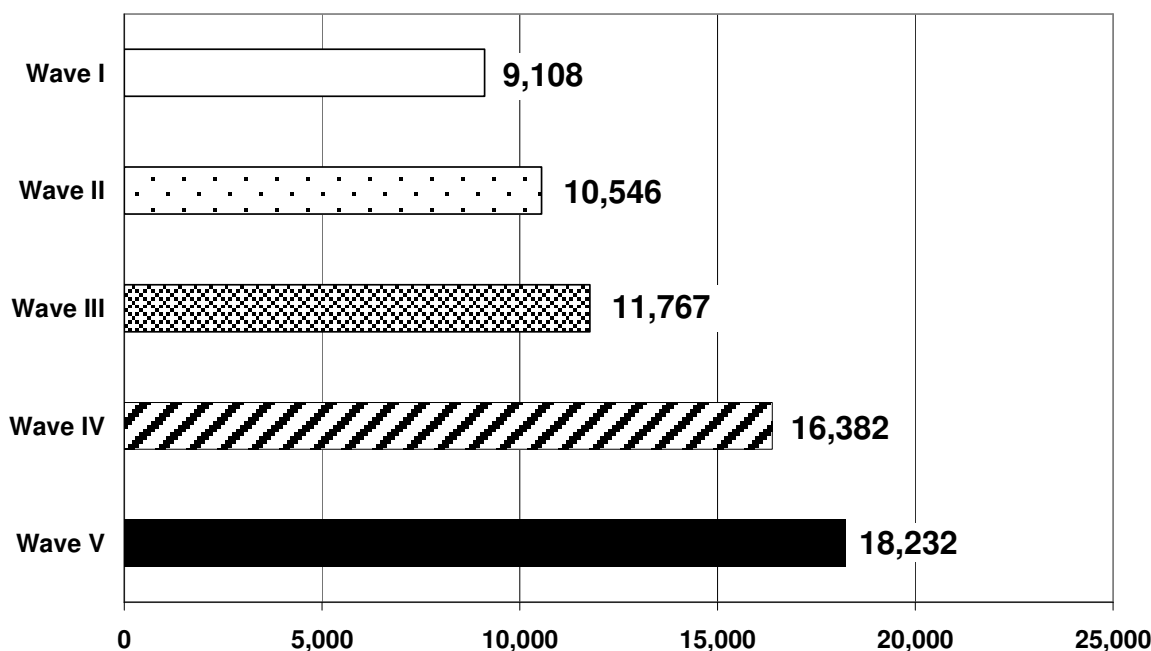
- **Youth Mentored:** Measuring another way confirms that the **number of mentoring relationships in Michigan is growing.** The table below shows that 51% of mentoring organizations report an increase in the last year while only 15% (the lowest ever measured) report a decrease in number of children matched. Among those organizations reporting an increase, in aggregate, the number matched with a mentor has increased by 3,596 since one year ago. Among those reporting a decrease, the aggregate number of matches is down 1,078. **This yields a net change of 2,518 matches** since August 31, 2006.

- Community-based programs report higher net increases in the number of youth served in Wave V than do school-based programs (1,302 for community based; 956 for school-based).

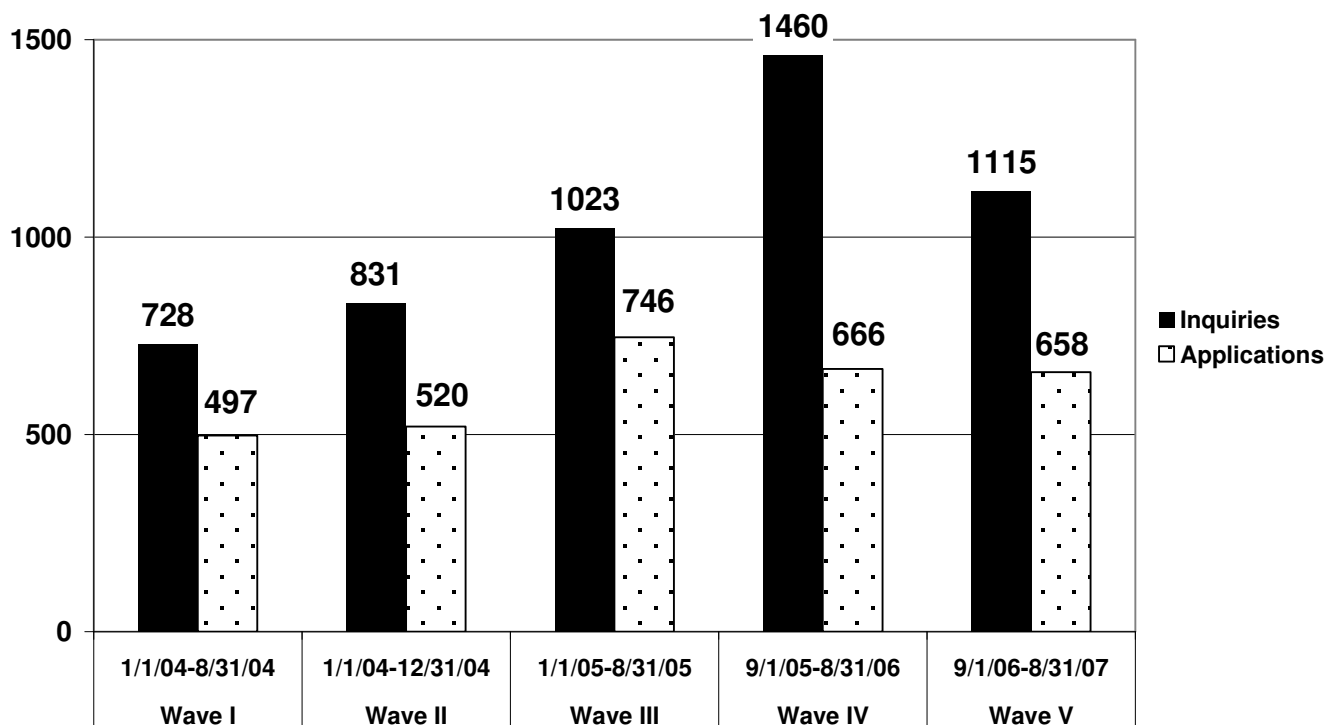| **Change in the Number of Youth Mentored** |
| --- |
| 108 organizations report an increase in matches of ....**3,596** |
| 33 organizations report a decrease in matches of..........**-1,078** |
| **Net change................ 2,518** |

- Wave V of the MMC documents a total of 25,883 children were served during the last year.

Funnel Measures

Inquiries and Applications

- **Inquiries and Applications:** The number of inquiries to become a mentor received by Michigan's mentoring organizations is down after last year's all time high. This year**, there were more than 13,000 inquiries** compared to about 17,000 inquiries that were counted during Wave IV. Yet, more of these are *serious* inquires leading to written applications. In Wave IV, 46% of inquiries lead to written applications. In Wave V, that percentage grew to 59%. The data below shows the monthly averages of inquires and written applications received over the five census waves.

- While community-based programs receive more mentor inquiries than school-based programs (an average of 674 per month for community-based compared to 376 per month for school-based), **90% of mentor inquiries to school-based programs lead to written applications.** Mentor inquiries lead to written applications in community-based programs 43% of the time.

Mentor Inquiries and Applications
Monthly Averages:
Wave I vs. Wave II vs. Wave III vs. Wave IV vs. Wave V

	1/1/04-8/31/04 Wave I	1/1/04-12/31/04 Wave II	1/1/05-8/31/05 Wave III	9/1/05-8/31/06 Wave IV	9/1/06-8/31/07 Wave V
Inquiries	728	831	1023	1460	1115
Applications	497	520	746	666	658

Mentoring Types, Duration, Intensity and Screening

- **Mentoring Type: One to one mentoring is still by far the most common** form practiced in Michigan (59%), and is up slightly from Wave IV. Group mentoring has increased by 7 percentage points from Wave IV to account for 16% of all mentoring. Peer mentoring dropped slightly (2 percentage points) since Wave IV, but still accounts for 5% of all school-based mentoring.

- **The use of team mentoring has dropped** (12% compared to 23% in Wave IV), with 10% of community-based programs using this mentoring type. Only 2% of school-based programs do so.

- E-mentoring, which showed a spike last wave (accounting for 4% of mentoring types), now accounts for only 1% of all mentoring.

Mentoring Type
Wave I vs. Wave II vs. Wave III vs. Wave IV vs. Wave V
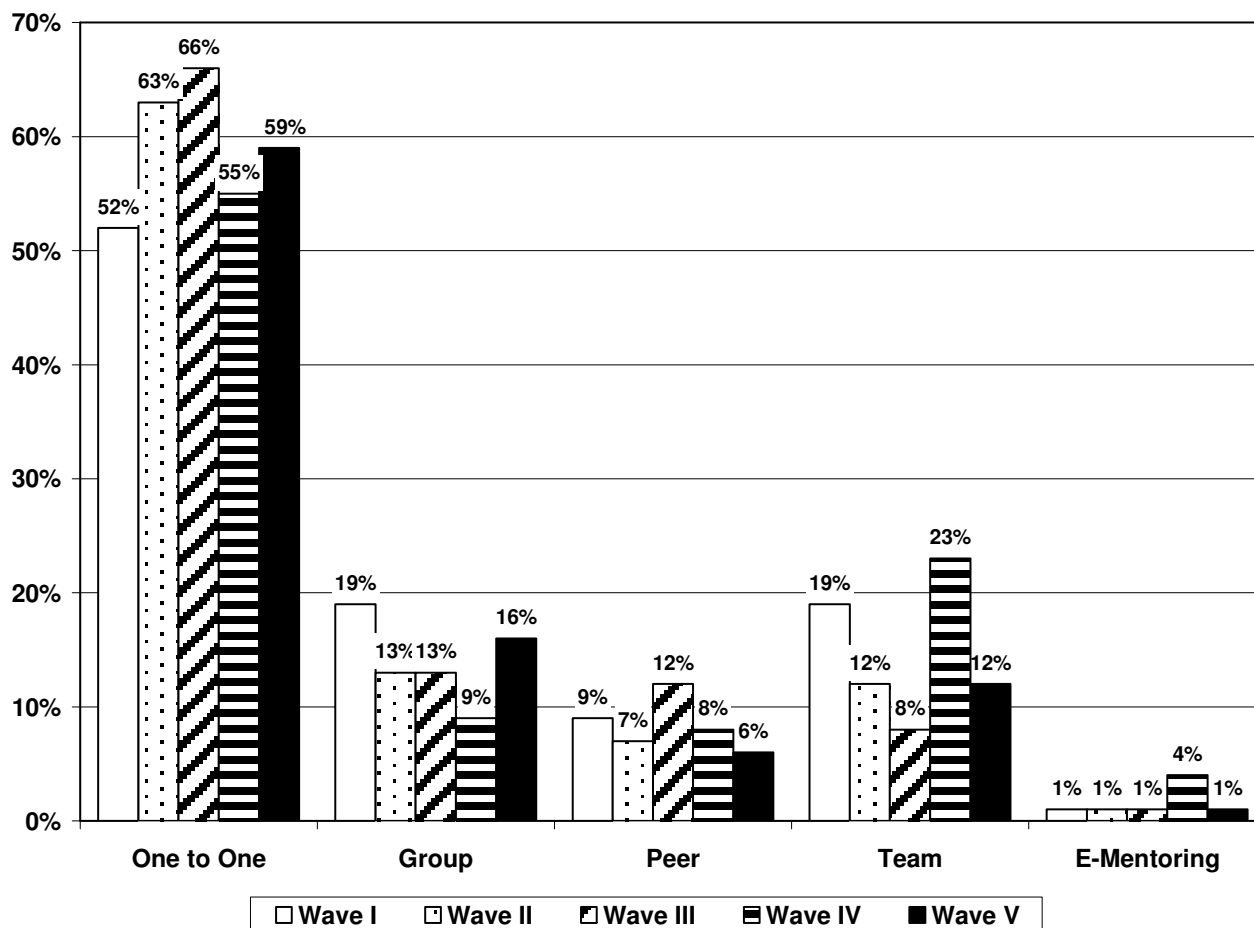
- **Mentoring Intensity and Duration:** On measures of mentoring intensity and duration (average amount of time a mentor spends with youth per week, minimum time required, average match duration, minimum match duration), there was significant change from Wave IV to Wave V in only two measures. Programs having no minimum time required dropped from 16% in Wave IV to 9% in Wave V. Additionally, those requiring a minimum duration of 12 months increased from 28% to 42%. Both of these changes are positives, reflecting greater understanding that short term mentoring matches are undesirable.

- **Program Type:** Of the 217 programs, 52% are reported to be Community-based. This compares to 47% in Wave III (this data was not collected in Wave IV). School-based programs account for 37% of all programs, only one percentage point more than reported in Wave III.

- **Screening:** Some mentoring organizations have improved their screening procedures. This year, **slightly more organizations are conducting federal criminal background checks** (33% compared to 27% last wave). Similarly, all other methods of screening showed slight increases over last year. Still, 3% report that they do none of these things to screen mentors**.**

Screening Procedures Used
Wave I vs. Wave II vs. Wave III vs. Wave IV vs. Wave V

	Wave I	Wave II	Wave III	Wave IV	Wave V
Background Check					
Criminal Background Check*	89%	--	---	--	---
State Criminal Background Check**	--	79%	80%	79%	80%
Federal Criminal Background Check**	--	29	28	27	33
Sex Offender Registry	60	64	59	62	69
Child Abuse Registry	40	48	41	42	46
Drive record/license	64	60	52	50	51
Personal character reference	79	81	81	76	81
Employment reference	44	33	35	24	29
Written application	83	84	87	77	85
Personal interview	86	87	84	81	84
Fingerprint Check***	--	--	11	13	15
Home visit**	--	9	11	8	13
Home Assessment**	--	12	15	8	11
None of the above	3	6	5	5	3

*Asked only in Wave I. ** Added in Wave II. *** Added in Wave III
Note: Not all categories shown

Mentor Demographics

- Demographic characteristics of mentors show **a slight increase (3 percentage points) in the number of male and African-American (1 percentage point) mentors** over Wave IV. This coincides with a 3 percentage point decrease in the number of female and 2 percentage point decrease in Caucasian mentors. The change may be attributed to increased efforts to recruit male mentors of color.

- The number of **mentors under age 18 increased slightly** (1 percentage point) in Wave V, while the number of mentors aged 66 and older dropped from 13% to only 6% this wave.

- While most of the mentors in school-based programs are between the ages of 26 to 55 (41%), a large number are under the age of 18 (21%). This compares to 55% of mentors in community-based programs who fall between the ages of 26 to 55 and only 12% who are under the age of 18.

Mentor Gender
Wave I vs. Wave II vs. Wave III vs. Wave IV vs. Wave V

	Wave I	*Wave II*	*Wave III*	*Wave IV*	*Wave V*
Male	34%	32%	33%	35%	38%
Female	66	68	67	65	62

Mentor Age
Wave I vs. Wave II vs. Wave III vs. Wave IV vs. Wave V

	Wave I	*Wave II*	*Wave III*	*Wave IV*	*Wave V*
< 18	19%	20%	20%	13%	14%
18 – 25	9	39	22	18	19
26-35 **36-45** **46-55**	52	30	39	47	51
56-65	16	4	8	10	10
66+	4	7	11	13	6

Mentor Race
Wave I vs. Wave II vs. Wave III vs. Wave IV vs. Wave V

	Wave I	*Wave II*	*Wave III*	*Wave IV*	*Wave V*
Caucasian	76%	78%	72%	70%	68%
African-American	22	16	24	26	27
Hispanic	2	2	2	2	3
Native American	< 1	1	<1	<1	<1
Asian-American	< 1	2	1	<1	1
Arab-American	< 1	< 1	<1	<1	<1
Other	< 1	< 1	<1	<1	<1

Youth Served Demographics

- For the first time, this year's MMC shows a **substantial increase in the number of boys (17 percentage points), especially African-American boys, being mentored**. This is, in part, a result of more male mentors being recruited and more cross-race matching.

- The age **of mentored youth remained consistent** from Wave IV to Wave V, with only a slight drop in those under the age of 5 (4 percentage points), and those 6-11 (3 percentage points). Youth aged 12-14 increased by 6 percentage points and those 15-18 increased by 2 percentage points this year over last.

- Not surprisingly, a greater number (64%) of youth in school-based programs are aged 6-11, compared to community-based programs with 42% of their youth in this age range.

Youth Gender
Wave I vs. Wave II vs. Wave III vs. Wave IV vs. Wave V

	Wave I	*Wave II*	*Wave III*	*Wave IV*	*Wave V*
Male	40%	51%	46%	31%	48%
Female	60	49	54	69	52

Youth Age
Wave I vs. Wave II vs. Wave III vs. Wave IV vs. Wave V

	Wave I	*Wave II*	*Wave III*	*Wave IV*	*Wave V*
< 5	--	4%	21%	6%	2%
6 – 11	35%	59	38	56	53
12 – 14	45	17	21	22	28
15 – 18	18	20	18	14	16
19 – 25	2	< 1	2	1	<1
26+	--	<1	<1	<1	0

Youth Race
Wave I vs. Wave II vs. Wave III vs. Wave V

	Wave I	*Wave II*	*Wave III*	*Wave IV*	*Wave V*
Caucasian	44%	57%	52%	56%	46%
African-American	47	36	36	33	42
Hispanic	5	4	6	6	7
Native American	2	1	1	1	2
Asian-American	--	<1	1	1	<1
Arab-American	< 1	< 1	<1	<1	<1
Other	--	2	3	3	2

Waiting List Demographics

- According to Wave V data, there are **nearly 3,500 hundred children on waiting lists** to be matched with a mentor and **more than 1,800 mentors on waiting lists** to be matched with a child. Assuming same gender matching, **more than 1,000 male mentors need to be recruited** to befriend boys currently on waiting lists, more than half of these men of color (assuming same race matching).

Number of Mentors on Waiting Lists to be matched by Gender and Race
Wave V

	Males	*Females*	*Total*
Caucasian	354	519	873
African-American	195	287	482
Latino/a	16	28	44
Other	54	87	141
No race/ethnicity data			293
TOTALS	**619**	**921**	**1,833**

Number of Youth on Waiting Lists to be matched by Gender and Race
Wave V

	Males	*Females*	*Total*
Caucasian	677	359	1036
African-American	681	455	1136
Latino/a	80	55	135
Other	260	103	363
No race/ethnicity data			782
TOTALS	**1698**	**972**	**3,452**

Number of Male Mentors and Youth on Waiting Lists
To be matched by Gender and Race
Wave V

	Adult Males	*Youth / Boys*	*Difference*
Caucasian	354	677	- 323
African-American	195	681	- 486
Latino/a	16	80	- 64
Other	54	260	- 206
TOTALS	**619**	**1698**	**-1079**

- **Waiting lists for community-based programs are considerably longer than they are for school-based programs**. As reported earlier, there is a great need for male mentors. This is especially true for community-based programs.

Number of Mentors on Waiting Lists to be matched by Gender and Race
School-based vs. Community-based Programs

	School-based Programs				*Community-based Programs*		
	Males	*Females*	*TOTAL*		*Males*	*Females*	*TOTAL*
Caucasian	143	186	**329**		203	311	**514**
African-American	23	70	**93**		168	200	**368**
Latino/a	13	21	**34**		2	6	**8**
Other	8	14	**22**		45	72	**117**
No race/ethnicity data	---	---	**56**		---	--	**237**
TOTALS	**187**	**291**	**534**		**418**	**589**	**1244**

Number of Youth on Waiting Lists to be Matched by Gender and Race
School-based vs. Community-based Programs

	School-based Programs				*Community-based Programs*		
	Males	*Females*	*TOTAL*		*Males*	*Females*	*TOTAL*
Caucasian	95	70	**165**		569	269	**838**
African-American	102	117	**219**		568	324	**892**
Latino/a	11	15	**26**		57	37	**94**
Other	20	18	**38**		193	67	**260**
No race/ethnicity data	---	---	**208**		---	---	**551**
TOTALS	**228**	**220**	**656**		**1387**	**697**	**2635**

Number of Male Mentors and Youth on Waiting Lists
To be matched by Gender and Race
School-based vs. Community-based Programs

	School-based Programs				*Community-based Programs*		
	Adult Males	*Youth / Boys*	*Difference*		*Adult Males*	*Youth / Boys*	*Difference*
Caucasian	143	95	**48**		203	569	**-366**
African-American	23	102	**-79**		168	568	**-400**
Latino/a	13	11	**2**		2	57	**-55**
Other	8	20	**-12**		45	193	**-148**
TOTALS	**187**	**228**	**-41**		**418**	**1387**	**-969**

Mentor Michigan: Quality Program Standards for Youth Mentoring

- **Eighty percent of organizations report being aware of the Quality Program Standards** for Youth Mentoring, up slightly from 75% in Wave IV. Most of these organizations have used the standards and the self-assessment tool. Ninety four percent of the organizations who have used the self-assessment tool have found it to be helpful

Reasons for Not Using the Tool

- Those who do not use the self-assessment tool most often cite **lack of time, lack of awareness, or use of other tools and standards** as reasons for not using the one developed by Mentor Michigan. In addition, a few indicate that the tool does not apply to their organization.

Lack of time / Not aware

o Many organizations report that they simply **do not have time** to commit to using the tool, while a couple note that they simply were **not aware** the tool existed.

"I did not know about this tool."

"Have just started here 2 months ago. Do plan on using it now that I am aware of it."

"Did not have time to implement the tool."

"Have not committed time to utilize the tool."

Use other tools

o Many organizations report they **use other measurement tools**, especially those operating under Big Brothers Big Sisters.

"The Mentor Michigan Quality Program Standards reflect the Big Brothers Big Sisters Standards; we are required to do an annual self-assessment using the BBBSA tool."

"We have developed our own evaluation tool."

"Our program was one of the pilot programs in 2000, and the tool was not available at that time. We brought our program back in 2005 and used the same standards that were being used between 2000 and 2003."

"We train with a certified counselor who sets the curriculum."

Tool does not apply to their organization

o A few survey respondents indicated that they do not use the tool simply because **it does not apply to their organizations.**

"Some of the standards indicated do not apply to our program as we deal with a seasonal (temporary) population."

"The tool did not impact our programs."

Most Difficult Standards to Meet

• Respondents were asked to rank order the three program quality standards that are most difficult for their organization to meet. The top three were identified as:
   o **Recruitment Plan**
   o **Program Evaluation**
   o **Mentor Support, Recognition and Retention**

• In addition to the top three, Match Closure, Match Monitoring Process and Governance were all identified as presenting significant challenges to these mentoring organizations.

Mentor Michigan Program Quality Standards
Ranked Most Difficult to Meet

MM Program Quality Standard	Ranked 1 Most Difficult to Meet	Ranked 2 Most Difficult to Meet	Ranked 3 Most Difficult to Meet
Recruitment plan	**25%**	11%	11%
Program evaluation	**19%**	18%	11%
Mentor support, recognition, retention	**18%**	15%	13%
Match closure	11%	14%	10%
Match monitoring process	7%	8%	10%
Governance	6%	6%	17%
Orientation and training	6%	3%	7%
Eligibility screening	4%	3%	6%
Organization management	3%	15%	11%
Definition of youth mentoring	1%	--	1%
Matching strategy	--	7%	4%

Reasons the Standards are Difficult to Meet / Support Needed

- In general, organizations note that **lack of staff, lack of time, and lack of funding are all impediments** to their success. An increase in any one of these three areas could assist these organizations in meeting the standards.

    "We lack staff (due to lack of funds) to dedicate to recruitment and recognition activities. Even if we could have the staff to recruit more mentors, we can't afford the staff to support more matches."

    "With only one full time staff member, our agency is limited on how much time can be dedicated to each objective."

    "The biggest obstacle is time and second money - which relate because if there was more funding for the program then the coordinator would have more time to recruit, monitor and do match closure. Our Mentor Coordinator only works part time and we have over 150 mentors (both adult and peer). Without further funding it is questionable how long this can continue."

- Consistent with past research, **a lack of mentors, especially males, is a critical impediment** for these mentoring organizations.

    "We have great difficulty recruiting male mentors."

    "Because of the (lack of) male mentors, recruitment is always something we have to work on."

    "Limited number of committed individuals willing to assist in the mentoring process."

    "No one wants to take the critical time to be invested in mentoring and often see little or no value to their lives."

    "The ability to get people to slow down enough to understand the importance of being a Mentor or an Adult coach is unbelievable. They do not want to give out their Social Security Number. The concern about Identify theft is high."

- For some organizations, the **uniqueness of their program** makes meeting some of the standards a challenge.

    "It is all a function of our program design being school-based, and not the standard. Our kids just drop out of school unexpectedly, so it is difficult to have the proper closure with the school-based relationship. Because we are school-based during the work day and our kids have very diverse career interests, it is difficult to stick to our matching policy at times."

- Organizations also express a **need for partnerships to provide guidance** from Mentor Michigan and any other organization with expertise to offer.

"Would like to partner with another mentoring program for trainings."

"We need a partnership with researchers from a university who are expert at mentoring programs, relationships, et al."

Standard-Specific Challenges

- Qualitative feedback indicates that reporting **organizations are faced with many challenges** when trying to meet the standards. Challenges specific to the various standards are listed below.

Recruitment Plan

  o In addition to the previously expressed need for more time and funding, these organizations **need assistance developing creative recruitment techniques** to work with their unique programs.

   "Not enough free things to do - mentor limitations of funding and transportation. Many of our youth want mentors that are not in their community because of money, popularity and resources. Providing support to our mentors and educating our mentees on other free productive things to do. All of this affects our recruitment plan."

   "Recruitment of teens is difficult - need ideas on things that grab their interest. Eligibility screening - list of good questions to ask to determine sincerity and desire to be a teen mentor."

   "The 1 on 1 one term match needs to be explored. Matches need to be a part of something greater. Match a kid with negative social issues with a group of positive youths."

   "Recruitment is difficult because most people do not have the experience/interest/tenacity to work with troubled youth. Screening is difficult because it's timely and my agency doesn't have specific requirements."

   "Recruitment is hard due to perceptions that the youth we serve are more difficult to work with than other youth."

Mentor Support, Recognition and Retention

  o **Language barriers, negative perceptions, and lack of access** to mentors are all mentioned as challenges to meeting this standard. Some also express a need for training in this area.

   "Mentors have not been coming consistently to program and reflection meetings, focusing on a larger age span for mentors now."

"Retention is the most difficult as our community is very rural with few employment opportunities. Often times our adult mentors work commitments change and mentees move away to different schools as parents are leaving the area for jobs."

"The retention of volunteers is directly tied to their monitoring, support and recognition. The organization needs to develop strategy which would include ongoing recognition. Staff currently perform three functions: customer service, enrollment and matching, and match support. The match support function is the most challenging."

"Due to the language barriers and other preconceived notions, it is difficult to find mentors for our refugee families. We recently made system changes to help monitor, communicate and evaluate of mentoring program with refugees."

"…retaining the mentees because of at-risk parents. They show the same traits as their at-risk children. Getting parents to follow through with commitment."

"I need experience in this area and match evaluation."

Program Evaluation

o **Lack of guidance, appropriate tools, and data** all seem to prevent organizations from meeting this standard. Obtaining cooperation from mentors and the youth they serve is another challenge organizations face.

"Do not feel that there are enough tools used to properly evaluate, more ideas would be helpful."

"Evaluation is difficult because I lack appropriate forms."

"The evaluation tool is in place but we don't always get our volunteers to complete it. Attendance at monthly support meetings varies so this is always a challenge."

"It takes time to gather evaluation data from all mentors, mentees and parents. We can encounter challenges in contacting youth due to a change in phone number or a recent family move."

"(We need) guidance to evaluate a program, with ideas of what to look for, how to determine what things are worth evaluating, etc."

"Program evaluation is difficult because of lack of hard data."

"Program evaluation (is difficult) due to lack of appropriate tools for teen mentoring program."

"Guidance to evaluate a program, with ideas of what to look for, how to determine what things are worth evaluating. etc."

Match Monitoring Process

- **Getting mentors to attend meetings** and **maintaining contact** with parents and youth are a few of the challenges organizations encounter when trying to monitor matches.

  "Parents and youth hard to contact due to change in addresses and phone numbers."

  "Mentors have not been coming consistently to program and reflection meetings."

Match Closure

- An **abrupt ending to the mentoring relationship** seems to be the biggest impediment to conducting successful match closures. With youth suddenly moving away or not answering phone calls it is difficult for these organizations to follow up after the match.

  "Match closure is difficult because the mentee often moves without notice and phone number changes. It is uncomfortable when a mentor fails to notify us if they drop child."

  "We find it difficult to consistently have a closing match meeting - partly due to the high-risk youth population we work with."

  "Match closures for us, can be tricky, because some of the mentors and mentees want to work with others in the mentoring program."

  "Match closure is difficult, because the mentees in the program are teenagers. It's hard to track them down after a while and they don't return phone calls!"

  "Knowing how to wrap it up appropriately is also unclear at times."

  "Match closure is often not happening because kids go to residential or move abruptly."

Governance

- **A lack of involvement from the governing board** seems to be the major obstacle for organizations attempting to meet this standard

  "We do not have enough involvement from our board."

  "Governance body needs to work on policies and financial support; they prefer to review my efforts."

  "Board members mostly from corporate world too busy to be very hands on."

  "Currently, we do not have a governing body solely for our mentoring program. We follow the policies outlined by our organizations Board of Directors to meet this standard, at this time."

Mentor Training

- o **Lack of time and access to mentors** seems to be the biggest obstacle to properly training mentors.

  "Since most of our volunteers are business people it is hard to get them to take time off for training therefore we must do most of our training one on one or by phone."

  "Volunteers often don't follow through on required training session, so we lose volunteers. We have been training them individually, but that is time consuming."

Mentor Michigan: Satisfaction, Involvement, and Impact

Satisfaction

- **Satisfaction with Mentor Michigan remains high** among survey respondents in Wave V. Eighty-five percent of MMC respondents indicate that they are "very" or "somewhat" satisfied with its work, 4% is "not very" satisfied and only 1% is "not at all" satisfied. This compares to Wave IV, where 86% indicated that they were "very" or "somewhat" satisfied, and 1% were "not very" or "not at all" satisfied.

Percent Very and Somewhat Satisfied With Mentor Michigan
Wave II vs. Wave III vs. Wave IV vs. Wave V
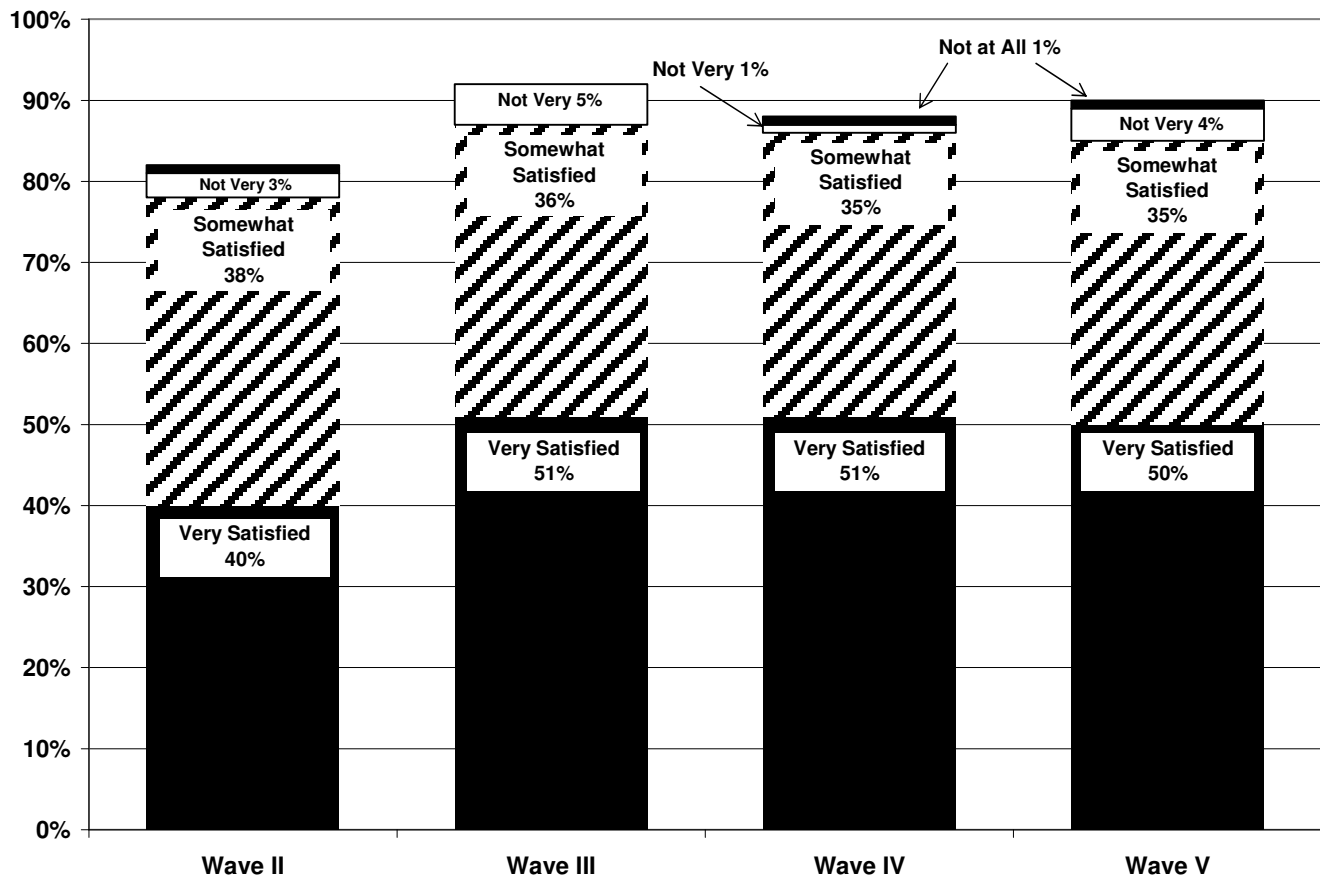
<u>**Involvement**</u>

- **Ninety six percent of the mentoring organizations reporting have used at least one of Mentor Michigan's Services.** As in Wave IV, Wave V organizations cite the MM website, email "listserv", presentations by the First Gentleman, and training at the top of the list of the services used.

- **Most all of the services listed showed at least a slight increase in usage** by these organizations in Wave V over past waves.

Mentor Michigan Services Used
Wave IV vs. Wave V

	Wave IV	Wave V
Visited MM web site	74%	86%
Received email from "listserve"	74%	79%
Personally heard FG Mulhern speak	55%	61%
Attended training hosted by MM	52%	59%
Saw MM PSA on TV	39%	42%
Attended MM conference		41%
Used MM Directory to find information	26%	36%
Attended regional meetings	41%	36%
Participated in National Mentoring Month programs/activities	30%	34%
Used National Mentoring Tool-kit	28%	31%
Have AmeriCorps/AmeriCorps*VISTA member from MM	26%	24%
Heard MM PSA on Radio	19%	19%
Had FG Mulhern speak at organization's event	12%	21%
Used MMC data in funding proposals	14%	16%
Used MM Directory to recruit		16%
Used MMC data in program evaluation / planning	12%	15%
Serve on Provider's Council	12%	13%
None of the above	9%	4%

Moving Forward with Mentor Michigan

- When asked what the most important service Mentor Michigan could provide to them, other than funding, grants, or hard dollars, these mentoring organizations voiced a long list of needs. Based on these qualitative responses, the most valuable service provided by Mentor Michigan to its mentoring organizations seems to be **serving as a connection between organizations, coordinating and disseminating mentoring information among them**. Mentoring organizations across the state recognize the value in knowing how other programs cope with the challenges they face.

  "The constant communications via email, newsletters, fax etc. have proven to be a great help. It allows agencies across the state to remain up-to-date on issues, grant dollars, and other imperative items concerning mentoring agencies and non-profits in whole."

  "Continue being a network for Michigan mentoring programs (connecting us together and providing resources for us)."

  "Visits to mentoring sites. Personal contact with someone from Mentor Michigan. Networking with other mentor organizations."

  "Provide information on best practices and additional strategies for recruiting volunteers."

  "It would be great to have a site that posts (information about) organizations that are doing what we are doing. It would be great to have a link and contact information to their programs. I am always looking for ways to improve our program and new ideas. Also, I would be willing to share our program. We are a school-based program where elementary students are mentored by a high school student. "

  "Mentor Michigan can serve as an excellent connecting point for mentoring programs statewide. With meetings and emails, Mentor Michigan can allow programs to work together and accomplish things that programs cannot do on their own."

  "Mentor Michigan can provide opportunities for training, program support, and networking with other providers. Additional business and media partnerships and the promotion of PSAs also support mentoring programs."

  "Information on how other schools have overcome obstacles to operate mentoring programs."

  "Comparative data of other mentor programs: Proven successful strategies; information on parental involvement techniques; and access to financial resources."

- Many of these organizations express a strong desire for Mentor Michigan to serve as an **advocate for mentoring** in the state of Michigan by promoting mentoring , pushing for relevant legislation, and maintaining partnerships with relevant organizations.

"Leveraging the collective impact of mentoring - working with providers to promote best practice and advocate for common measures of impact."

"Advocacy for Mentoring programs in the state and not just 'lip service'".

"Awareness and helping agencies with being able to someday obtain federal background checks at a price agencies can afford, or free, through legislative actions."

"Awareness of mentoring. Promotion of Mentoring. Ability to put focus on mentoring in the state of Michigan."

"Please continue building partnership's with national organizations."

"A collective and aggressive marketing campaign. Mentor Michigan Marketplace (t-shirts, mugs, mouse pads, etc.) to raise funds and promote Mentor Michigan. I did not see any of the TV PSAs at all. Where and when were they broadcast?"

- **Providing training and resource support** is another area of strong need among these mentoring organizations.

  "Provide financially feasible trainings, not just in the Lansing area. Also, offer Social Work CEUs at conferences and workshops."

  "(Providing) educational resources for mentors is always important. (Regarding) courses: outline key points or tips that keep a mentor excited and motivated in their work. A hotline for mentors to call with any question about how to do a good job with children would be a great service. Maybe a service to schools that help them be more organized and prepared to work more smoothly with mentors in their schools."

  "More resources to assist with the management of mentoring programs and more educational events for staff and volunteers of mentoring programs."

  "Trainings on mentor recruitment, orientation and training of mentors and mentees, and how to handle match closure for a variety of different situations."

  "To continue providing support to mentoring programs through conferences, workshops, and mentor training."

  "Training and support for existing mentors. Facilitating regional opportunities for mentors to participate would support small programs in having to do all of the coordination."

- **Assistance with mentor recruitment** is cited by many organizations as an area where they feel Mentor Michigan could support them.

"More information on male mentor recruitment, how to make it appealing to men to want to mentor. How to continue to support mentor/youth relationship once it has begun."

"Support with establishing no-cost background checks for prospective mentors."

"It can provide a list of organizations that are willing to mentor young children."

- Some mentoring organizations express a desire for Mentor Michigan to continue to **promote and maintain program standards.**

"I believe that the quality program standards for youth mentoring has been a great tool for all mentoring programs. It provides agencies with great standards and guidelines as they relate to mentoring young people."

"Promoting standards to mentoring organizations and encouraging grantors and foundations to review mentoring proposals based on adherence to the Mentor Michigan Quality Standards."

- Continuing to **maintain the Mentor Michigan Directory** is mentioned as valuable by some organizations, as is **continuation of the AmeriCorps program**.

"I think that having the directory is very important because it is a way to recruit. Everyone does there own recruiting some way or another, but not everyone may hear about their mentoring program. This gives another way to get the word out there about our programs."

"AmeriCorps members benefit from opportunities to attend professional trainings provided by Mentor Michigan."

"Providing us with AmeriCorps members who can do so much work for us."

Appendix A
Funnel Measures Summary Table Totals
Wave I vs. Wave II vs. Wave III vs. Wave IV vs. Wave V

Question	Wave I 1/1/04 – 8/31/04	Wave II 1/1/04-12/31/04 1/1/05-2/28/05	Wave III 1/1/05- 8/31/05	Wave IV 9/1/05- 8/31/06	Wave V 9/1/06- 8/31/07
Number of Mentoring Organizations	105	136	123	137	140
Number of inquiries to be a mentor	5,823	9,975	8,816	17,522	13,380
Monthly Average	728	831	1,102	1,460	1,115
Number of written applications to be a mentor	3,976	6,249	5,973	8,000	7,891
Monthly Average	497	520	747	666	658
Background Check - [M.R.]					
Criminal Background Check*	89%	--	---	--	--
State Criminal Background Check**	--	79%	80%	79%	80%
Federal Criminal Background Check**	--	29	28	27	33
Sex Offender Registry	60	64	59	62	69
Child Abuse Registry	40	48	41	42	46
Drive record/license	64	60	52	50	51
Personal character reference	79	81	81	76	81
Employment reference	44	33	35	24	29
Credit check^	3	1	--	--	--
Written application	83	84	87	77	85
Personal interview	86	87	84	81	84
Home visit**	--	9	11	8	13
Home Assessment**	--	12	15	8	11
Fingerprint Check***	--	--	11	13	15
None of the above	3	6	5	5	3
Youth Served					
Total	16,574	27,090	20,294	28,283	25,883
Mean per Organization	157.8	199.2	114	206	185
Total number of matches					
Percent of organizations reporting an increase	37%	40%	38%	41%	51%
Percent of organizations reporting a decrease	12%	29%	15%	9%	15%
Percent of organizations reporting no change	36%	25%	48%	27%	24%
Don't Know	16%	22%	22%	23%	9%
Increased #	2,195	3,282	1,975	4,194	3,596
Decreased #	848	1,066	1,859	585	1,078
Net Change #	1,347	2,216	116	3,609	2,518
Active mentors	9,108	10,546[1] 15,977[2]	11,767	16,382	18,232
Mentors currently on waiting list	2,017	1,243	1,124	2,625	1,833
Youth currently on waiting list	2,345	3,428	3,311	4,081	3,452

* Asked only in Wave I. ** Added in Wave II. *** Added in Wave III. ^Dropped in Wave III. ^^Added in Wave IV.
1 = Total for all of 2004   2 = Total as of 2/28/05

Question	Wave I 1/1/04 – 8/31/04	Wave II 1/1/04-12/31/04 1/1/05-2/28/05	Wave III 1/1/05- 8/31/05	Wave IV 9/1/05- 8/31/06	Wave V 9/1/06- 8/31/07
Minimum time of mentor/youth match					
No minimum	11%	14%	14%	16%	9%
1-2 months	3	1	4	1	2
3-5 months	10	15	6	10	5
6-8 months	21	11	18	16	15
9-11 months	16	22	19	19	19
12 months	31	28	32	28	42
More than 12 Months, less than 2 years	2	1	1	4	3
More than 2 years, less than 5 years	3	2	3	1	2
More than 5 years	1	--	1	0	1
Don't know	3	6	2	2	2
Average time for mentor/youth match					
No minimum	--	19	4%	6%	5%
1 – 2 months	1%	2%	3	1	2
3 – 5 months	6	12	11	7	3
6 – 8 months	21	9	17	20	17
9 – 11 months	18	17	16	19	20
12 months	10	10	13	10	20
More than 12 months, less than 2 years	17	12	13	14	15
More than 2 years, less than 5 years	18	15	11	10	10
More than 5 years	1	7	3	2	2
Don't know	9	19	9	8	6
Minimum time per week for mentor/youth match					
No minimum	19%	13%	16%	17%	14%
30 minutes / week***	--	---	41	11	8
1 hour / week	38	42	16	39	48
2 hours / week	23	15	2	13	15
3 hours / week	3	9	4	4	4
4 hours / week	5	2	1	6	4
5 hours / week	2	2	1	0	0
6 hours / week	---	2	4	0	0
More than 6 hours / week	4	9	6	3	4
Don't know	6	7	10	3	2
Number of hours in-person training for mentors					
None	5%	5%	4%	6%	6%
Less than 1 hour	6	6	7	8	8
1 – 2 hours	25	20	25	22	29
2 – 4 hours	23	28	23	21	22
4 – 6 hours	9	7	9	14	12
6 – 8 hours	5	11	10	6	6
9 or more hours	13	15	15	13	16
Other	9	--	--	5	--
Don't know	5	8	7	3	1

* Asked only in Wave I. ** Added in Wave II. *** Added in Wave III.   ^Dropped in Wave III.   ^^Added in Wave IV.

Question	Wave I 1/1/04 – 8/31/04	Wave II 1/1/04-12/31/04 1/1/05-2/28/05	Wave III 1/1/05- 8/31/05	Wave IV 9/1/05- 8/31/06	Wave V 9/1/06- 8/31/07
Number after-match hours of mentor training/support^^					
None				6%	9%
Less than 1 hour				4	8
1 – 2 hours				18	18
2 – 4 hours				15	12
4 – 6 hours				9	6
6 – 8 hours				7	10
9 or more hours				32	32
Don't know				6	4

* Asked only in Wave I. ** Added in Wave II. *** Added in Wave III.   ^Dropped in Wave III.   ^^Added in Wave IV.

Appendix B
Background, Objectives and Method

The Mentor Michigan Census (MMC) is a periodic survey of organizations operating mentoring programs in the State of Michigan. In Wave I of the MMC, conducted in the fall of 2004, 105 organizations responded to the MMC out of a total of 156 organizations that had registered with Mentor Michigan as of September 1, 2004. This reflected a 67% response rate.

Wave II of the MMC, conducted in March of 2005, reflected a similar response rate of 66%. Out of a total of 207 mentoring organizations identified and registered with Mentor Michigan, 136 responded. Of the 105 organizations that responded to Wave I, 96 responded to Wave II. Thus, 40 organizations reported for the first time in Wave II.

Wave III of the MMC was conducted in October of 2005. Out of a total of 237 mentoring organizations identified and registered with Mentor Michigan, 123 responded **(**51% response rate). Of those 123 that responded in Wave III, 7 also responded to Wave I, 13 responded to Wave II and 74 completed both Wave I and Wave II surveys. Thus, 12 organizations reported for the first time in Wave III (17 report that they "don't know" about previous survey completions).

Wave IV of the MMC was conducted in September and October of 2006. Out of the 237 mentoring organizations identified and registered with Mentor Michigan, 137 responded (58% response rate). Of those 137 that responded in Wave IV, 63 also responded in Wave I, 67 also responded in Wave II, and 70 also responded in Wave III. Thus, 24 organizations reported for the first time in Wave IV (29 report that they "don't know" about previous survey completions).

This report covers Wave V of the Mentor Michigan Census (MMC), which was conducted in September and October of 2007. One hundred and forty mentoring organizations responded to the survey. With 220 organizations in the Mentor Michigan Registry, this survey achieved a 64% response rate. This is the highest ever recorded for the MMC. Of those 140 that responded in Wave V, 54 also responded in Wave I, 55 also responded in Wave II, 71 also responded in Wave III, and 82 also responded in Wave IV. Thus, 27 organizations reported for the first time in Wave V (26 report that they "don't know" about previous survey completions).

The MCC data were collected via an on-line survey. There were approximately 60 questions in each Wave's survey. Approximately half of these questions are repeated for tracking purposes and the other half specific to each wave and focused on various items of interest to Mentor Michigan and its key constituents.

The primary purpose of the MMC is to understand the scope and nature of mentoring and mentoring organizations in Michigan. Specifically, there are three key objectives:

1. Identify, count, describe, and track mentoring organizations, programs, mentors, and the children served.
2. Understand program components, processes, resources, and needs.
3. Encourage and support program evaluation.

Additionally, in the first Wave of the MMC, emphasis was placed on understanding the types of organizations that provide mentoring programs. In Wave II, emphasis was placed on understanding barriers to serving more children with mentors, including liability, recruitment and other challenges. Wave II also included a special section addressing use and satisfaction with the services and products produced by Mentor Michigan.

With Wave III, emphasis was placed on understanding adherence to the eleven Mentor Michigan Quality Program Standards.   In Wave IV, additional sections gathered data on organizations' use of AmeriCorps and AmeriCorps*VISTA members, the partnerships they maintain, and the collaboratives they join.

The Wave V survey again asked about the use of AmeriCorps and AmeriCorps*VISTA members, as well as gathered data on mentoring capacity.

Mentor Michigan has adopted the National Mentoring Partnership's definition of mentoring. "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."   Responsible mentoring can take many forms:

- Traditional mentoring (one adult to one young person)
- Group mentoring (one adult to up to four young people)
- Team mentoring (several adults working with small groups of young people, in which the adult to youth ratio is not greater than 1:4)
- Peer mentoring (caring youth mentoring other youth)
- E-mentoring (mentoring via e-mail and the Internet)

The MMC uses the mentoring funnel as a conceptual framework. The mentoring funnel can be used by organizations and Mentor Michigan when planning, implementing and assessing efforts to provide mentors to children who need them. The funnel identifies key steps in the recruitment and mentoring process to be measured, including number of inquires from potential mentors, number of written applications, background checking processes, training process, number and type of mentoring matches, duration and intensity of matches and mentors repeating the mentoring experience or referring others to become mentors. See the "State of Mentoring in Michigan" for more information.