THE NATIONAL
AGENDA FOR ACTION

BACKGROUND
AND ANALYSIS
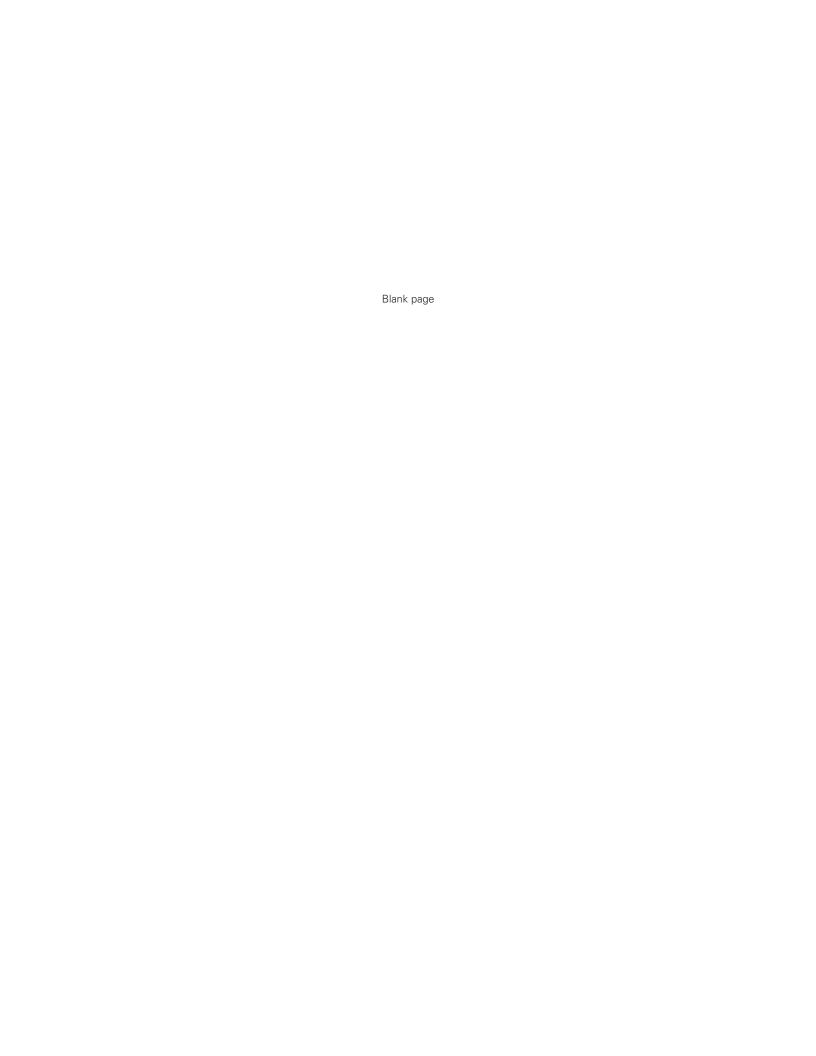## OF MENTORING TODAY

MENTΩR
ALWAYS AT THE HEART OF MENTORING

The National Agenda for Action:
Background and Analysis of Mentoring Today

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Prepared for MENTOR

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Acknowledgements

A project of this scope could not have been accomplished without the assistance of a great many individuals. First, we would like to thank the hundreds of individuals who provided their thoughts and insights regarding the current state and future of mentoring. This includes those individuals who gave time out of their busy schedules to meet and talk with us, either through one-on-one interviews or as part of a focus group. In addition, more than 400 program staff took time to complete the online survey that provided much of the data presented in this report. We are grateful for their thoughtfulness, insight and candid opinions.

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Finally, we would like to thank Susan Meeks-Versteeg, who was able to take our drafts of the report and shape it into a more readable and interesting presentation of the findings.

On behalf of all of us who contributed to this important effort, we hope that this information proves useful in creating a national agenda that helps to close the mentoring gap in thoughtful, effective ways.

Don't forget to thank the mentors in your life and befriend young people, whether through formal programs or informal opportunities, everyday.
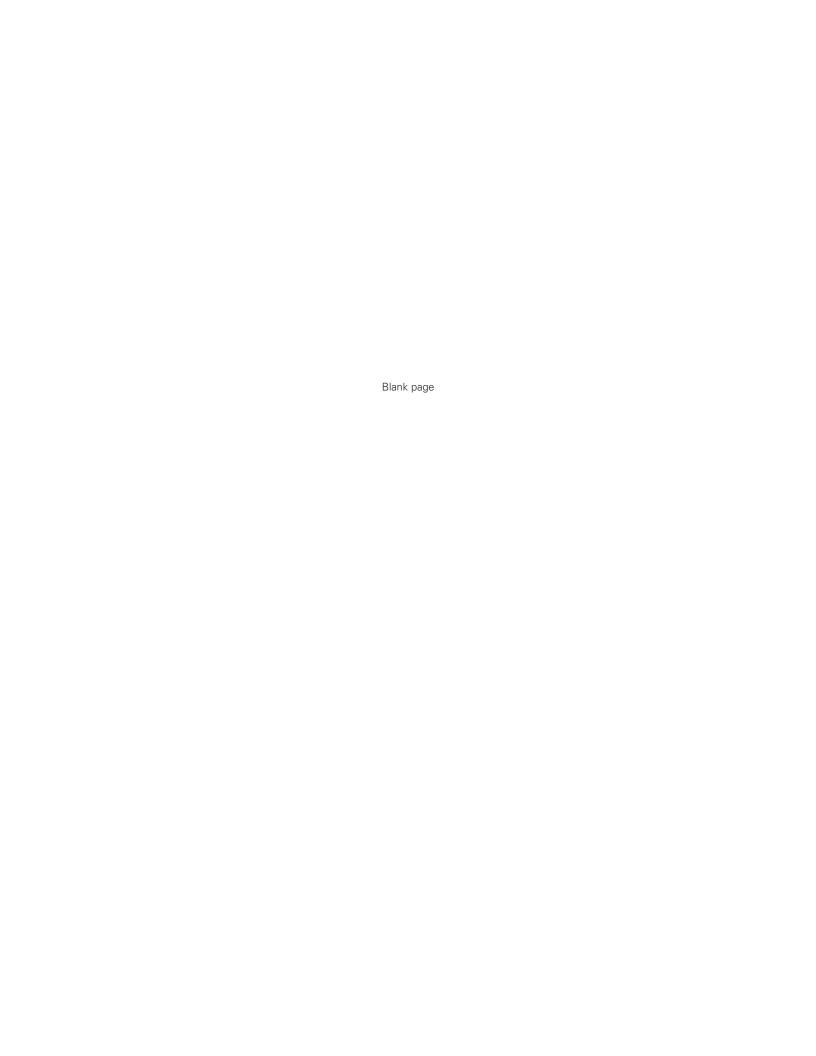
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Chapter I – Mentoring in Today's America

Today, mentoring is a commonly used term: you hear it frequently on television shows, from politicians and in newspaper stories. In the business world, mentoring has become a buzzword for building successful employees, and it has been adopted by numerous professions, including teaching, nursing and corporate America.

While it may have more prominence today, youth mentoring has been around for centuries. It is a simple, yet powerful concept: an adult provides guidance, support and encouragement to help a young person achieve success in life. Mentoring programs of all shapes and sizes across this country exist for one reason: to build strong, effective relationships between caring adults and young people who might not otherwise have positive adult role models in their lives.

And, research confirms what most of us know instinctively: that every child needs a positive adult role model to follow in order to succeed in life. A 2002 Research Brief published by Child Trends, titled *Mentoring: A Promising Strategy for Youth Development*, found that youth who participate in mentoring relationships experience a number of positive benefits. In terms of educational achievement, mentored youth have better attendance, a better chance of going on to higher education and better attitudes towards school. In terms of health and safety, mentoring helps prevent substance abuse and reduce some negative youth behaviors. On the social and emotional development front, taking part in mentoring promotes positive social attitudes and relationships. Mentored youth tend to trust their parents more and communicate better with them. They also feel they get more emotional support from their friends than do youth who are not mentored.

No nation – no matter how strong or affluent – can afford to shortchange its younger generation. Yet, we risk doing exactly that because, today, America has a serious mentoring gap. Nearly 15 million young people need or want mentors, but don't have caring adults in their lives. The demand for mentoring far exceeds the current capacity of local mentoring programs and the number of adults who volunteer as mentors.

A SECOND NATIONAL CONVERSATION ON MENTORING

In 1990, philanthropists Geoffrey T. Boisi and Raymond G. Chambers created MENTOR to serve as an advocate and resource for mentoring. Boisi and Chambers believed that young people were disconnected from the American dream, which put our nation's future at risk. They agreed that a lack of caring adult role models to guide and support young people was at the heart of the problem. MENTOR's core mission was, and still remains, to push the need for mentoring into the national spotlight and expand the availability of quality mentoring to every child in need.

As part of that mission, shortly after its founding, MENTOR convened the first *National Conversation on Mentoring*. The goal of the effort was to identify major barriers that were preventing mentoring organizations from reaching every young person who

needed or wanted a mentor. The information gleaned in the first research effort enabled the mentoring community to make steady progress and growth over the past decade.

Beginning in 2004, MENTOR launched an initiative to take a second look at the mentoring field, called the *National Conversation on Mentoring – Take II*. Through a series of in-depth interviews, focus groups and surveys, researchers Rebecca Saito and Dr. Cynthia Sipe engaged mentoring proponents in dialogues about the state of mentoring today. Participants included practitioners and leaders from all segments of the mentoring community and allied fields. Equally important, it involved individuals who experience mentoring at a very personal level – adult mentors and youth mentees.

Throughout the process, participants explored a wide range of issues – from fundraising to volunteer management. They shared their views on how those challenges affect different types of mentoring programs. And they offered suggestions and solutions to address these issues. This report presents details on the methods, participants and findings of this second national conversation on mentoring. It offers a current, detailed picture of the most pressing challenges and opportunities facing the mentoring field.

MENTOR examined the findings from this inclusive study and consulted with leaders in the mentoring field to hone in on what must be done to close the mentoring gap. These discussions led to the creation of the *National Agenda for Action: How to Close America's Mentoring Gap* – a series of action items focused on the key strategies most essential for expanding the availability of mentoring.

TABLE I-1 – SOURCES OF DATA	
Data Source	**Number of Respondents**
Interviews	37
Focus Groups	81
Survey	445
Total	**563**

Ultimately, the efforts of those who took part in this second national conversation will enable the mentoring community to make significant progress in closing the mentoring gap and connecting millions of young people with caring adults.

DATA METHODOLOGY

The data informing this report were collected through interviews, focus groups and a Web-based survey of mentoring programs (see Table I-1).

Interviews

Between August and November 2004, in-depth interviews were conducted with 37 individuals representing a broad spectrum of the mentoring field. These individuals included representatives of federal government agencies, corporate leaders, mentoring research experts, foundation staff, leaders of various types of mentoring programs, heads of national human service organizations and staff from *Mentoring Partnerships*. (A complete list of interview participants can be found in Appendix A. A sample of the interview protocol is located in Appendix B.)

Focus Groups

Focus groups were conducted from September through December 2004 among program providers in several locations across the country – Virginia, New York, Minnesota and California. More than 60 participants represented a variety of mentoring programs, including small and large programs; rural, urban and suburban settings; as well as faith-, community-, corporate- and school-based mentoring programs. Program providers also represented a broad range of program models and youth populations served.

Twenty youth and mentors involved in formal mentoring programs also took part in separate focus groups. The youth focus group included young people who participated in programs in New York. The mentor focus group included adult mentors from urban and suburban programs in California. (Details about the focus groups are listed in Appendix A. A sample of the focus group protocol can be found in Appendix B.)

The Survey

A statistical sample of MENTOR's National Mentoring database, numbering approximately 1,000 mentoring programs were invited to participate in a Web-based survey during October and November 2004. Four hundred and forty-five programs, representing 47 states and the District of Columbia, responded to the survey, a response rate of 42.5 percent. Survey respondents represented a cross-section of program models, settings, geographic locations served and size. They also included programs that reach diverse populations of youth.
(In addition to the details provided below, more information on survey respondents can be found in Appendix C, Tables C-1 through C-7.)

PROGRAM MODELS

Most of the respondents' programs offer only one-to-one matching, where one adult is paired with one child (62.9 percent), while 7.5 percent use only group and/or team mentoring models in which one or more adults are matched with one or more children. Just under one-third (29.6 percent) use both one-to-one and group or team matches.

PROGRAM SETTINGS

Survey respondents reported that their programs facilitate meetings between youth and mentors in a variety of settings[1]:

◆ 19.3 percent of the programs have matches that meet *only* at schools;

◆ 19.3 percent offer only community-based matches, in which the adult and young person meet in locations of their choosing;

◆ 13.7 percent have *both* school-based and community-based matches;

◆ 21.8 percent have only site- or place-based matches, including those that meet at community-based organizations, workplaces, juvenile justice and mental health treatment facilities and faith-based institutions; and

◆ 25.8 percent have matches that meet in a variety of places – both in the community and site-based.

GEOGRAPHIC AREAS SERVED

Programs represented in these research efforts serve youth who live in urban, suburban and rural areas of the country. Among participants, 31.9 percent serve only urban areas, 24.4 percent serve only rural areas, and 13.3 percent serve only suburban areas. Another 30.4 percent serve a combination of urban, suburban and/or rural areas.

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[1] Programs included in the "school-based" category do not offer other locations for matches to meet. The group of programs classified as "other place-based" includes programs that offer school-based programs, as well as programs based at other sites. Most agencies that offer place- or site-based mentoring have programs that meet at a variety of different places.

PROGRAM SIZE

The programs vary in size, with 41.0 percent matching 50 or fewer youth. (Of these smaller programs, about half matched fewer than 25 youth and half matched between 26 and 50 youth.) A total of 47.2 percent of respondents matched between 50 and 500 youth, and 11.9 percent matched more than 500 youth during the previous year.

Given the varying number of matches, staffing levels also vary. However, two-thirds of programs are operating with three or fewer staff members:

◆ 34.7 percent have one or fewer staff;

◆ 32.4 percent have between one-and-a-half and three staff;

◆ 25.9 percent have 4-10 staff; and

◆ 7.0 percent of programs have more than 10 staff.

As illustrated in Table I-2, programs' annual budgets also tend to reflect their varied sizes:

◆ **Just under half of programs are operating with less than $50,000 annually** – and the majority of these small programs have operating budgets of less than $15,000 annually;

◆ **Nearly one-fifth of programs fall into the medium size**, with budgets between $50,000 and $100,000 annually; and

◆ **Slightly more than a third of programs are classified as large**, with an annual operating budget of $100,000 or more. One out of five of these large programs have an annual budget of more than $500,000.

TABLE I-2 – ANNUAL PROGRAM BUDGETS	
Annual Budget	**Percent**
Small Programs	
Up to $5,000	20.9
$5,001 to $15,000	7.1
$15,001 to $30,000	8.4
$31,001 to $50,000	9.9
Sample Subtotal = 182	46.3
Medium Programs	
$50,001 to $100,000	19.3
Sample Subtotal = 76	19.3
Large Programs	
$100,001 to $200,000	13.0
$200,001 to $500,000	14.8
More than $500,000	6.6
Sample Subtotal = 135	34.4
Sample = 393	**100**

PROGRAM TARGET POPULATIONS

About two-thirds of responding programs indicated that they primarily serve a general youth population (Table I-3). In addition, more than half of respondents reported that their organizations serve youth with academic problems, and about one-fourth of the organizations serve one or more of the following special populations: youth in foster care, children of prisoners or youth in the juvenile justice system. A smaller number of programs serve other specialized populations of young people.

OTHER FACTORS

Other factors distinguished survey respondents, including how familiar they are with the *Elements of Effective Practice* and to what extent they are involved with a *Mentoring Partnership*.

More than two-thirds of the responding programs reported that they are familiar with the *Elements of Effective Practice*, which are nationally recognized guidelines for promoting quality mentoring. Revised and updated in 2003, the *Elements* were first created in 1990 by a national panel of mentoring experts convened by MENTOR and the United Way of America.

Mentoring Partnerships work with programs within their state or community to increase the number of young people matched with mentors, promote standards for quality mentoring and increase the resources in a state dedicated to mentoring. Although about one-third of the survey respondents are located in areas not currently served by a *Mentoring Partnership*, nearly half of the respondents reported that they have worked with a *Mentoring Partnership*.

Additional tables and survey data are highlighted in Appendix C.

TABLE I-3 – YOUTH POPULATIONS SERVED	
Youth Population	**Percent***
General Youth Population	65.6
Youth with Academic Problems	56.3
Foster Care Youth	29.5
Youth in Juvenile Justice System	25.5
Children of Prisoners	21.8
Youth with Disabilities	17.6
Pregnant/Parenting Youth	13.3
Institutionalized Youth	10.6

Sample = 444
* Percentage total exceeds 100 percent because some respondents serve multiple populations

Chapter Highlights

This report presents key issues for the field as identified by those who participated in the interviews, focus groups and the survey:

◆ **Chapter II, National Issues and Perspectives**, discusses the state of mentoring at the national level, including progress the field has made over the last decade, potential areas of growth and issues that remain to be addressed;

◆ **Chapter III, Perspectives on Local Challenges**, focuses on key challenges identified by mentoring practitioners, such as fundraising, mentor recruitment and evaluation;

◆ **Chapter IV, Issues Facing Mentoring**, addresses cross-cutting themes, issues and dilemmas that face the field of mentoring;

◆ **Chapter V, Analysis and Conclusions**, presents the key overall issues from the research that have the strongest impact on mentoring; and

◆ **Chapter VI, Putting It All Together: The National Agenda for Action**, discusses how the information gleaned from this research effort was used to create an agenda to move mentoring forward.

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Chapter II – National Issues and Perspectives

Throughout this research effort, participants shared their perspectives on the mentoring movement and addressed a variety of issues affecting mentoring at a national level. They explored the progress of mentoring, identified areas of potential growth and pinpointed aspects that need to be strengthened. While they examined mentoring from a variety of vantage points, many were in agreement on key issues.

Virtually all participants agreed that mentoring has made significant strides in the past decade. But past achievements do not guarantee future success. In order to meet the needs of youth – today and tomorrow – respondents point out that the mentoring community must find ways to promote both growth and program excellence.

This chapter discusses the pressing issues facing the field at the national level, including progress the field has made over the last decade and issues that remain to be addressed.

PERSPECTIVES ON THE MENTORING MOVEMENT

Widespread Belief That Mentoring Works

Perhaps the most fundamental finding of this research is one that all respondents agreed upon – mentoring is essential to the well being of children and young people. This view is shared across the board – from program staff and other mentoring experts to corporate funders and public policymakers. It is also supported by scientific evidence that mentoring has a positive effect on youth outcomes. This evidence has contributed to widespread acceptance and growth in the field of mentoring.

Progress of the Movement

Respondents felt that the mentoring movement has experienced significant progress over the past 10 to 15 years. They identified several examples that mentoring:

◆ **Has gained much greater public awareness** and is viewed as an effective way to enhance the lives of children and youth;

◆ **Is a youth development strategy that is being used across all sectors** – including nonprofits, schools, businesses, government and faith communities – though much can still be learned about best practices and results;

◆ **Is more prevalent today with substantially more mentoring relationships** compared to 10 years ago;

◆ **Has a growing body of evidence** that mentoring is effective;

◆ **Has a high public profile**, including an annual National Mentoring Month and a federal postage stamp dedicated to mentoring; and

◆ **Receives significantly more federal funding** than in the past.

While all of these factors were viewed as positive developments, some respondents noted that there is still room for growth and greater awareness.

PROMOTING GROWTH THROUGH ALLIANCES AND PARTNERSHIPS

One area of potential growth mentioned by survey, focus group and interview participants involves developing partnerships and coalitions at the national and state level. By doing so, MENTOR and other mentoring-related organizations could share knowledge about, and broaden support of, mentoring among other organizations that serve youth.

Ultimately, this would provide more young people with caring adult mentors. Organizations that may benefit from such partnership efforts include:

◆ **National youth-serving organizations**, such as Boys & Girls Clubs of America, Camp Fire USA and the National 4-H Council;

◆ **National intermediary organizations**, such as MENTOR, the Afterschool Alliance, America's Promise and the Points of Light Foundation;

◆ **National mentoring organizations**, such as Big Brothers Big Sisters of America, Communities In Schools and 100 Black Men of America; and

◆ **Corporations** in various sectors and at national, regional and local levels.

Supporting Mentoring in Youth Organizations

Many national organizations build strong adult relationships with young people through their work, even if their missions do not focus specifically on mentoring. For example, an organization that offers summer camps or after-school activities for young people often helps youth experience caring adult role models.

Leaders of several national youth-serving organizations indicated that there is widespread support among such organizations to partner with mentoring organizations and intermediaries.   In general, youth-serving organizations recognize that sharing mentoring concepts, knowledge and skills could ultimately benefit their affiliates and young people.

> After-school youth programs see themselves as being in the mentoring business…. Kids in after-school programs tell us all the time that it's the caring adult in the program that makes a difference for them. So we talk about mentoring being a key part of our programming, even though mentoring is not a deliberate part of the program.
>
> *— Youth Program Expert*

> Who's reaching out to coaches, to ministers and others that work with kids? How are we helping to ensure that they understand mentoring?
>
> *— Mentoring Expert*

Partnerships with National Intermediaries

Numerous national intermediary organizations provide the infrastructure for direct-service providers working in the youth and mentoring fields. They also address services and functions that are larger than any one direct-service organization can provide, such as identifying and encouraging the use of best practices, conducting regional or national media campaigns, offering training and technical assistance, and carrying out public policy work.

Several representatives of intermediary organizations interviewed expressed an interest in developing substantive partnerships with MENTOR. Such joint efforts would mutually benefit both organizations and their affiliates, and better use the limited resources that are currently available. These leaders offered specific examples of how their organizations might partner with MENTOR and other mentoring leaders:

> Our reading program could be a resource to mentors and mentoring programs. Every mentor should take their kid and get them a library card. We could develop training materials to help mentors make reading fun.
>
> *— National Intermediary*

After-school program providers are strong supporters of mentoring and are hungry for ways to incorporate mentoring into their program efforts. Partnerships could take many forms – from simply sharing information to a pilot project designed to infuse mentoring into existing youth programs.

— National Intermediary

Most volunteer centers lack the capacity to support mentoring. We need to spur them into supporting mentoring, perhaps through mini-grants.

— National Intermediary

Several respondents also suggested developing a shared delivery mechanism at the state or local level. Most national intermediaries have state and/or local affiliates that are very similar in terms of their fundamental functions. Sharing structure, staffing, leadership or office space could result in greater synergy and service coordination, and increase the number of mentoring relationships.

Greater Collaboration Among National Mentoring Organizations

In addition to developing partnerships with organizations that are not mentoring-specific, many people suggested expanding collaboration among national mentoring organizations at the national, state and local levels. By working together, mentoring organizations can learn from each other and meet mutual needs without duplicating services or re-creating the wheel.

Research, advocacy and public and private funding for mentoring are all areas that could benefit from a unified front. Some collaboration is already taking place. For example, in the areas of advocacy and public funding, over 70 national, regional and state mentoring and human service organizations coordinate advocacy efforts through MENTOR's Public Policy Council. However, such collaboration could expand to other areas. For example, national mentoring organizations could form an alliance to

solicit major, long-term commitments of funding and support from private foundations and strategic endowments to benefit the field as a whole.

Resourceful, Meaningful Corporate Partnerships

Partnering with corporations presents another largely untapped resource that could result in useful products and services for mentors, mentees and program providers. Participants identified a number of ways that corporate in-kind, financial and human resources could benefit mentoring. For example, corporations could:

◆ **Provide support and assistance around management issues**, such as help with legal issues, computer networks, board and staff leadership and public relations;

◆ **Contribute funding and enlist employees** as potential volunteers; and

◆ **Provide in-kind support and resources**, such as printing brochures or providing tickets or coupons for activities mentors and mentees can enjoy together.

We can't afford to pay anyone to mentor but we have a number of community partners that provide such things as free tickets and discounts on pizza. A new gym has even agreed to let mentees and mentors join for $1 and $30 a month respectively. We give mentors a card that signifies they're a volunteer and that gives them access to these perks.

— Program Provider

We need more cultural activities, such as plays, to let mentees see what else is out there. A play is a whole experience – what to wear, what's the right behavior, and seeing the bigger, broader world.

— Mentor

STRENGTHENING FUNDING EFFORTS

Although mentoring has widespread approval, it does not have a solid base of private or public funding. Mentoring program providers and national experts alike pointed to the need to increase funding and develop additional funding strategies at the state and national level. This is vital if programs are to have the resources necessary to recruit and keep good staff, maintain quality mentors and matches, and expand to meet the growing demand for mentoring services. Many think the mentoring field is primed to work across national funding sources to generate concentrated capital. In addition, a number of respondents raised the need to examine the proportion of funding at the national level that comes from different sources to address gaps in the funding portfolio and diversify the sources of support.

> I've seen funders come together nationally around youth development. Because of the nature of mentoring, it has the opportunity to receive dollars from many groups. If they want categorical funding through the federal government and through the national philanthropic community, there are funders who will absolutely come together.
>
> — *Funder*

> If the major players came together around key messages, that would spur individual donor giving. People understand you need to give money for cancer. They need to understand the importance of giving money for mentoring programs as well.
>
> — *Program Provider*

> We need national alliances, major individual donors and a local groundswell of support for mentoring in order to approach major national, private foundations.
>
> — *Public Policy Expert*

> Eighty-five percent of philanthropic giving in the country comes from individuals, while only 36 percent of our funding is from individuals.
>
> — *Program Provider*

Federal Funding

Participants were particularly vocal about federal funding. Most participants expressed a desire to see the federal government increase funding to support mentoring.

Some participants, however, cautioned against relying too heavily on federal funding, pointing out that funds cannot be counted on in the future. Instead, they felt that increasing local sources of funding and individual contributions might provide greater long-term funding stability.

> Whatever the government gives, the government can always stop giving. Mentoring is a hot issue right now, but 10 years from now, it may not be. Programs such as Mentoring Children of Prisoners and school-based mentoring are a test. We need research that suggests that they work.
>
> — *Public Policy Leader*

> Receiving public dollars tends to delay or completely abort efforts to raise private and local support. We don't want to get more than 20 percent from one donor. Instead, we would like to get 80 percent from small donors. That makes it easier to adapt when one source goes away.
>
> — *Program Provider*

Among small and rural providers, the discussion often focused on perceived disparities in federal funding. Many felt that federal funding favors larger organizations. In particular, smaller organizations indicated that the process of applying for federal funds is onerous, and the probability of receiving a grant is extremely low. Plus, minimum grant sizes are often larger than a small organization's entire annual budget.

> Funds from federal and state programs go almost entirely to large cities and huge programs…. Local, effective programs can devote time and resources to write grants, but it is mostly time wasted, as we rarely get them.
>
> — *Program Provider*

Most federal grants are too large for smaller programs. And the process of applying is so cumbersome and the odds of receiving funding are so slim that it's not worth it to apply. We need funding targeted to small programs.

— Program Provider

We are a small organization with an excellent reputation, but our size limits our ability to attract the big dollars when it is distributed through federal auspices.

— Program Provider

Those who work in the federal government indicated that federal agencies need to coordinate their efforts and work together more. Still, they acknowledged that coordination could be difficult because each department has different goals for mentoring and for their grants.

A recent government report on at-risk youth noted 235 different funding streams supporting youth. More than half are engaged in mentoring, but no two are coordinating with each other. Without better coordination, we're missing an opportunity to have a sizable impact with the money that's being spent on youth.

— Public Policy Leader

While communities want a blended funding stream, there is a concept called "source of origin" that says that if money comes from one agency it has to be used for those things that agency is allowed to do. So, funding doesn't lose its character even if blended.

— Public Policy Leader

ENSURING QUALITY PROGRAMS

Many participants stressed the need to continue to focus on the quality aspect of mentoring. Some felt that mentoring was becoming such an accepted and popular youth-development strategy that many organizations were "jumping on the mentoring bandwagon" without the background and expertise

to do it well. Others feared that a push to increase the number of matches might cause programs to create more matches at the expense of quality or effectiveness.

I think the biggest challenge to the field is the quantity vs. quality issue. The interest is in going to scale, and on stats about all the children that need mentors. The challenge is getting those mentors and supporting them well.

— Public Policy Leader

More and more agencies want to do mentoring, but are not really equipped to do so.

— Program Provider

It is critical that funders recognize that not all mentoring programs or relationships are equal. I think strict guidelines on what makes the mentoring relationship work is the most important strategy.

— Program Provider

Respondents also raised concerns about maintaining quality in the face of inadequate funding and the lack of recognition among funders and the general public that mentoring – done well and intensively – may cost more than other types of youth programs and intervention. Other respondents said they felt pressure from funders to serve more youth for their mentoring dollars and were concerned that this would result in poorer quality.

Funders need to know how hard mentoring is compared to other nonprofit programs. Funders compare how many kids we serve with the number of kids other nonprofits serve. We can't compete based on the number of kids served. It's about quality vs. quantity.

— Program Provider

The general public doesn't understand it takes money to support the relationship.

— Mentoring Expert

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TRACKING, EVALUATION AND RESEARCH

In terms of proven outcomes, participants across all sectors – including providers, faith-based organizations, corporations and government agencies – agree that mentoring stands apart from other responses to social conditions and the needs of youth. Rigorous scientific evidence of mentoring's impact on key youth outcomes demonstrates the effectiveness of long-term, one-to-one, community-based mentoring matches. Research has also demonstrated that programs that follow key "best practices" can expect strong outcomes. These facts have made a tremendous difference in the field's ability to promote mentoring as an effective model of positive youth development, to recruit mentors and to attract funders – both private and public.

At the same time, most experts agree that more user-friendly evidence of effectiveness is needed.

Need for Expanded Research

While agreeing that mentoring has a strong base of research, experts cautioned that mentoring research is not keeping pace with the increasing diversity of the field. Mentoring programs are using new models

and settings. Often, they may target very distinct populations of young people with specific needs. Mentoring is also being integrated into existing youth and family services, such as literacy programs, workforce preparation programs and after-school programs.

Innovation in the mentoring field is happening faster than research can be performed, so many new program paradigms may not have solid research to back them up. Both mentoring experts and program providers felt that expanded research on mentoring in all its forms is essential to ensure high program quality and strong outcomes for young people in mentoring relationships.

Public Sector Perspectives on Research and Evaluation

Public policy leaders participating in this study noted that it is difficult to obtain research funds from Congress, yet they believe quality research and program evaluation is essential to ensure continued federal funding of mentoring. But a lack of federal funding for research forces researchers to scale back on the amount and quality of research they conduct.

In addition, policymakers are concerned that the mentoring field lacks a standard method for collecting data and reporting outcomes. Further, the field lacks a unified system for tracking and evaluating results. Faced with small budgets for program evaluation, policymakers struggle with how to demonstrate the success of mentoring grant recipients.

> We need more research to scientifically test impacts. That's the best way to increase mentoring's credibility and prove that it works. Now that both Congress and the White House have made a commitment to mentoring, it's to our advantage to fund research. If we had research on stellar programs, we could apply their approaches to other programs.
>
> *— Public Policy Leader*

> We need to determine whether the $45 million we spent actually improved grades, decreased violence and decreased truancy.
>
> *— Public Policy Leader*

National Research Agenda for Youth Mentoring

The mentoring field is already addressing the need to grow its research base. To better understand the effectiveness of different types of mentoring and how to strengthen and improve mentoring efforts, MENTOR convened a National Research Summit on Mentoring in November 2003.

The summit was led by mentoring research experts Dr. Jean Rhodes, professor of Psychology, University of Massachusetts, Boston, and Dr. David DuBois, associate professor of Community Health Sciences, University of Illinois at Chicago. At the summit, a number of researchers examined the existing body of research on mentoring and current mentoring practices. They then discussed how to prioritize necessary future research.

Out of the summit findings, Drs. Rhodes and DuBois developed a *National Research Agenda for Youth Mentoring* that identifies priority areas for future

research, recommends strategies to advance mentoring research in these areas and outlines next steps that should be taken. In addition, it offers ways that legislators, federal and state agencies, private-sector funders and mentoring supporters can advance this agenda.

The four key recommendations from the research agenda are:

- ◆ **Increase support for youth mentoring research** through dedicated funding streams;
- ◆ **Conduct a national longitudinal study** of youth mentoring;
- ◆ **Conduct a multi-site consortium study** of youth mentoring programs; and
- ◆ **Develop a standardized system** for tracking and evaluating mentoring programs.

Clearly, the priorities recommended by the researchers echo the concerns and recommendations expressed by practitioners, policymakers and other experts in the field.

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Chapter III – Perspectives on Local Challenges

T he majority of mentoring providers responding to the survey have existed for at least five years (Appendix C, Table C-7). Most are familiar with the *Elements of Effective Practice*. Nearly half have worked with one of the *Mentoring Partnerships*. Still, many programs face major issues in implementing quality mentoring programs (Table III-1), including fundraising, mentor recruitment and retention and evaluation.

While many providers find these areas difficult, the obstacles they encounter often vary among programs of different types, settings and size. One interesting finding of this effort was the extent to which program size matters. Across nearly every issue examined, significant differences were observed between large and small programs (Appendix C, Table C-8). In general, small programs experience greater difficulty with almost all aspects of program implementation compared with larger programs.[2] To fully reflect providers' experiences, this chapter presents a general overview of each issue and, where appropriate, information about challenges encountered by various program groups.

TABLE III-1 – DIFFICULTY OF PROGRAM IMPLEMENTATION			
Implementation Issue	**PERCENTAGE OF PROGRAMS**		
	Very Difficult	**Somewhat Difficult**	**Not Very or Not at All Difficult**
Fundraising	30.4	48.4	21.2
Recruit Mentors	19.6	57.9	22.5
Show Outcomes	10.8	34.3	54.7
Screen Mentors	5.2	17.7	77.1
Support Mentors	5.0	26.3	68.7
Retain Mentors	4.3	39.7	56.0
Train Mentors	0.7	19.5	79.8
Hire & Retain Quality Staff	7.5	28.2	64.3
Obtain Liability Insurance	9.0	23.1	67.9
Recruit Youth	1.4	10.8	87.8
Retain Youth	1.9	13.0	85.1

Sample = 438

Note: The order of implementation issues in this table corresponds with the order in which each issue is discussed in the chapter.

[2] *Small programs were defined as those with annual budgets of less than $50,000; medium programs were defined as those with annual budgets between $50,001 and $100,000; large programs were defined as those with annual budgets of more than $100,000. Additional details about program size and budgets are contained in Table I-2 on page 13.*

FUNDRAISING

Fundraising is very or somewhat difficult for over three-quarters of the programs in the sample. Almost one-third (30.4 percent) reported that fundraising is very difficult for them and nearly half (48.4 percent) indicated that it is somewhat difficult. Given the difficulty that programs have, 53.8 percent are also worried that their programs will either have to shrink in size or simply cease to exist due to lack of funding.

> Funding is our biggest challenge. We are a small program that finds it difficult to compete with larger organizations for large federal dollars. We are in the process of diversifying our funding strategies and hope to be able to rely more on private donations.
>
> *— Program Provider*

> I do not foresee having to close our program, but it is a strong possibility that we will have to downsize due to funding concerns.
>
> *— Program Provider*

> If the local and state economy does not get better, I know my program will be gone, along with many others.
>
> *— Program Provider*

DIFFERENCES BY PROGRAM TYPE

Fundraising is a significant challenge for all program types, particularly for one-to-one programs. By comparison, group and team programs appear to have a somewhat easier time raising funds. Of the programs responding to the survey, more than three-fourths of one-to-one programs indicated that fundraising was difficult, compared to slightly less than two-thirds of group and team programs.

DIFFERENCES BY PROGRAM SETTING

About three-fourths of all programs have at least some difficulty raising funds, regardless of where matches meet. While the setting does not appear to influence the level of fundraising difficulty, there are significant differences in how a lack of funds may affect these programs. Nearly one-third of school-based and other place-based programs fear that they may have to close due to lack of funds, followed by nearly a quarter of community-based programs and agencies. But among providers with *both* school and community-based programs, closure appears far less likely, with just over one-tenth of these providers expressing concern.

DIFFERENCES BY PROGRAM SIZE

Program size also affects providers' abilities to raise funds. Large programs appear to have the greatest difficulty raising funds, followed closely by small programs. By comparison, significantly fewer medium-sized programs indicated that fundraising is a challenge. Yet, perspectives shift when providers contemplate the repercussions of this issue – particularly the possibility of having to close due to a lack of funds. More than one-third of small programs are concerned about the possibility of closing, but slightly less than one-quarter of medium programs and about a tenth of large programs share this concern.

Sources of Funding

Programs obtain their funds from many different sources. No single resource dominates the funding picture. In fact, the most frequently mentioned top source of funding – state and local competitive grants – was ranked number one by only 21.8 percent of the programs. Almost as many get the largest percentage of their funding from federal competitive grants or through local foundation grants. Far fewer listed corporate donations and grants as their top source of funding.

Yet, when providers listed their *three main sources* of funds, a very different picture emerged (Table III-2). Most programs ranked corporate donations and grants as one of their top three sources of funding, followed by foundation grants and individual donations.

The contrast between these two funding source scenarios illustrates that, while public grants may provide a significant portion of resources for those

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that receive them, most mentoring organizations rely largely on private funding sources.

DIFFERENCES BY PROGRAM SIZE

When the data were examined by program model and by setting, there was little change in the sources of

TABLE III-2 – LEADING FUNDING SOURCES				
Funding Source	**PERCENTAGES**			
	1st	**2nd**	**3rd**	**Total**
States and Local Competitive Grants	21.8	15.0	10.1	46.9
Federal Competitive Grants	18.7	10.4	6.3	35.4
Local Foundation Grants	17.2	21.3	20.1	58.6
Individual Donations	15.8	16.4	22.6	54.8
Corporation Donations and Grants	9.6	24.9	25.2	59.7
Sample =	**418**	**366**	**318**	

funding identified. However, there were differences noted depending on the size of the program. Looking across the top three funding sources:

◆ **Corporate donations** are a major funding source for almost two-thirds of both large programs and small programs, while less than half of medium programs are likely to rely on corporate donations;

◆ **Individual donations** are a significant funding source for nearly two-thirds of small programs, compared with about half of medium and large programs; and

◆ **Federal, state and local competitive grants** are most important for large programs (about half), followed by medium programs and small programs.

Assistance with Fundraising

While fundraising is a major challenge, it is not insurmountable. Nine out of ten program providers believe that the following types of assistance could help them strengthen fundraising efforts:

◆ **Educate state and national corporations** to encourage them to donate to mentoring;

◆ **Educate state and national foundations** to encourage them to fund mentoring;

◆ **Conduct advocacy efforts** to increase public-sector funding at the federal and state levels; and

◆ **Establish local or statewide organizations** dedicated to raising funds for local mentoring programs.

Intermediary organizations are perhaps best suited to provide this assistance. Most likely, it will require the combined efforts of multiple organizations, as one agency or program, alone, is unlikely to be able to provide the expertise, time and money needed fully to address these needs.

— Mentoring Expert

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The types of resources a program wants appear to vary according to where a program's mentors and mentees meet. Site-based programs indicated a strong preference for receiving templates and other turnkey resources to help with local fundraising efforts. Site-based programs also would benefit from having stronger boards and a staff person dedicated to fundraising, as would agencies that have both site-based and community-based models. Community-based programs indicated that they would benefit most from funding sources broadening their eligibility requirements to fund a wider array of mentoring programs, instead of limiting their funding to one specific population or type of mentoring.

DIFFERENCES BY PROGRAM SIZE

Program size also appears to influence opinions about the type of technical assistance that would be most beneficial. Small programs were most likely to indicate that grant-writing workshops would strengthen their fundraising efforts. The majority of medium and large programs feel that increased public funding would be very helpful for their fundraising efforts. Large programs also indicated that their efforts would benefit from having a stronger board, having a staff person dedicated to fundraising and better education of state and national foundations. Medium and small programs tended to view these strategies as less useful.

MENTOR RECRUITMENT

Mentor recruitment is a major challenge for most programs. More than three-quarters of program providers surveyed indicated that recruitment is either very difficult (19.6 percent) or somewhat difficult (57.9 percent).

People don't seem to have the time that they used to. Even our most dedicated mentors are finding it harder and harder to mentor, so finding the mentors will be the biggest challenge.

— Program Provider

These recruitment challenges directly impact the number of young people that can be served: 83.1 percent of programs reported having young people on waiting lists for mentors. Although just under one-quarter of programs have no more than 10 youth on waiting lists, another one-quarter of programs have more than 50 young people waiting to be matched (Table III-3).

Among the programs with waiting lists, more than half could serve additional youth if they had more mentors. (Other programs cited a need for additional funding or more staff, rather than having more mentors, as the most critical factors to serving additional youth.)

TABLE III-3 – NUMBER OF YOUTH WAITING TO BE MATCHED	
Number of Youth Waiting	**Percentage**
0 or no waiting list	16.9
1 to 10	21.7
11 to 20	15.9
21 to 50	20.3
51 to 100	12.7
More than 100	12.5
Sample = 433	

DIFFERENCES BY PROGRAM SIZE

Mentor recruitment is a problem for virtually all types of programs, but the magnitude of difficulty recruiting mentors is greater for small- and medium-sized programs (Table III-4).

Mentor Recruitment Strategies

Given the challenge programs face with recruiting mentors, it is important to identify effective volunteer recruitment methods. When asked to rank various recruitment strategies based on their effectiveness in generating volunteers, more than half of program providers identified three strategies in particular:

TABLE III-4 – DIFFICULTY RECRUITING MENTORS BY PROGRAM SIZE			
	PERCENTAGE		
	Very Difficult	**Somewhat Difficult**	**Not Very or Not at All Difficult**
Overall (Sample=444)	**19.6**	**57.9**	**22.0**
Program Size			
Small Programs (Sample=182)	25.3	54.4	20.3
Medium Programs (Sample=75)	25.3	49.3	25.4
Large Programs (Sample=135)	11.9	65.9	22.2

- ◆ **Referrals from current mentors** (71 percent);
- ◆ **Presentations to community organizations** (52 percent); and
- ◆ **Referrals from board members** (50 percent).

At the opposite end of the spectrum, programs were least likely to rely on things such as referrals from intermediary organizations, radio and TV public service announcements (PSAs), newspaper advertisements and flyers, or brochures for recruiting mentors.

PERSONAL VS. IMPERSONAL APPROACHES

In general, the top and bottom strategies identified by program providers fell into two categories: personal and impersonal approaches. The personal approach usually involves an individual – such as a current mentor, board member or program staff – making the ask, either in a one-to-one situation or in a group presentation. Impersonal strategies include mass-marketing materials such as PSAs, newspaper ads and flyers.

Programs find that making a personal connection with a potential volunteer is the most effective recruitment strategy, and tends to yield more mentors than the impersonal approach. Participants in focus groups also stressed the importance of one-to-one conversations in turning volunteer interest into commitment.

> Flyers do not work. You must engage in a personal way. If a mentor walks someone in the door, they usually convert.
>
> — *Program Provider*

Although effective, one-to-one recruitment strategies tend to bring in mentors one at a time. Such strategies are not particularly efficient, especially for large programs that need to bring in many mentors.

Community presentations, however, are likely to yield multiple recruits. In focus groups, program providers recommended that more programs move toward this type of recruitment, and suggested that state- or national-level assistance in this area would be very helpful.

> Perhaps national mentoring organizations could make sure the mentoring message gets out at the corporate level. Other possibilities include outreach to other large national groups, such as Junior Leagues, university alumni groups, the American Association of University Women, and other creative sources of mentors.
> — *Program Provider*

Focus group participants also suggested looking beyond corporations and engaging in more grassroots efforts to recruit mentors from other settings in the community. Programs should focus on "going where adults congregate."

> You have to be non-traditional in how you recruit. Use different ways to engage people in mentoring. Don't just look to corporations for mentors. Take a grassroots approach – knock on doors, go to churches. Look at places where adults congregate in neighborhoods where the kids live.
>
> — *Faith Leader*

MARKETING MESSAGES

While generally viewed as less effective in recruiting mentors than personal contact, impersonal approaches still play a role in reaching potential volunteers. However, some focus group participants sounded a note of caution about PSAs. Providers expressed concern about the way mentoring is portrayed by the media and the possibility that this image turns people away.

Programs need to think carefully about the messages being used to recruit new volunteers. PSA templates need to be carefully constructed to ensure that they will encourage people to come forward rather than discourage them. Similarly, presentations – whether

to groups of potential volunteers or simply a one-to-one conversation – need to stress that mentoring is something anyone can do.

> I think publicity sometimes works to our disadvantage, because it feeds into the notion that mentors are heroes, special, not an everyday person. It makes [potential mentors] feel that they don't measure up.
> — *Program Provider*

> People think mentoring is someone else's job. It takes too much time. People think they need to be more successful in order to be a mentor. They fear the responsibility of being in charge of changing a kid's life. Fear and time commitment are the biggest barriers.
> — *Program Provider*

Assistance with Recruitment

When asked to rank the type of help and technical support that could help boost recruitment efforts, more than three-fourths of all programs indicated that each strategy mentioned in the survey would be at least somewhat helpful (Table III-5). Three options, however, were identified by over 80 percent of programs:

◆ **Employee release time** policies;

◆ **Statewide workplace recruitment** campaigns; and

◆ **Technical assistance on how to develop partnerships** with businesses, colleges or other sources of volunteers.

DIFFERENCES BY PROGRAM TYPE, SETTING AND SIZE

The most effective strategies for assisting programs with recruitment differed in a few cases depending on the type of program, setting or size:

◆ **One-to-one programs were more likely than group/team programs** to suggest that templates for PSAs and state or national public service campaigns would help their recruitment efforts;

TABLE III-5 – ASSISTANCE WITH RECRUITMENT			
	PERCENTAGE OF PROGRAMS		
Type of Help	Very Difficult	Somewhat Difficult	Not Very or Not at All Difficult
Employee Release Time Policies	61.4	24.3	14.3
Statewide Workplace Recruitment Campaign	45.2	37.7	17.1
Technical Assistance on Developing Partnerships with Businesses, Colleges or Other Sources of Mentors	35.5	44.8	19.7
Toll-free Number or Web site	35.7	43.0	21.3
Public Service Campaigns	39.2	38.8	22.0
Technical Assistance from Similar Program Staff	30.5	46.4	23.1
Templates for Ads or PSAs	34.0	41.1	24.9
Sample = 440			

◆ **School-based programs were more likely than community-based programs** to indicate that employee release time policies would be helpful, primarily since many school-based programs meet during school (and work) hours; and

◆ **Small programs were more likely to prefer technical assistance** from individuals with expertise in recruiting for programs similar to their own, as well as technical assistance on developing partnerships.

Types of Mentors Needed

Among programs with youth waiting to be matched, most indicated that they need mentors in general, but many also specified that they need certain types of mentors. Nearly half (47.5 percent) of the survey respondents reported that they need mentors of a specific race. In addition, more than three-fourths (78.1 percent) indicated that they need mentors of a specific gender. Focus group participants also stressed the need for more male and minority volunteers.

Some providers offered suggestions on how programs might more effectively reach and involve men. Building on the tendency of programs to rely on current mentors for recruitment, several providers suggested that programs use their current male volunteers to recruit others.

> Some of our best recruiters have been males. For example, at a local college, the coach of the baseball team encouraged all of his players mentor at a local school.
>
> *— Program Provider*

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Providers reiterated the need to change the way mentoring is portrayed in the media and by program materials. They also noted that programs may lack a good understanding of male culture.

> Some of the imagery we use is counter-productive. A lot of posters show male volunteers sitting down talking with kids. Maybe we should use something like watching a football game together, and air it during football season.
>
> *— Program Provider*

> I think a lot of the time we don't have the right message and we don't know how to market to men. We don't understand male culture – we need other males to do that.
>
> *— Program Provider*

To attract more men, providers suggested that mentoring must be seen as something "active" that men and youth can do together. The idea of recruiting through presentations made by males to groups of men also seems to be a promising strategy. Providers also felt that recruitment messages should stress the factual need for volunteers rather than focus on the emotional aspect of mentoring.

DEMONSTRATING OUTCOMES

Nearly nine out of 10 programs (89.1 percent) reported that they have done some type of evaluation to demonstrate outcomes. Two-thirds (67.0 percent) of all programs reported that they are required to do so by their primary funding source(s). Most programs – nearly three-quarters (72.2 percent) – rely on internal assessment by agency staff or volunteers rather than hiring an outside researcher to conduct an evaluation.

Despite the large percentage of programs that conduct evaluations, 45.1 percent of the programs surveyed indicated that showing outcomes was at least somewhat difficult. Among the programs that have not done an evaluation, the most common reason cited was that they don't know how to carry out an evaluation.

Large programs are more likely than medium or small programs to conduct an evaluation, and are more likely to do so at the request of their funder(s).

Organizations that operate both school-based and community-based programs are most likely to conduct internal evaluations. By contrast, those that run only school-based programs are more likely to have external evaluations.

Technical Assistance for Evaluation

Most programs would welcome receiving additional help with conducting evaluations. More than three-fourths of all programs indicated that a wide variety of tools and assistance would be at least somewhat helpful in enhancing their ability to conduct evaluations. This was particularly true among programs that have never conducted one.

Among programs that have not conducted an evaluation – compared with those that have – the following would be very helpful:

◆ **Adaptable templates of surveys and tools** – 80.4 percent vs. 53.9 percent;

◆ **A standardized data tracking tool** – 76.1 percent vs. 54.3 percent;

◆ **A how-to guidebook on evaluation** – 66.0 percent vs. 41.9 percent; and

◆ **Technical assistance on evaluation** – 67.4 percent vs. 42.3 percent.

DIFFERENCES BY PROGRAM SIZE

In general, small- and medium-sized programs are more likely to feel that these evaluation tools would be very helpful. Nearly two-thirds of small- and medium-sized programs feel they would benefit from survey templates and a standardized data-tracking tool, and about half also indicated that standardized definitions, a how-to guide-book and technical assistance would be very helpful. By contrast, fewer than half of the large programs feel that any of these tools would be very helpful.

VOLUNTEER MANAGEMENT

Beyond mentor recruitment, some providers identified other aspects of volunteer management as challenging. These included screening volunteers, and supporting, training and retaining mentors.

Volunteer Screening and Background Checks

Criminal background checks are an important part of volunteer screening. The majority of programs do some type of background check (Table III-6), but the extent of investigation varies substantially across programs.

The most common type of background check – conducted by the large majority of programs in the sample – is a state or local name-based check. Programs may rely on this method because of the ease and availability of name searches, and because of the costs involved with more extensive background screening.

Just under half of the programs conduct sex-offender checks, child-abuse checks and driving-record checks. FBI fingerprint checks obtained through the state or SafetyNET are used by slightly more than a third of the programs. Other background checks – such as private vendor searches and state-only fingerprint searches – are used by only about one out of five programs. About three-fourths of programs conduct at least two of these types of background checks.

A small percentage of programs indicated they rely primarily on reference checks as their only type of background check or use a type of background check other than the choices offered. A few programs indicated that they do not perform background checks of any kind.

DIFFERENCES BY PROGRAM TYPE AND SETTING

The most significant difference among the type of background checks conducted across program models involves the use of driving-record checks. One-to-one mentoring programs are much more likely to conduct driving-record checks than group/team programs. Similarly, driving-record checks are more likely to be used by agencies that include community-based matches as one of their programs. These findings reflect that mentors in any type of community-based program are more likely to drive youth to places during their meetings than mentors participating in a place-based program, whether that meeting takes place at school or another location. In general, program size appears to have little influence on the type of background checks conducted.

TABLE III-6 – TYPES OF BACKGROUND CHECKS CONDUCTED

Type of Background Check Used	Percentage
State Name-Based	51.9
Driving Record	46.7
Sex Offender Registry	44.9
Child Abuse Registry	42.0
FBI Fingerprint Obtained Through SafetyNET or State	35.1
Local Name-Based	33.3
Private Vendor Name-Based	19.8
State Fingerprint	19.1

Sample = 445
*Percentage total exceeds 100 percent as many
  respondents use more than one type.*

SATISFACTION WITH SCREENING PROCESS

Among programs that conduct background checks, the vast majority – 70.7 percent – are satisfied with their current screening process. Among those programs that are not satisfied, nearly half indicated that the screening process could best be improved by having one agency conduct all types of background checks for them. This was particularly true among community-based programs and agencies that offered both school and community-based programs. By contrast, other place-based programs – particularly school-based – indicated that reduced costs would be most beneficial. Finally, programs with a variety of meeting places for matches were more likely to indicate that faster results would be most beneficial.

> The cost of conducting federal fingerprint background checks is too high. It is difficult to find funding to cover that cost specifically.
>
> — *Program Provider*

Supporting, Training and Retaining Mentors and Youth

About one-third of program providers indicated that supporting and training mentors present challenges, but those percentages are significantly larger for two groups:

◆ **Place-based programs** find supporting mentors to be significantly more challenging than do community-based programs and school-based programs; and

◆ **Group and team programs** are twice as likely to indicate that supporting and training mentors is difficult, compared with one-to-one programs.

Perhaps as a result of such challenges, these program models also indicated the most difficulty *retaining* mentors. In general, retention of mentors is problematic for less than half (44.0 percent) of all programs, but among place-based programs and group/team programs, those statistics rise to 53.1 percent and 63.3 percent, respectively.

Focus group participants echoed the difficulty of retaining mentors, particularly for team programs. Providers overseeing these types of programs believe that volunteers involved with team programs feel less committed to regular attendance at mentoring meetings. They know that other volunteers will be there and so feel that their absence will have less of an effect than is the case with one-to-one mentoring.

YOUTH RETENTION

Focus group participants suggested that lesser commitment on the part of some mentors in group and team programs may have a trickle-down effect on youth. One out of five group and team programs have difficulty retaining youth, compared with one out of ten one-to-one mentoring programs. Group and team programs may be more likely to struggle with this because they also have difficulty retaining mentors. If youth perceive that mentors are not truly committed to the match, they may be more likely to stop attending meetings.

PROGRAM OPERATIONS

Some providers noted that certain aspects of program operations present challenges, particularly hiring and retaining quality staff, as well as securing liability insurance.

Hiring and Retaining Quality Staff

Although not as widespread of a problem as recruitment and funding, about one-third (35.7 percent) of programs say hiring and retaining quality staff is a challenge. Several survey respondents also singled this issue out in the open-ended segment of the survey.

> Staff retention is a problem due to low salaries and lack of benefits.
>
> — *Program Provider*

> Staffing levels with mentoring programs have to increase. One or two people cannot continue to run a program of 30+ matches and provide the

proper support to matches, along with recruiting, training, fundraising, evaluating and planning activities.

— Program Provider

Keeping well-educated and trained professional staff is a challenge.

— Program Provider

Experts in the field also identified staffing as an important concern for many programs. Some mentoring experts suggest that Mentoring Partnerships should provide job descriptions, guidance, training and technical assistance for new program staff. Being able to hire, train and retain quality staff may alleviate some of the other implementation issues that programs face.

With proper staff training, recruitment will be less of a problem. New staff can be timid about asking CEOs or others [to volunteer].

— Mentoring Expert

DIFFERENCES BY PROGRAM SETTING AND SIZE

Based on responses to the survey, staffing appears to be more of a problem for place-based programs than among community-based programs and school-based programs.

Programs of different sizes also have different experiences with regard to hiring and retaining staff. Staffing is most difficult for the largest programs, almost as difficult for small programs, and least difficult for medium-sized programs. Large programs likely face staffing difficulties because they typically need greater numbers and more varied types of staff to manage many matches, handle large budgets and coordinate numerous funding sources. At the opposite end of the spectrum, staffing is likely problematic for small programs precisely because they have limited budgets and may need to operate with only one paid staff member, who must be able to wear many hats simultaneously.

Obtaining Liability Insurance

Although the vast majority of responding mentoring programs (81.3 percent) carry liability insurance, well over half of programs (60.7 percent) indicated that the cost of this coverage has been increasing. The need to carry insurance is viewed as most critical by community-based programs. More than eight out of ten (84.7 percent) community-based programs carry liability insurance. Agencies that have community-based matches also are far more likely to find that the cost of insurance is increasing, compared to agencies with only place-based matches.

There will be fewer community-based programs because of the agency liability associated with allowing mentors to transport mentees. Our agency is strongly considering going to a site-based program for that reason.

— Program Provider

Program size appears to influence whether or not a program obtains liability insurance. Nearly all large programs carry insurance. Among large programs without liability coverage, most cite prohibitive costs or an inability to locate a carrier as the reason for not having insurance. None of the large programs surveyed indicated that insurance is unnecessary.

Small programs are least likely to carry liability insurance. Small and medium programs also cite cost and inability to find a carrier as important factors in their lack of insurance coverage but, unlike large programs, a significant number (15.6 percent) of small and medium programs believe that insurance is not necessary.

Although just less than 10 percent of mentoring programs identified liability insurance as a serious challenge, repercussions when cost increases or coverage changes can be far-reaching. Concerns about liability and the lack of affordable, accessible insurance coverage have led to the closure of some

mentoring programs and significant changes in others. And, if current trends of increasing costs and declining availability of coverage continue, this issue may become more pressing in the long-term.

> My mentoring program was closed by my parent agency because our insurer was concerned about the liability of unsupervised community-based matches.
>
> *— Program Provider*

> Liability insurance has been extremely difficult to obtain. We need national and state advocacy in this area.
>
> *— Program Provider*

Chapter IV – Issues Facing Mentoring

When MENTOR was created, its original name – One-to-One – reflected the fact that nearly all programmatic mentoring involved matching one adult mentor with one young person. Over the past 15 years, however, the field and the concept of mentoring have expanded to include a variety of configurations, as well as differences in where these mentoring relationships take place.

In general, experts and providers viewed the expansion of mentoring as positive. At the same time, they expressed cautionary notes that must be heeded. This chapter summarizes the views expressed about the broadening definition of mentoring and other issues facing the mentoring movement as it continues to innovate and grow. Observations address ways the mentoring field can:

◆ **Embrace the diversity** of mentoring models;

◆ **Address implementation issues** among newer program models;

◆ **Keep the quality of mentoring high** while spreading the concept wide;

◆ **Mentor our most vulnerable** young people;

◆ **Meet the needs of small and rural** mentoring programs; and

◆ **Expand advocacy** among mentoring programs.

PERSPECTIVES ON MENTORING MODELS

Today, mentoring no longer means simply one adult and one child. In many programs, a mentor regularly meets with a small group of youth, while in others, two or more mentors work as a team with one or more youth.

In addition, the traditional community-based model no longer dominates the field. Instead, many mentoring programs today are place- or site-based – meeting in schools, faith institutions, corporate workplaces, juvenile justice facilities and mental health facilities. Most recently, programs have begun facilitating "meetings" between mentors and youth via the Internet by either supplementing or replacing face-to-face meetings with e-mail or Internet chat rooms.

Different Programs Fill Different Needs

In general, program providers, policy leaders and experts in mentoring are pleased with the direction the field is taking. By going beyond the traditional mentoring models, programs are able to provide more options and greater flexibility for both youth and mentors.

The diversity of mentoring models also provides adults and young people with a wide array of entry points into mentoring – whether through their faith institution, school, other youth organization, workplace or even the Internet. By expanding mentoring into new sectors of society, programs may also reach youth and adults who might not participate in traditional mentoring programs.

Different models work for different people – it's good to provide those options, and offer greater accessibility for those who can't necessarily meet in person.

— Funder

> The one-to-one model doesn't fit every community, especially in small communities. Team mentoring and couples mentoring must be promoted and examined.
>
> *— Mentoring Expert*

> There is value in the small grassroots organizations. All kids need different things. Diversity is important.
>
> *— Program Provider*

Offering a greater variety of participation opportunities can result in more mentoring matches and help close the mentoring gap. Some local providers have found that offering group or team models of mentoring allows them to address the lack of sufficient volunteers to meet the needs of youth enrolled in, or waiting to join, their programs. Today's broader range of mentoring models also enables more communities – particularly small and rural communities – to enjoy the benefits of mentoring.

> We moved to primarily a team-mentoring focus because it has become exceptionally hard to recruit senior African-American men for one-to-one matches in our area. By changing to team mentoring, we are able to add more boys to our program.
>
> *— Program Provider*

> We must recognize group mentoring as a valid form of youth mentoring relationships, regardless of the term used (troop leader, advisor, coach, etc.)
>
> *— Program Provider*

> The growth of site-based mentoring has allowed many more youth to participate in a formal mentoring program. Site-based mentoring typically requires less of a time commitment for volunteers than community-based programs, so more volunteers are likely to come forward and serve as mentors to youth.
>
> *— Program Provider*

Expanding Knowledge about Different Mentoring Models

As mentoring experiences greater diversity, it is important that programs are able to identify the type of youth that will most likely benefit from specific mentoring models. It is also important to understand whether different mentoring models and locations attract different types of youth and adults. Some providers and other experts noted that substantive research is needed to learn how to effectively conduct each type of mentoring, under what circumstances, with which kind of mentor and which kind of youth. These views support the findings of the 2003 National Research Summit on Mentoring and the subsequent *National Research Agenda for Youth Mentoring* (discussed more fully in Chapter II.)

> Obviously, different kids need different things, so group mentoring can be effective for kids who have difficulty with peer relationships. But I'm not sure it's being used this way within the field or that practitioners are thinking about what type of kid will best benefit from a particular model.
>
> *— Mentoring Expert*

> The discussion should be about where are they effective. Some models are more effective in different ways; none are ineffective. Some youth, particularly with certain kinds of problems, are better able to work in specific environments.
>
> *— Public Policy Leader*

> What it comes down to is the quality of the relationships. The engine behind a lot of these new models is to get mentoring to more kids quicker, programs, so more volunteers are likely to come forward and serve as mentors to youth.
>
> *— Program Provider*

CHALLENGES AND OPPORTUNITIES FACING NEWER PROGRAM MODELS

While programs are eager to tap into new sources of mentors and find alternative ways of providing services, it is important to consider not only the potential but some of the difficulties associated with

implementing these new models. Focus group and interview participants explored three newer program models – school-based programs, workplace programs and faith-based mentoring – and identified unique challenges facing each model.

School-Based Programs

School-based mentoring is one of the fastest growing areas within the field, but this growth is not without obstacles. Working with schools requires extra attention on the part of mentoring program staff. To make school-based mentoring work, providers need to consider the school's culture, understand where and how mentoring fits within the school's overall mission, and find ways to work effectively within that environment. Often this requires meeting with administrators and teachers to help them understand the objectives of the program and the expectations regarding their involvement.

It is particularly important to get "buy-in" from the teachers. Some providers fear that it may become increasingly difficult to develop school-based programs, given the current emphasis on bench-mark academic testing through *No Child Left Behind*. Providers need to help teachers understand that mentoring can strengthen their students' academic progress.

> When I first approached the schools, I got only four kids. The information [I provided] ended up in the trash. I had to go out and visit each school. First, I met [with] the administration and teachers to get them on board and to build credibility. The next step was to build continuity by spreading the word to new teachers.
>
> — *Program Provider*

School-based programs vary in the level of involvement required of school personnel. In some programs, teachers are simply asked to identify and refer youth for mentoring, and then release youth during class time to meet with their mentors. Other programs require more extensive school involvement, such as asking teachers to supervise matches and help develop activities. School-based programs seem to work best when teachers are not asked to take on additional responsibilities for oversight of the program, but are kept informed about when the program meets, which students are involved and where the volunteers are coming from.

> I've had the good fortune to have retired teachers serve as coordinators. That works to our advantage. We formed a steering committee that meets monthly. We also have monthly volunteer meetings to work out any problems. We try not to burden anyone in the schools with anything. We keep them informed and meet with principals, but coordinate the program through the steering committee.
>
> — *Program Provider*

Corporate or Workplace Programs

Companies often encourage employees to become involved in community service. For many companies, mentoring is an ideal way for employees to make a difference in the community. As a result, the growth of corporate or workplace mentoring programs is enabling many more volunteers and youths to enjoy the rewards of mentoring.

Some companies, however, are not yet convinced that the return on investment will outweigh prospective costs of workplace mentoring, and may be reluctant to pursue mentoring. They may be concerned about the amount of time employees will spend meeting with mentees during their workday, or may be reluctant to make a long-term commitment.

Yet, there is anecdotal evidence demonstrating that workplace mentoring offers many unique benefits. For companies, it enhances employee recruitment and retention, because employees feel good about working for a company that encourages community involvement. Employees find that mentoring often

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promotes personal and professional growth. In addition, youth involved in workplace mentoring enjoy an added benefit of being exposed to various career possibilities.

Just as individual mentoring relationships rely on finding the right match between an adult and a young person, the success of corporate mentoring programs rely on finding the right match between the company and a youth-serving organization or school. This involves:

◆ **Determining whether the program model** will be school-, community- or workplace-based;

◆ **Developing mutually beneficial expectations** about the program model; and

◆ **Agreeing upon the time, resources and skills** that the nonprofit and the for-profit bring to the partnership.

Some business leaders also suggested that mentoring agencies:

◆ **Go beyond working with large corporations** to also recruit small- and mid-size companies. Smaller companies may be able to allow their employees greater flexibility to fulfill their mentoring obligations and may be less vulnerable to changes in corporate climate due to mergers and downsizing.

◆ **Start with top management when recruiting companies** to participate in mentoring programs. Having their support and buy-in makes it easier to recruit employees – especially in the beginning. It is also easier to sustain employee involvement when mentors can meet with their mentees during the workday.

◆ **Pair companies with mentees who have a special interest** in the companies' industry or field of expertise. This may also provide a natural focus for a company's mentoring program. For example, a publishing company could develop a mentoring program with a focus on literacy.

◆ **Match the intensity of the model** to the availability of the employees. Mentoring models requiring a large commitment of time or travel to off-site

locales may not always work well for employers, especially in demanding fields. An e-mentoring or team mentoring approach may be more suitable for those employees with very limited time.

Faith-Based Mentoring

Although faith-based mentoring programs have existed for some time, the federal Mentoring Children of Prisoners program has contributed to recent growth by funding a number of religious organizations. Some leaders believe that millions of children could be reached through faith-based mentoring programs. But in order to achieve that level of expansion, the mentoring model must be adapted to suit the needs and cultures of many different faiths.

> I wish it was as easy as getting a champion in each religious community. But the culture of social involvement is different in each; they give back in different ways.
> — *Faith Leader*

Some leaders of the faith-based movement see a natural alignment between mentoring and the core mission of faith organizations. However, that raises questions about what role religion plays in a faith-based mentoring relationship. While some faith-based programs see religion as an integral part of what makes their mentoring program work, federal funding limits the inclusion of religion in program activities. There is little research in the field to demonstrate what impact these limits may have on a program's ultimate success. This clearly presents a dilemma for faith-based mentoring programs when federal funding is involved.

> We need to take a hard look at the interface between religion and mentoring. Many of the programs [in the Mentoring Children of Prisoners program] are Christian. I think we need to at least acknowledge what that means. We don't know very much about faith-based mentoring, or what role religion plays in the relationships.
> – *Mentoring Expert*

BROADENING THE REACH OF MENTORING WITHOUT DIMINISHING QUALITY

One recommendation that surfaced frequently, particularly among those from non-mentoring organizations, was the concept of sharing mentoring's knowledge base, tools and expertise with youth-serving programs and organizations. Given that there are not nearly enough adults volunteering for formal mentoring programs, this suggestion could have widespread benefits, enabling more children and youth to have caring adults in their lives.

Many youth development programs are primed to learn more about how to incorporate mentoring concepts and relationships into their programming. They could do so in many ways, such as:

◆ **Creating a mentoring program** within their organization;

◆ **Partnering with a mentoring organization** to serve their young people; and

◆ **Encouraging their volunteers and staff to draw on the material and expertise** of the mentoring field and form longer-term relationships with youth in their care.

In addition, some focus group participants made a compelling case for encouraging adults to become informal mentors to young people they already know. These adults could be neighbors, relatives, teachers and much more. By providing caring adults with tools and support to help them become informal mentors, it could alleviate some of the demand for mentors through formal mentoring programs. A frequent observation was that given the size of the mentoring gap, informal mentoring must grow if the mentoring movement is to achieve its goal of ensuring that every young person who needs a mentor has one.

At the same time, however, some mentoring providers and national experts in the mentoring field expressed concern that a push toward inclusiveness or a broadening of the definition of mentoring could dilute the effectiveness and impact of formal mentoring. For example, they fear that including shorter-term relationships, group mentoring or informal mentors could affect the ability to sustain the movement long-term.

The diverse views on this subject illustrate that the current push toward developing quality mentoring programs and relationships that meet well-defined standards seems to be at odds with the strategy of diffusing informal mentoring into different settings. This raises many questions that need to be addressed by key leaders in the field. Among them:

◆ **As the mentoring field works toward the goal of increasing formal, quality mentoring relationships**, should it simultaneously encourage informal mentoring and work toward the infusion of mentoring practice into broader arenas?

◆ **If so, how can the field ensure and examine quality standards** in non-mentoring programs?

◆ **How can we measure or evaluate the impact** of mentoring in different settings?

MENTORING THE MOST VULNERABLE YOUNG PEOPLE

Children and youth may be considered "vulnerable" for a wide range of reasons. Some simply live in difficult circumstances. For instance, they may live in poverty, in single-parent families, or in high-crime neighborhoods. Some youth may have significant adjustment or academic problems, or demonstrate problematic behaviors. And still others may have had interactions with police and the courts, social services or child protective services.

Many individual programs are working with youth who are facing significant hardships. When asked who they *primarily* serve, survey respondents indicated that:

◆ 29.5 percent work with youth in foster care;

◆ 25.5 percent work with youth who are already involved in the juvenile justice system;

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◆ 21.8 percent serve youth who have parents in prison;

◆ 17.6 percent work with youth with disabilities;

◆ 13.3 percent work with pregnant or parenting teens; and

◆ 10.6 percent work with institutionalized youth.

Since so many programs are already serving vulnerable youth, the mentoring field must focus on how to best serve these youth. Several individuals suggested broadening the scope of mentoring programs. Rather than expecting the mentoring relationship to address all of a young person's needs, these individuals advocate expanding programs to include additional services or supports – ranging from educational field trips to scholarships – or finding ways to build mentoring into existing programs. Part of the movement in this direction stems from thinking about "the whole person" and the fact that youths' needs and interests go beyond what mentoring alone can provide.

> We need to build the whole person, and think about kids as contributors to society in 10 to 15 years. For example, a lot of these kids haven't been taught how to manage money. We have another program that involves financial education, and recently integrated some of that into our mentoring program.
> — *Program Provider*

Some individuals suggested taking this concept even further by offering services to mentees' parents or other family members.

> We forget that parents sometimes need guidance too. We need to teach parents how to be parents and how to take back their households. They need motivation and support, too.
> — *Mentoring Program Staff*

Ultimately, many agreed that mentoring vulnerable youth – whether they are "in the system" or simply facing difficult circumstances – is an area that the field at large is not yet fully able to address. More should be done to examine the needs of vulnerable youth, allocate appropriate resources, identify best practices and determine how mentoring programs affect at-risk young people.

> We need to figure out how to equip programs to work with the most troubled kids.
> — *Mentoring Expert*

> Maybe there's a different model for high-risk kids – one that will interrupt bad behavior, redirect it. We need to craft something for those types of kids. Some kind of ''mentoring plus'' program.
> — *Mentor*

SUPPORTING SMALL AND RURAL PROGRAMS

Another observation from this study relates to the prevalence of small mentoring programs, and their special needs. A significant percentage of survey respondents were from small programs. For instance:

◆ **About 41.0 percent of programs had 50 or fewer matches**, including 49.1 percent of rural programs and about 42.6 percent of urban and suburban programs;

◆ **Most programs are run with very few staff** – 34.7 percent of programs have one or fewer staff, while 32.4 percent have between one-and-a-half and three staff; and

◆ **Programs' annual budgets reflect their small size**, with 46.3 percent operating on budgets of $50,000 or less, and 20.9 percent of programs operating with less than $5,000 annually.

In general, as examined earlier, smaller programs are more likely to have difficulty with a variety of implementation issues, such as recruiting, screening, training and providing on-going support to mentors, and conducting evaluations (Appendix C, Table C-8). These issues were identified as most difficult for the smallest programs and least difficult for the largest programs.

> The majority of programs are small, grassroots organizations, with 25 matches and less than $20,000 annual budget. These small mentoring efforts should look to partner with existing organizations so they don't have to hassle with administrative issues.
>
> — *Mentoring Expert*

Many providers also felt that small programs could not compete with larger mentoring programs for public or private funds, and that small, community-based mentoring programs could soon be a thing of the past.

> The biggest challenge we face is maintaining a small community mentoring program. Large national programs want to move into the community because the funding is available for national programs. But we have served our community for 26 years.
>
> — *Program Provider*

> In the future, there will be increased funding for larger organizations. Smaller organizations, although effective, will struggle to compete for funding.
>
> — *Program Provider*

Rural programs also have the fewest opportunities for large sources of mentors, such as big businesses, and must deal with very challenging fund-development circumstances.

> If you want it to truly be a "national agenda," do not leave out crucial funding for rural mentoring programs. There are no big corporations in the rural areas that give money to mentoring programs, or assistance of any sort.
>
> — *Program Provider*

> There is a lack of funding for rural programs, including funding to help reimburse mentors for travel expenses in rural areas.
>
> — *Program Provider*

Clearly, small mentoring programs and those in rural areas have a unique set of needs and concerns. Given the prevalence of small and rural mentoring programs, these issues need to receive greater attention, resources and study.

EXPANDING ADVOCACY AMONG MENTORING PROGRAMS

Many segments of the human service field have effective, broad-based advocacy initiatives aimed at influencing public policy and increasing funding at both the state and federal levels. Some of the findings from the survey reveal that the mentoring field may be less comfortable and familiar with advocacy.

Just over half of all mentoring programs said that they advocated to state or federal legislators for additional support or funding for mentoring. This number was split evenly between those that advocated only for their own program and those that advocated for mentoring in general. This means that nearly half of mentoring programs did not participate in advocacy efforts on behalf of mentoring.

Mentoring program providers also expressed the belief that their views are not important to legislators. Just one out of six of providers felt that legislators would be very likely to listen to what they had to say, but twice as many felt legislators would listen to national or state organizations or corporate leaders.

In a democratic society of representative government, issue advocacy is widespread and important to the political process. Legislators are elected to represent the views of their constituents. Mentoring providers and all those who see the effect of mentoring – mentors, parents of mentees, teachers, community leaders and more – are part of that constituent base.

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To ensure that legislators understand and support positive public policy regarding mentoring, program providers must learn how to inform and engage their legislators. Mentoring providers must receive better education about the importance and potential impact advocacy can have. Unless grassroots advocacy becomes a more integral part of the mentoring movement, it will be more challenging to make significant strides forward in pro-mentoring policies and funding at the state and federal levels.

Chapter V — Analysis and Conclusions

The *National Conversation on Mentoring – Take II* gathered a wealth of data. The study spanned five months and involved 563 program providers, national experts, policymakers, funders, mentors and mentees. Through surveys, interviews and focus groups, these voices from the field provided a clear view of mentoring's growth and strengths. They also addressed issues, challenges and opportunities that will shape the future of mentoring.

Looking across all of the data collected, four key issues clearly rise to the top for both leaders in the field and practitioners. According to the research, we must:

◆ Generate adequate and sustainable funding;

◆ Foster a culture of mentoring;

◆ Safeguard program quality; and

◆ Elevate the role of research.

In order for the mentoring field to progress in these four areas, the mentoring field must have the necessary infrastructure in place to coordinate funding and recruitment campaigns and disseminate important best practices and research results.

GENERATE ADEQUATE AND SUSTAINABLE FUNDING

Both leaders and practitioners agreed that fundraising is the greatest challenge facing mentoring programs. For mentoring providers, more than three-quarters of all programs are having difficulty raising funds, and more than half expressed concern that their program will have to downsize or close due to lack of funding. In addition, small programs indicated that they need funding sources tailored to their special needs.

National leaders also expressed concern that mentoring does not have a solid, diverse base of private and public funding. They encouraged a coordinated effort to approach foundations, corporations, and individual donors to develop a fund to benefit mentoring and raise awareness of the importance of donating money to help expand mentoring. Experts emphasized the importance of stability and consistency in funding to avoid programs closing or downsizing.

Without adequate, stable funding, mentoring programs will be unable to operate high-quality programs and expand to serve more young people. Clearly, there must be expanded financial resources if mentoring is to continue to grow.

FOSTER A CULTURE OF MENTORING

Another issue that clearly resonated with national experts and local program staff is the need for greater numbers of volunteers. Since the large majority of mentoring occurs through a one-on-one, unpaid relationship, millions of volunteers are needed to close the mentoring gap.

This issue has the clearest visible impact on young people. More than three-quarters of all programs reported difficulty in recruiting mentors. Because of this, over 80% of programs had young people on waiting lists for mentors. Undoubtedly, many thousands – perhaps as many as hundreds of thousands –

of young people across the country who have asked for a mentor are still waiting for one.

In focus groups, surveys and interviews, research participants suggested building relationships with organizations that have large numbers of adults. Partnerships with corporations, service and community organizations, colleges, faith institutions and other types of groups could generate greater involvement in mentoring.

Especially prominent is the need for male and minority mentors. Over and over, research participants expressed a dire need for male role models for the young boys waiting for mentors. Also, there is an increased need for mentors with diverse heritages, language skills and cultural backgrounds. The mentoring field must examine the messages and tactics being used in recruitment today to better reach these critical populations of adults.

Leaders and practitioners also discussed the possibility of engaging more caring adults as informal mentors for young people. With the proper support and encouragement, coaches, teachers, youth workers and friends of the family can serve as more purposeful informal mentors for young people. By increasing the prevalence of both formal and informal mentors, a "culture of mentoring" – one in which mentoring is seen as an integral part of every young person's development – would begin to grow.

SAFEGUARD PROGRAM QUALITY

Existing research on mentoring tells us that program quality is a critical ingredient in achieving positive results for a young person. When a mentoring program doesn't follow accepted best practices in training, screening and monitoring the mentors, the relationships can terminate early, which can be detrimental to the young person.

Participants in this research effort stressed the importance of maintaining a rigorous focus on quality of mentoring even as the field works to expand the number of young people being served. They encouraged greater dissemination of best practices, training resources and research materials throughout the mentoring community. Leaders in the mentoring field must continue to emphasize the importance of quality in a mentoring relationship and provide the necessary resources, training and technical assistance to support mentoring programs and their staff.

In addition, program providers and national experts also stressed the difficulty mentoring programs have in measuring outcomes. In fact, almost half of the programs surveyed expressed difficulty in conducting evaluations. Funders and policymakers articulated concern about the difficulty of obtaining comparable, concrete data and results from the programs they fund. The creation of a standardized tracking and evaluation system would greatly aid mentoring programs in measuring the outcomes for young people and assist funders in demonstrating the impact of their investment.

ELEVATE THE ROLE OF RESEARCH

Both national leaders and local practitioners talked about the necessary role research plays in the continued, future expansion of mentoring. In particular, as the mentoring field continues to experiment with newer mentoring models and settings, research needs to be done to demonstrate the effectiveness of various types of mentoring. It would also be helpful to have research to determine what type of mentoring program is best suited to meet different kinds of needs for young people. Growing the research base for mentoring will have a strong positive effect on program quality and impact on young people.

A lack of consistent funding for research limits the ability to demonstrate strong outcomes and test best practices in diverse types of mentoring programs. Without a dedicated stream of funding for mentoring research, researchers are limited in the amount and quality of research they can perform. This, in turn, means that research is unable to keep up with the innovation in new mentoring models and settings.

Research results are also critical in the effort to grow funding for mentoring practitioners: without up-to-date research findings, policymakers and funders will be less likely to provide additional resources to mentoring. Mentoring research must be adequately funded, and current research findings must be better integrated into mentoring practices and policies.

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Chapter VI – Putting It All Together: The National Agenda for Action

Clearly, there is widespread belief that the field of mentoring is at a fundamentally different place than it was 10 to 15 years ago. We know more. We have had many more years of experience in the field. Many more programs and individuals are involved in mentoring. Moreover, the general public and private and public funders are more aware of the need for mentoring and believe that it works well. As one focus group participant put it:

> Mentoring and the idea of it is here to stay. When I first got involved, it was novel. Now you hear it everywhere; it's not just an idea anymore.
>
> — *Program Provider*

Today, mentoring is poised to move to the next level. However, that can only happen if we can solve the critical issues facing the field. This report clearly demonstrates that without increased financial and human resources, mentoring programs will be unable to reach more of the young people in need. And, without a continued investment in program quality and research, the positive impact of mentoring on the lives of young people could lessen. Clearly, if we are to begin the work of closing the mentoring gap, we must: develop greater funds concentrated on mentoring; generate large numbers of volunteers, focusing especially on males and minority populations; strengthen best practices; and grow the research base for the field.

Each of these critical issues is reflected in the new National Agenda for Action: How to Close America's Mentoring Gap, published separately. Work on the agenda began in April 2005 with the convening of a task force. Key leaders representing including the mentoring and human service fields, foundations, the federal government and the corporate world – met at a two-day summit. These strategic thinkers got an early look at the data discussed in this report and generated solutions to key issues facing the field. The actions and strategies suggested by this task force served as the core of the National Agenda for Action. Moving forward, MENTOR reached out to various leaders in the field to ensure that the final product was a consensus agenda for the entire mentoring field, in all its diversity.

MENTOR takes its commitment to the National Agenda for Action very seriously. By combining a leadership strategy with grassroots support, MENTOR will work to focus the nation's attention on the critical needs of mentoring, and by association, young people. MENTOR will introduce key leaders in Congress, federal and state governments, corporations, the media, funders and the human service field to mentoring and the National Agenda for Action.

The National Agenda for Action is a landmark for the mentoring field – and it will lead to concrete change to help close the mentoring gap.

> I see millions more people involved in mentoring children…we're just scratching the surface. We've learned a lot…now we need to take it to scale.
>
> — *Mentoring Expert*

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Appendix A – Interview Respondents and Focus Group Participants

INTERVIEW RESPONDENTS

In-person and phone interviews were conducted with 37 leaders and experts in the mentoring field, including the corporate, foundation, faith, public policy and non-profit sectors.

Mr. Albert Dotson
Chairman
100 Black Men of America

Ms. Judy Samuelson
Executive Director
Afterschool Alliance

Rev. Wilson Goode
Senior Advisor on Faith-Based Initiatives
Amachi/Public/Private Ventures

Mr. Alan Schwartz
President and Co-Chief Operating Officer
Bear, Stearns & Co. Inc.

Ms. Judy Vredenburgh
President and CEO
Big Brothers Big Sisters of America

Father J. Donald Monan, S.J.
Chancellor
Boston College

Ms. Judith Pickens
Senior Vice-President
Boys & Girls Clubs of America

Ms. Jamie Boutwell, Esq.
Associate
Buchanan Ingersoll

Ms. An-Me Chung
Program Officer
Charles Stewart Mott Foundation

Mr. Daniel Cardinali
President
Communities In Schools

Mr. David Eisner
CEO
Corporation for National and Community Service

Ms. Janine Lee
Vice President, Youth Development
Ewing Marion Kauffman Foundation

Ms. Liza McFadden
President
Florida Mentoring Partnership

Ms. Leslie Koch
CEO
Fund for Public Schools

Ms. Janice Kreamer
President and CEO
Greater Kansas City Community Foundation

Ms. Peggy Crisalli
Vice President, Corporate Social Responsibility
JP Morgan Chase

Mr. Dan Johnson
Executive Director
Kinship of Greater Minneapolis

Mr. Peter Koch
CEO
Koch Eye Associates

Ms. Linda Stewart
Executive Director
Maryland Mentoring Partnership

Mr. Geoffrey Boisi
Co-Founder
MENTOR

Dr. Susan Weinberger
Chair, Public Policy Council
Mentor Consulting Group

Ms. Jean Cohen
Executive Director
Mentoring Partnership of Long Island

Mrs. Matilda Cuomo
Founder and Chairperson
Mentoring USA

Mr. Thomas Kriese
Program Officer, Strategic Technology
Omidyar Foundation

Mrs. Marian Heard
President and CEO
Oxen Hill Partners

Mr. Robert Goodwin
President and CEO
Points of Light Foundation

Ms. Kari Davis
Director
PoWeR SuRGe Mentoring

Mr. Gary Walker
President
Public/Private Ventures

Ms. Marilyn Smith
Vice President and Director of Programs
Reading Is Fundamental

Mr. David Muhammad
Executive Director
The Mentoring Center

Mr. William Modzeleski
Associate Deputy Under Secretary
U.S. Department of Education, Office of Safe and Drug Free Schools

Mr. Harry Wilson
Associate Commissioner
U.S. Department of Health and Human Services, Administration for Children and Families

Mr. Robert Flores
Administrator
U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention

Rep. Tom Osborne
Member of Congress
U.S. House of Representatives

Dr. Jean Rhodes
Professor of Psychology
University of Massachusetts, Boston

Mr. Laurance Selnick
Senior Vice President
Webster Bank

Ms. Lisa Adkins
Executive Director
YouthFriends

FOCUS GROUP PARTICIPANTS

Focus groups were conducted with mentoring practitioners, mentors and mentees. Four locations representing different regions of the country were chosen. In addition, focus group participants were carefully selected to ensure as much diversity as possible in terms of program type, program focus, type of sponsoring organization and population served.

Focus groups were conducted in:

◆ **San Francisco, California**

- Mentoring program providers focus group (22 participants)
- Mentor focus group (11 participants)

◆ **Minneapolis, Minnesota**

- Mentoring program providers focus group (12 participants)

◆ **New York City, New York**

- Mentoring program providers focus group (12 participants)
- Mentee focus group (10 participants)

◆ **Richmond, Virginia**

- Mentoring program providers focus group (15 participants)

Appendix B – Protocols

INTERVIEWS

Although the interview protocol varied somewhat depending on the sector of the mentoring field each respondent represented, most participants were asked a basic set of questions. A sample interview protocol is provided below as a representative example.

Mentoring Expert Interview Protocol

INTRODUCTION

1. Why don't we start with you telling me a little about your work in mentoring? Describe for me what you do, what your role is in mentoring.

CHALLENGES AND SOLUTIONS

2. As someone who has been involved in the mentoring field for quite some time, what besides funding would you say is the biggest challenge or barrier the field of mentoring currently faces? What is needed to address this issue?

3. I'd like your feedback about some specific needs or issues in the field.

   a. On the issue of mentor *recruitment*:

      i. From your perspective, what's the magnitude of the problem of mentor recruitment?

      ii. What's at the core of the problem of mentor recruitment? What is preventing more mentors from volunteering? What is the biggest challenge?

      iii. What do you see as the most promising strategies for increasing the number of mentors? -or- What have you found to be the most effective ways of recruiting mentors?

      iv. Do you feel that centralized, community-wide recruitment strategies, such as a centralized phone number and media campaigns, are helpful?

   b. Do you feel that you and others have access to the right kinds of information, such as research, best practices and funding opportunities? If not, what would be helpful?

   c. Are there any training or technical assistance needs in particular that you think are most necessary for anyone in the field, including program providers, funders, and intermediaries? Are there any training or technical assistance needs not currently being addressed?

4. What's your perception of the potential benefits and problems with centralizing some of these infrastructure-type functions into intermediary organizations? Are there promising strategies in this area that you are familiar with?

5. Is there anything else in terms of challenges in the mentoring field that must be addressed?

PUBLIC POLICY & ADVOCACY

6. I'm interested in learning what you think about public policy work – that is, working with decision-makers to advocate for mentoring-related issues.

   a. Do you see a need for public policy work in the field of mentoring? What issues must be addressed?

   b. Do you or your organization currently engage in public policy/advocacy work? What tools would help you be an effective advocate?

FUTURE TRENDS & CONSIDERATIONS

7. In the past, mentoring occurred primarily in a one-to-one, community-based model. Today, mentoring is occurring in many different *settings* (for example, in work places, schools and youth organizations) and in different *formats or types* (for example, e-mentoring and group mentoring.)

   a. What's your reaction to this evolution of mentoring into other settings and types?

b. From your perspective, do any of these new settings and types hold more promise? Why? What makes you think this?

c. What are the opportunities and challenges unique to these new forms of mentoring?

d. Some have suggested that mentoring programs might consider offering a broader range of services, such as scholarships, college prep, service projects or parental involvement. What's your reaction to this idea?

8. Where do you see the field of mentoring heading in the next five to ten years? How might mentoring evolve in the years to come?

9. Where would you *like* to see mentoring head in the next five to ten years? What, if anything, could mentoring be doing differently and perhaps better? What is needed to get there?

10. Are there important trends that you see affecting mentoring, either positively or negatively, in the future? If so, what are they? Do you see any new barriers or challenges on the horizon?

11. For the past 10 years or so, there has been a national push to increase the number of quality mentoring relationships to close the gap between the many young people who need or want mentors and those who have them. Do you think we have made progress toward closing this mentoring gap? What do you see as evidence?

12. We've talked about a lot of issues today. When you think about a national agenda for the continuing growth and well-being of mentoring:

a. What are the biggest barriers to reaching the goal of adequate numbers of quality mentoring matches?

b. If you had to prioritize what the field of mentoring needs to do, what would the first priority be?

c. What are the key things the field of mentoring *must* address?

CLOSING

13. Are there any other issues or concerns you'd like to share that haven't been addressed today?

FOCUS GROUPS

As with the interviews, the protocol used in focus groups varied somewhat depending on whether participants were program providers, mentors or mentees. The protocol used in the provider focus groups is representative of the types of issues explored in all of the focus groups.

Program Provider Focus Group Protocol
INTRODUCTIONS

1. Please introduce yourself and talk about your mentoring program (type of program, size, how long in operation).

PROGRAM IMPLEMENTATION CHALLENGES AND CENTRALIZED SERVICES

2. As a program provider, what besides funding would you say is the biggest challenge you face running a mentoring program?

3. How about mentor recruitment? How much of a problem, if at all, is mentor recruitment for you?

a. How many more mentors, if any, could you use today?

b. Is this based on an actual waiting list or your perception of need?

c. What, if anything is preventing you from expanding your number of matches? Is it primarily funding, staffing levels, lack of volunteers, or other issues?

d. What have you found to be the most effective ways to recruit mentors?

e. What would be most effective in helping you recruit new mentors? What do you think about employee recruitment campaigns, media campaigns and technical assistance?

4. I know retention of mentors can be a problem for some programs and I'm trying to understand more about this. To what extent would you say retention of mentors is a problem?

    a. About what percentage of mentors would you say drop out at some point along the line?

    b. At what stage in the process are they typically lost? Why do we lose them?

    c. What has worked well to retain mentors? What can be done to increase the retention rate?

    d. What would be most helpful to you with regard to increasing your rates of retention?

5. What about your information needs? Do you feel you have access to the right kinds of information, such as research, best practices or funding opportunities? If not, what would be helpful?

6. What about training or technical assistance? How do you prefer to receive help? What areas in particular would you like help with?

7. Some things that a mentoring program does could be performed by an intermediary, centralizing those functions. Examples include training, volunteer recruitment, advocacy and partnership development.

    a. How do you feel about this concept? Would it be helpful to your program? Are there some functions you prefer to handle within your own program instead of through an intermediary?

    b. What's your perception of the potential benefits and problems with centralizing some of these functions?

CLOSING THE MENTORING GAP

8. For the past 10 years or so there's been a major national push to increase the number of quality mentoring relationships in order to close the gap between the number of young people that need or want mentors and those that have them.

    a. From your perspective, what are the biggest barriers to reaching the goal of adequate numbers of quality mentoring matches?

9. What about on the national front? When you think about what needs to be done at the state and national level to close the mentoring gap, what comes to mind?

PUBLIC POLICY & ADVOCACY

10. I'm interested in learning what you think about public policy work – that is, working with decision-makers to advocate for mentoring-related issues.

    a. How important do you think advocacy is for the future of mentoring and your program?

    b. In what ways are you already doing this? What tools and resources do you need to do it better?

FUTURE TRENDS & CONSIDERATIONS

11. In the past, mentoring occurred primarily in a one-to-one, community-based model. Today, mentoring is occurring in many different settings (for example, in workplaces, schools and youth organizations) and in different formats or types (for example, e-mentoring and group mentoring.)

    a. What's your reaction to this evolution of mentoring into other settings and types?

    b. From your perspective, which of these new settings and types hold the most promise? Why? What makes you think this?

    c. What are the opportunities and challenges unique to these new forms of mentoring?

    d. Some have suggested that mentoring programs might consider offering a broader range of services, such as scholarships, college prep, service projects or parental involvement. What's your reaction to this idea?

12. Where would you like to see mentoring head in the next five to ten years? What, if anything, could mentoring be doing differently and perhaps better? What is needed to get there?

13. Are there important trends that you see affecting mentoring, either positively or negatively, in the future? If so, what are they? Do you see any new barriers or challenges on the horizon?

14. If you had to prioritize what program providers need in order to do their job better, what would the first priority be? What are the key things the mentoring field must address?

CLOSING

15. Are there any other issues or concerns you'd like to share that haven't been addressed today?

PROVIDERS SURVEY

The survey consists of 42 questions on program practices and operations, recruitment, funding, liability, evaluation and advocacy. Many questions were created in response to feedback from the initial round of interviews and focus groups. The question format is a mix of open-ended, close-ended and ranking questions.

Mentoring Providers Survey

1. Which of the following mentoring models does your program use? (Mark all that apply)
   a. One-to-one matches
   b. Group matches (one adult working with multiple young people)
   c. Team matches (two or more adults working with small groups of young people)
   d. Peer mentoring (youth mentoring other youth)
   e. Other (specify _____)

2. Where do matches primarily meet? (Mark all that apply)
   a. At a school
   b. At a community-based organization (e.g., non-profit youth center, community center, etc.)
   c. In the community at-large (e.g., at locations the mentors/mentees choose)
   d. At a business/work place
   e. At a faith-based institution
   f. On-line with a computer (e-mentoring)
   g. In a juvenile justice/delinquency facility
   h. In a treatment/mental health facility

   i. Other (specify _____)

3. Which of the following best describes your mentoring efforts?
   a. Mentoring is the primary focus of our organization
   b. Our mentoring program is one program within a larger organization
   c. Other (specify)

4. Do you primarily serve any of the following special populations of youth? (Mark all that apply)
   a. General youth population
   b. Youth in the juvenile justice system
   c. Children of prisoners
   d. Pregnant or parenting youth
   e. Youth with disabilities
   f. Youth in a treatment/mental health facility
   g. Youth with academic difficulties
   h. Foster care youth
   i. Other (specify_____)

5. During the past 12 months, about how many youth have been in mentoring matches?

6. During the past 12 months, about how many mentors have been in mentoring matches?

7. What is the minimum requirement for your mentoring matches:
   a. Number of contacts per month: ____
   b. Number of hours per contact: ____
   c. Number of months per year: ____

8. Approximately what percentage of mentoring matches terminate prior to meeting the program requirement for length of match? ____ %

9. How long has your mentoring program been in existence?
   a. Less than a year
   b. Two to four years
   c. Five to ten years
   d. More than ten years

10. What type of area(s) does your mentoring program primarily serve? (Mark all that apply)

   a. An urban area

   b. A suburban area

   c. A rural area

PROGRAM PRACTICES

11. Are you familiar with the Elements of Effective Practice?

   a. Yes

   b. No

12. How difficult is it for you to implement each of the following aspects of program operation?

Implementation Issues	Very Difficult	Somewhat Difficult	Not Very Difficult	Not at All Difficult
a Recruiting mentors	❏	❏	❏	❏
b. Retaining mentors	❏	❏	❏	❏
c. Recruiting youth	❏	❏	❏	❏
d. Retaining youth	❏	❏	❏	❏
e. Screening mentors (including background checks)	❏	❏	❏	❏
f. Pre-match training for mentors	❏	❏	❏	❏
g. Ongoing, post-match support and monitoring for mentors	❏	❏	❏	❏
h. Hiring and retaining quality staff	❏	❏	❏	❏
i. Fundraising	❏	❏	❏	❏
j. Evaluation/showing outcomes	❏	❏	❏	❏
k. Insurance/liability	❏	❏	❏	❏

13. When you need training or technical assistance, how would you prefer to receive it? (Please rank in order, with "1" being your first preference.)

   a. In-person technical assistance/coaching

   b. Technical assistance provided by phone

   c. Printed or web-based materials

   d. Online networking (e.g., list-servs, discussion boards, online communities)

   e. National conferences

   f. Training workshops, at the state or local level

14. Do you currently have youth who are waiting to be matched?

    a. Yes; How many?_____

    b. No, we have plenty of mentors (skip to Q16)

    c. No, we have difficulty recruiting youth (skip to Q16)

    d. No, we choose not to keep a waiting list (skip to Q16)

15. What types of mentors does your program need to match with the young people on your waiting list? (Mark all that apply)

    a. Mentors of a specific gender (for same-gender matching)

    b. Mentors of a specific race (for same-race matching)

    c. Mentors in general

16. What is the average length of time between a youth's application to the program and when they are matched with a mentor(s)?

    a. Less than a month

    b. One to two months

    c. Three to six months

    d. Seven to eleven months

    e. One year or longer

17. Assuming you had an adequate supply of volunteers, how many more youth could you serve today with your existing staff and funding?

    a. None

    b. 1–10

    c. 11–25

    d. 26–50

    e. 51–100

    f. More than 100

18. Which of the following would most improve your ability to serve additional youth? (Select only one response)

    a. Access to more mentors

    b. Additional funding

    c. Additional staff

    d. Other (specify_____)

19. What local recruitment strategies do you find result in the highest number of actual mentors (e.g., not just people expressing an interest, but actually becoming mentors)? (Please rank in order with 1 being your most effective source.)

    a. Newspaper advertisements

    b. Local radio and TV PSAs

c. Distribution of flyers and brochures

d. Presentations to community organizations

e. Referrals from current mentors

f. Development partnerships with businesses, universities, government agencies and other sources of mentors

g. Referrals from intermediary organizations (such as Mentoring.org, volunteer centers, and statewide recruitment campaigns)

h. Referrals from board members

20. How helpful would you find each of the following in terms of your ability to recruit mentors?

Mentor Recruitment Methods/Assistance	Very Helpful	Somewhat Helpful	Not Very Helpful	Not at All Helpful
a Templates for ads/PSAs/flyers that can be adapted for your program	❏	❏	❏	❏
b. National and statewide public service campaigns	❏	❏	❏	❏
c. Toll-free number or Web site for individual volunteers, with referrals to programs	❏	❏	❏	❏
d. Statewide workplace recruitment campaign with referrals to programs	❏	❏	❏	❏
e. Having employee release time policies in place (e.g., employers allow employees one hour per week off for mentoring)	❏	❏	❏	❏
f. Technical assistance/coaching from others with expertise in recruiting for programs like mine	❏	❏	❏	❏
g. Technical assistance/coaching on developing partnerships with businesses, colleges or other sources of volunteers	❏	❏	❏	❏

FUNDING:

21. How many staff, paid or unpaid, manage your mentoring program? _____

22. What is your approximate annual mentoring program budget? $ _____

23. What types of funding does your program receive? (Please rank in order with 1 being your top source of funding.)

a. Federal funding through competitive grants

b. State/local funding through competitive grants

c. Federal or state earmark (e.g., funding designated by the legislature for your program specifically – non-competitive)

d. Foundation grants

e. Corporate/business donations, grants or in-kind contributions

f. Individual donations

24. Do you find that in order to qualify for grants, you must alter your program model (e.g., serve a different population or age group, meet in a different setting, incorporate additional program elements such as tutoring, etc.)?

a. Yes, and it is detrimental to my program

b. Yes, but it helps my program

c. No

d. Don't know/unsure

25. How helpful would each of the following be to your program's financial standing?

Potential Funding Enhancements	Very Helpful	Somewhat Helpful	Not Very Helpful	Not at All Helpful
a Increased public sector funding at the federal and state levels	❏	❏	❏	❏
b. Education of state and national foundations to encourage them to fund mentoring	❏	❏	❏	❏
c. Education of state and national corporations to encourage them to donate to mentoring	❏	❏	❏	❏
d. Templates and resources for fundraising from local donors and corporations	❏	❏	❏	❏
e. Conferences and workshops on grant writing	❏	❏	❏	❏
f. Encouraging funders to broaden funding restrictions (i.e., in terms of population or age of youth served, setting for matches, etc.)	❏	❏	❏	❏
g. Stronger and more engaged board members	❏	❏	❏	❏
h. A staff position dedicated for fundraising	❏	❏	❏	❏
i. A local or statewide organization dedicated to raising funds for local mentoring programs	❏	❏	❏	❏

26. Looking ahead into the two to three years, how concerned are you that your mentoring program may have to close due to lack of funding?

a. Very concerned

b. Somewhat concerned

c. Not very concerned

d. Not at all concerned

PROGRAM OPERATIONS

27. What types of background checks does your program perform on prospective mentors? (Mark all that apply)

a. SafetyNET background check

b. FBI fingerprint check, obtained through my state

c. State fingerprint check

d. State name-based check

e. County/local name-based check

f. Name-based check through private vendor (i.e. background investigation company or Web site)

g. Sex offender registry check

h. Child abuse registry check

i. Driving record check

j. Don't know/unsure

k. Other (specify _____)

28. Are you satisfied with your current process for conducting background checks?

a. Yes (skip to Q30)

b. No

29. Which of the following would most improve your ability to do background checks? (Select only one response)

a. Reduced cost

b. Faster availability of results

c. Having one agency handle all types of background check requests

d. Other (specify _____)

30. How long, on average, does it take to get a volunteer screened and trained before they are ready to be matched with a young person?

a. Less than two weeks

b. Two to four weeks

c. Five to six weeks

d. Seven to eight weeks

e. Nine or more weeks

31. Have you ever worked with your State or Local *Mentoring Partnership*?

a. Yes

b. No

c. My state/locality does not have a mentoring partnership

d. Not sure

LIABILITY INSURANCE

32. Does your mentoring program (or its parent organization) currently have liability insurance?

a. Yes

b. No, it's too expensive (skip to Q34)

c. No, we can't find an insurance carrier that will cover us (skip to Q34)

d. No, we don't feel that it's necessary (skip to Q34)

33. Has the cost and/or coverage of your liability insurance changed in the past two years? (Mark all that apply)

a. Yes, cost is increasing

b. Yes, cost is decreasing

c. Yes, scope of coverage is declining

d. No, cost and coverage are stable

EVALUATION

34. Do you evaluate your mentoring program?

a. Yes, through internal review

b. Yes, through an outside evaluator

c. No, program has not been evaluated (skip to Q36)

35. Do your primary funders require you to do an evaluation?

a. Yes (skip to Q37)

b. No (skip to Q37)

36. What is the *primary* reason that you do not evaluate your program? (Select only one response)

    a. Too expensive

    b. Unsure how to perform an evaluation

    c. Don't feel it is necessary

    d. Other (specify_____)

37. How helpful would each of the following be for your program's ability to conduct evaluations?

Technical Assistance	Very Helpful	Somewhat Helpful	Not Very Helpful	Not at All Helpful
a Templates of surveys and tools that can be adapted for your program	❏	❏	❏	❏
b. A standardized data tracking tool	❏	❏	❏	❏
c. An online data analysis tool	❏	❏	❏	❏
d. Standardized definitions and data elements	❏	❏	❏	❏
e. A "how-to" guidebook on evaluation	❏	❏	❏	❏
f. Access to technical assistance on evaluation	❏	❏	❏	❏

ADVOCACY FOR MENTORING

38. In the last year, has anyone at your mentoring program advocated to state or federal legislators for additional support or funding for mentoring programs?

    a. Yes, for our program only

    b. Yes, for mentoring in general

    c. No

39. In your opinion, how likely are legislators to listen to each of the following organizations or individuals when they advocate for mentoring?

Mentoring Advocates	Very Likely	Somewhat Likely	Not Very Likely	Not at All Likely
a National or state organizations	❏	❏	❏	❏
b. Local mentoring programs	❏	❏	❏	❏
c. Current and former mentors	❏	❏	❏	❏
d. Current and former mentees	❏	❏	❏	❏
e. Corporate leaders	❏	❏	❏	❏
f. Mentoring program board members	❏	❏	❏	❏

CONCLUSION

40. Are there any other challenges you face that we have not addressed in this survey?

41. What's the biggest change you foresee for the mentoring community in the next three to five years?

42. When you think about a "national agenda" to increase the number of youth in mentoring relationships, what is the most important idea or strategy that must be included? Please be as specific as possible.

Thank you very much for your time and input!

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Appendix C: Supplemental Survey Tables

Approximately 1,000 mentoring programs were invited to participate in a Web-based survey during October and November 2004. Four hundred and forty-five programs, representing 47 states and the District of Columbia, responded to the survey, a response rate of 42.5 percent. Survey respondents represented a cross-section of program models, settings, geographic locations served and size. They also included programs that reach diverse populations of youth. Tables C-1 through C-7 contain demographic information about survey respondents.

TABLE C-1 – TYPES OF MENTORING MODELS

Mentoring Model	Percent
1-to-1 Only	62.9
Group and/or Team	7.5
1-to-1 And Group and/or Team	29.6
Sample = 442	

TABLE C-2 – PROGRAM SETTINGS

Meeting Place	Percent
School Only	19.3
Community Only	19.3
School & Community	13.7
Other Place-Based	21.8
Combination	25.9
Sample = 445	

TABLE C-3 – GEOGRAPHIC AREA(S) SERVED

Geographic Area	Percent
Urban Only	31.9
Suburban Only	13.3
Rural Only	24.4
Combination	30.4
Sample = 442	

55

TABLE C-4 – NUMBER OF YOUTH IN MATCHES

Number of Youth	Percent
0-25	21.1
26-50	19.9
51-100	17.2
101-200	12.8
201-500	17.2
Greater than 500	11.8
Sample = 437	

TABLE C-5 – NUMBER OF MENTORS IN MATCHES

Number of Mentors	Percent
0-25	28.4
26-50	20.4
51-100	16.1
101-200	13.3
201-500	12.2
Greater than 500	9.6
Sample = 436	

TABLE C-6 – NUMBER OF PROGRAM STAFF (PAID AND UNPAID)

Number of Staff	Percent
One or Fewer	34.7
Up to Two	21.6
Up to Three	10.8
Four to 10	25.9
More than 10	7.0
Sample = 444	

TABLE C-7 – PROGRAM LONGEVITY

Number of Years in Operation	Percent
Less than a Year	4.5
Two to Four Years	22.4
Five to 10 Years	29.9
More than 10 Years	43.2
Sample = 442	

The obstacles program providers encounter often vary among programs of different types, settings and size. In particular, significant differences were observed between large and small programs, as illustrated in Table C-8.

TABLE C-8 – IMPLEMENTATION ISSUES BY PROGRAM SIZE						
PERCENTAGE OF PROGRAMS						
	Small Programs Sample = 180)		**Medium Programs (Sample = 75)**		**Large Programs (Sample = 75)**	
Implementation Issue	**Very Difficult**	**Somewhat Difficult**	**Very Difficult**	**Somewhat Difficult**	**Very Difficult**	**Somewhat Difficult**
Fundraising	36.0	44.0	31.0	42.3	27.8	56.4
Recruit Mentors	25.3	54.4	25.3	49.3	11.9	65.9
Show Outcomes	15.9	38.5	13.3	32.0	4.4	24.4
Screen Mentors	8.3	22.2	4.0	12.0	1.5	17.2
Support Mentors	8.4	34.1	5.4	24.3	1.5	17.9
Train Mentors	1.7	27.1	0	17.3	0	11.2
Hire & Retain Quality Staff	12.8	24.4	6.9	18.1	3.0	37.3
Obtain Liability Insurance	11.8	17.6	2.7	26.0	11.3	27.8
Recruit Youth	2.8	11.9	1.3	12.0	0	6.7
Retain Youth	4.0	11.5	1.4	16.2	0	12.8

When asked to identify which methods of technical assistance they considered very helpful, the majority of programs expressed a clear preference for receiving face-to-face assistance (Table C-9.) Across the board, programs of all types and sizes ranked in-person technical assistance and coaching, as well as state and local workshops as the two most helpful methods of technical assistance. Only slight differences in the level of preference were found among program type and size.

TABLE C-9 – HELPFULNESS OF TECHNICAL ASSISTANCE METHODS BY PROGRAM SETTING			
Method for Receiving Technical Assistance	**PERCENTAGE VERY HELPFUL**		
	School-Based	**Community-Based**	**Other Place-Based**
In-person Technical Assistance or Coaching	62.7	72.1	61.7
State or Local Training Workshops	69.9	62.4	51.6
Print or Web-based Materials	45.3	47.7	36.5
National Conferences	40.2	26.7	24.5
On-line Networking	26.8	20	11.6
Phone Technical Assistance	17.1	16.7	19.1
Sample=	**83**	**85**	**95**
* Varies by program setting			

Appendix D – Leadership

NATIONAL AGENDA FOR ACTION TASK FORCE

Mr. Edward Bullock
Executive Vice President
L'Oréal USA

Mr. Daniel Cardinali
President
Communities In Schools

Mr. Bob Craves
CEO and President
Washington Education Foundation

Mr. Albert Dotson, Jr.
Chairman
100 Black Men of America

Mr. David Eisner
CEO
Corporation for National & Community Service

Mr. Robert Goodwin
President and CEO
Points of Light Foundation

Mr. Irv Katz
President and CEO
National Human Services Assembly

Ms. Leslie Koch
CEO
Fund for Public Schools (New York City)

Ms. Janet Lawson
Executive Director
Michigan Community Service Commission

Mr. Eric Liu
Author and Lecturer of Public Affairs
University of Washington's Evans School of Public Affairs

Ms. Catherine Milton
Former President
Friends of the Children

Mr. Wintley Phipps
Founder and President
U.S. Dream Academy

Dr. Jean Rhodes
Professor of Psychology
University of Massachusetts-Boston

Ms. Linda Stewart
Executive Director
The Maryland Mentoring Partnership

Mr. Doug Tegner
Executive Director
National Network of Youth Ministries

Mr. David Van Patten
President
Dare Mighty Things, Inc.

Ms. Judy Vredenburgh
President and CEO
Big Brothers Big Sisters of America

Ms. Carol Waldron
Director
State Farm Insurance

Dr. Susan Weinberger
Chair
MENTOR's Public Policy Council

Mr. Harry Wilson
Associate Commissioner
Administration for Children & Families, U.S. Department of Health & Human Services

MENTORING PARTNERSHIPS ACROSS THE COUNTRY

Alabama:
Mentor Alabama

Arizona:
Volunteer Center of Southern Arizona: The Mentoring
Partnership

California:
Governor's Mentoring Partnership
The Los Angeles Mentoring Partnership

Connecticut
The Connecticut Mentoring Partnership

Delaware
Delaware Mentoring Council

Florida
Florida Mentoring Partnership
Mentor Center of Palm Beach County

Georgia
Georgia Mentoring Partnership

Maine
Maine Mentoring Partnership

Maryland
The Maryland Mentoring Partnership

Massachusetts
Mass Mentoring Partnership
Greater Springfield Mentoring Partnership

Michigan
Mentor Michigan

Minnesota
Mentoring Partnership of Minnesota

Nebraska
All Our Kids, Inc.: The Midlands Mentoring
Partnership

New York
Mentoring Partnership of Long Island
The Mentoring Partnership of New York

North Carolina
North Carolina Mentoring Partnership

Ohio
The Mentoring Center of Central Ohio

Oregon
Oregon Mentors

Pennsylvania
United Way's Campaign for Mentors
The Mentoring Partnership of Southwestern
Pennsylvania

Rhode Island
Rhode Island Mentoring Partnership

Tennessee
The Memphis Mentoring Partnership

Texas
Governor's Mentoring Initiative
San Antonio: Making Mentoring a Partnership

Utah
Utah Mentoring Partnership

Vermont
Vermont Mentoring Partnership

Virginia
Virginia Mentoring Partnership
Fairfax Mentoring Partnership

Washington
Washington State Mentoring Partnership

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MENTOR

ALWAYS AT THE HEART OF MENTORING

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MENTOR is leading the national movement to connect young Americans with caring adult mentors. As a national advocate and expert resource for mentoring, MENTOR delivers the research, policy recommendations and practical performance tools needed to help make quality mentoring a reality for more of America's young people.