



The Scope and Nature of Mentoring in Michigan:

**A Report on Wave VI of the
Mentor Michigan Census**

December 2008

Prepared by:
Kahle Research Solutions Inc.
www.KahleResearch.com

Table of Contents

Introduction	1
The Mentoring Funnel	2
Overview	3
Mentoring Organizations	3
Numbers of Mentors and Youth Served	3
Demographics of Mentors and Youth Served.....	4
Funnel Measures	6
Inquiries and Applications	6
Duration and Intensity	7
Types of Mentoring	8
Mentor Screening, Training and Support.....	9
Demographics of Youth and Mentors on Waiting Lists	11
General Feedback for Mentor Michigan.....	12
Satisfaction with Mentor Michigan	12
Level of Use and Helpfulness of Mentor Michigan Services	12
Ideas about Mentor Michigan Service Provision.....	14
Collaboration among Mentoring Programs	16
Barriers to Operating Mentoring Programs	19
Appendix A: Funnel Measures Summary Tables.....	23
Appendix B: Background, Objectives and Method.....	26

Introduction

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

Wave	Dates Data was Collected	Time Period Survey Covered
Wave I	Fall 2004	1/1/04 – 8/31/04
Wave II	March 2005	1/1/04 – 12/31/04 1/1/05 – 2/28/05
Wave III	October 2005	1/1/05 – 8/31/05
Wave IV	September & October 2006	9/1/05 – 8/31/06
Wave V	September & October 2007	9/1/06 – 8/31/07
Wave VI	September & October 2008	9/1/07 – 8/31/08

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

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

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

Each year, additional topics are requested by Mentor Michigan for inclusion in the Census. Wave VI special request data found in this report includes:

1. Use of Mentor Michigan services
2. Helpfulness of Mentor Michigan services
3. Collaboration among mentoring organizations
4. Barriers to operating a mentoring program

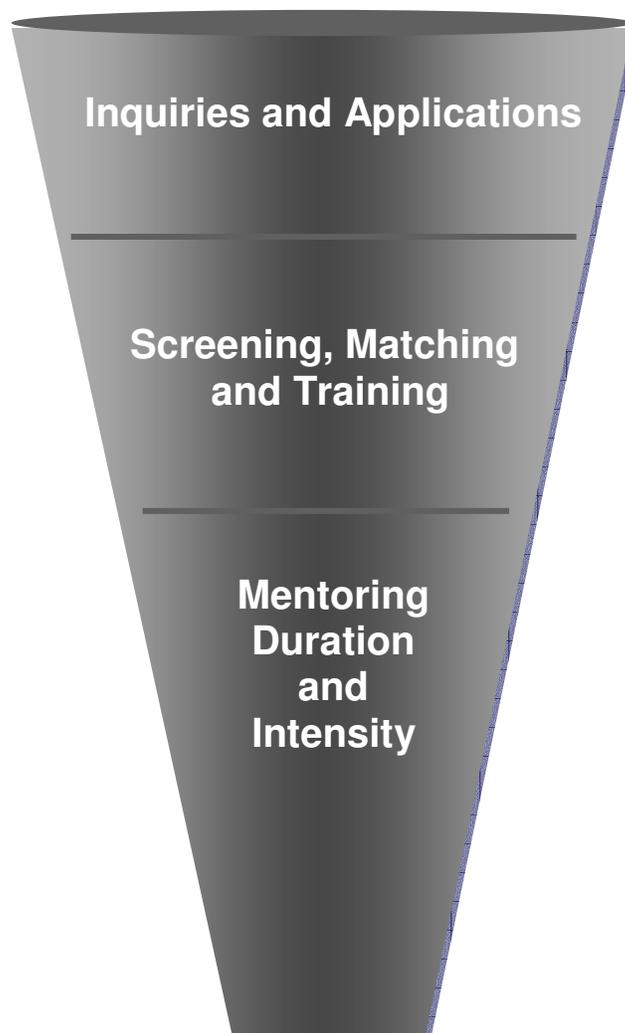
An additional report that analyzes the funnel measures by geographic region will be posted on the Mentor Michigan web site. Similarly, reports and presentations from previous waves of the Census can be found at www.michigan.gov/mentormichigan.

Questions regarding data presented in these reports or methodology used can be directed to Robert W. Kahle, Ph.D, at RWKahle@KahleResearch.com.

The Mentoring Funnel

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

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



Overview

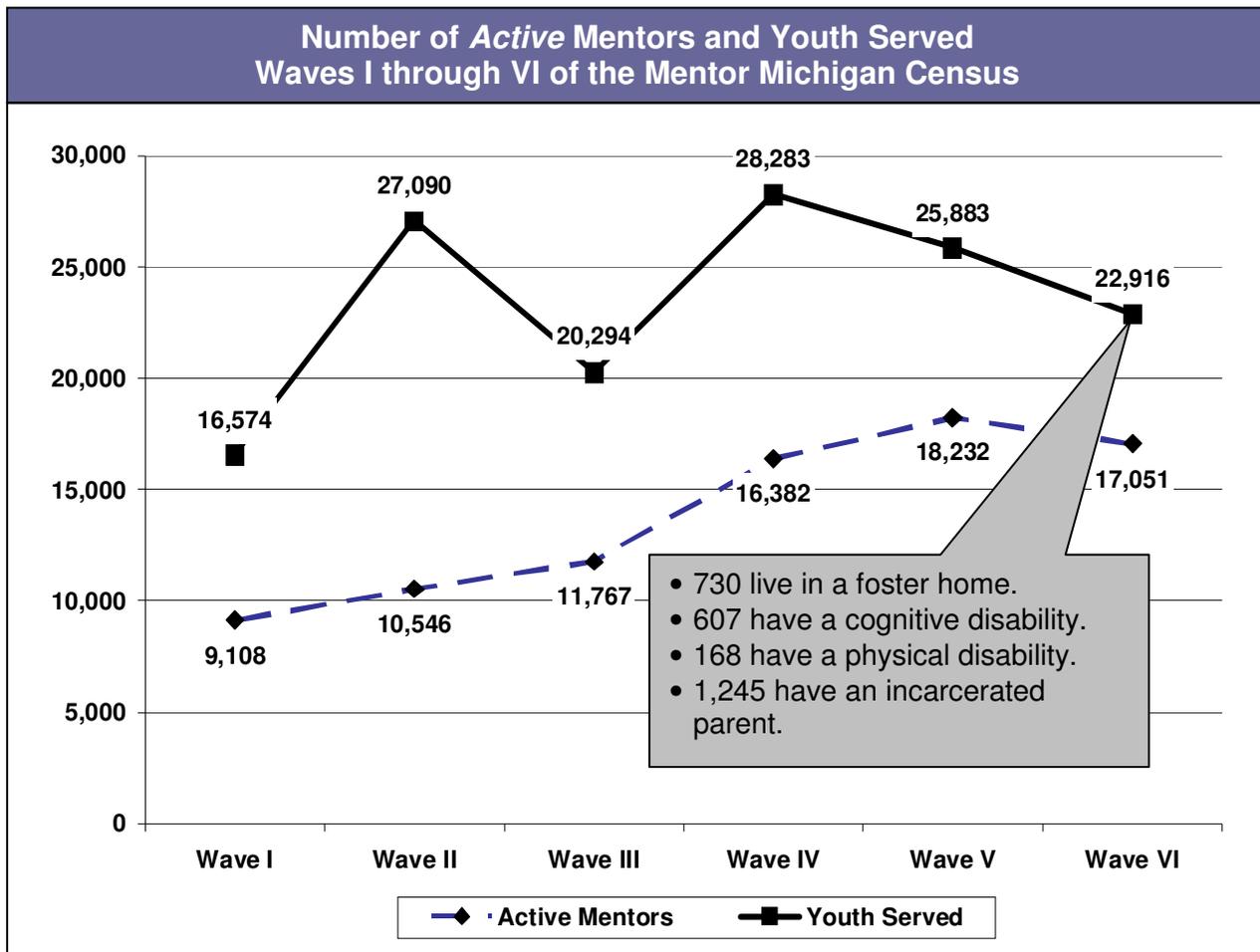
Mentoring Organizations

Wave VI of the Mentor Michigan Census (MMC) was conducted in September and October of 2008. One hundred and forty three mentoring organizations operating 239 distinct programs completed the Census, the *highest number ever recorded* for the MMC. These organizations operate mentoring programs in 47 of Michigan’s 83 counties. With 227 organizations in the Mentor Michigan Registry, this survey achieved a 63% response rate.

Numbers of Mentors and Youth Served

In order to better understand youth being served by mentoring programs in Michigan, for the first time in Wave VI additional data was collected regarding foster home and disability status of youth, as well as whether youth have an incarcerated parent. This data appears in the call-out box in the figure below.

This wave there were slight declines in both the number of children served and the number of active mentors compared to Wave V.



Demographics of Mentors and Youth Served

The table below summarizes the demographics of *mentors* across all six waves of the Mentor Michigan Census. In comparison to Wave V:

- The proportion of male mentors decreased by 2%
- The proportion of African American and Latino/a mentors decreased by 4% and 1% respectively
- The proportion of Caucasian mentors increased 3%

Demographics of Mentors Waves I through VI of the Mentor Michigan Census						
	Wave I %	Wave II %	Wave III %	Wave IV %	Wave V %	Wave VI %
Gender						
Male	34	32	33	35	38	36
Female	66	68	67	65	62	64
Race/Ethnicity						
Caucasian	76	78	72	70	68	71
African American	22	16	24	26	27	23
Latino/a	2	2	2	2	3	2
Native American	< 1	1	<1	<1	<1	<1
Asian American	< 1	2	1	<1	1	<1
Arab American	< 1	< 1	<1	<1	<1	<1
Other	< 1	< 1	<1	<1	<1	2
Age						
< 18	19	20	20	13	14	15
18 – 25	9	39	22	18	19	20
26-35 36-45 46-55	52	30	39	47	51	49
56-65	16	4	8	10	10	9
66+	4	7	11	13	6	6

Scope and Nature of Mentoring



The table below summarizes the demographics of *youth served* across all six waves of the Mentor Michigan Census. In comparison to Wave V:

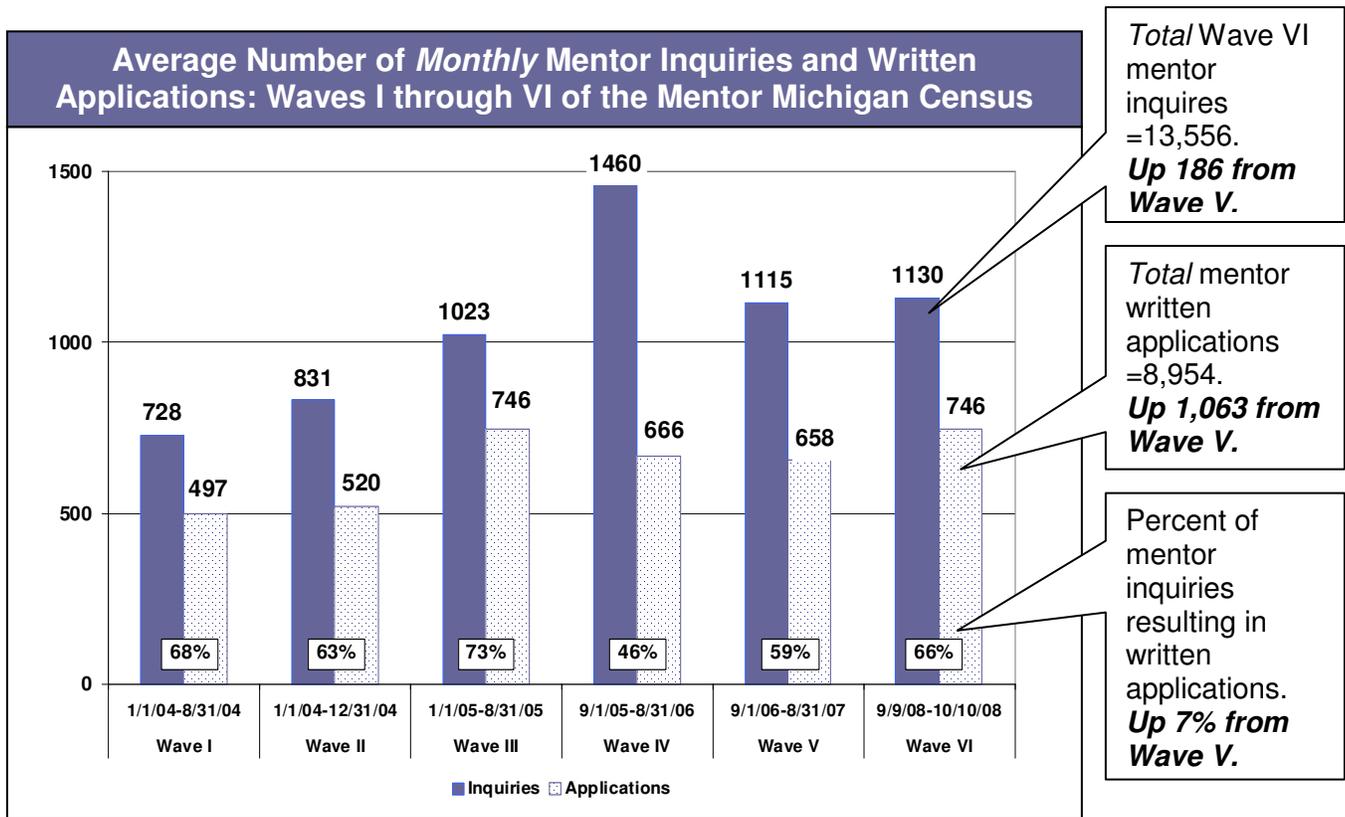
- The proportion of male youth served increased by 1%
- The proportion of African American and Latino/a youth served increased by 3% and 2% respectively
- The proportion of Caucasian youth served declined by 6%
- The proportion of youth served under the age of twelve declined by 12%
- The proportion of youth aged 15-18 increased by 9 percentage points

Demographics of Youth Served Waves I through VI of the Mentor Michigan Census						
	Wave I %	Wave II %	Wave III %	Wave IV %	Wave V %	Wave VI %
Gender						
Male	40	51	46	31	48	49
Female	60	49	54	69	52	51
Race/Ethnicity						
Caucasian	44	57	52	56	46	40
African American	47	36	36	33	42	45
Latino/a	5	4	6	6	7	9
Native American	2	1	1	1	2	2
Asian American	--	<1	1	1	<1	<1
Arab American	< 1	< 1	<1	<1	<1	<1
Other	--	2	3	3	2	3
Age						
< 5	--	4	21	6	2	1
6 – 11	35	59	38	56	53	42
12 – 14	45	17	21	22	28	29
15 – 18	18	20	18	14	16	25
19 – 25	2	< 1	2	1	<1	2

Funnel Measures

Inquiries and Applications

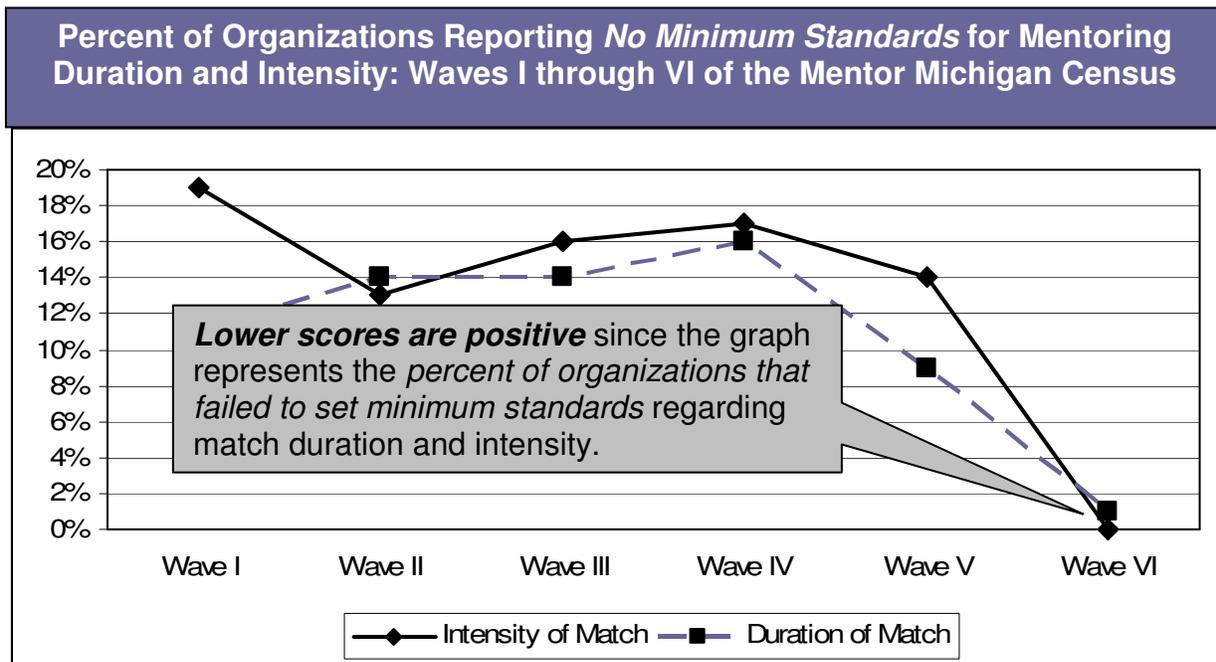
The figure below shows that the number of inquiries to become a mentor received by Michigan’s mentoring organizations is up slightly from last wave. In addition, there were *more serious inquires*, as defined by a larger proportion of inquiries that led to written applications. With 13,556 inquiries and almost 9,000 written applications received this year, 66% of inquiries result in the potential mentors completing an application. While community-based programs report receiving nearly twice as many inquiries as do school-based programs (8,901 to 4,511), 53% of community-based inquiries resulted in written applications. By contrast, 90% of school-based inquiries resulted in written applications.



Duration and Intensity

The mean duration of matches across Wave VI organizations was 13.5 months, while 64% of Wave VI organizations reported a minimum allowable match duration requirement of 9 months *or more*. Noteworthy is the fact that 9% of Wave V organizations failed to set standards regarding the minimum amount of time a match should last. This figure compares to 1% in Wave VI.

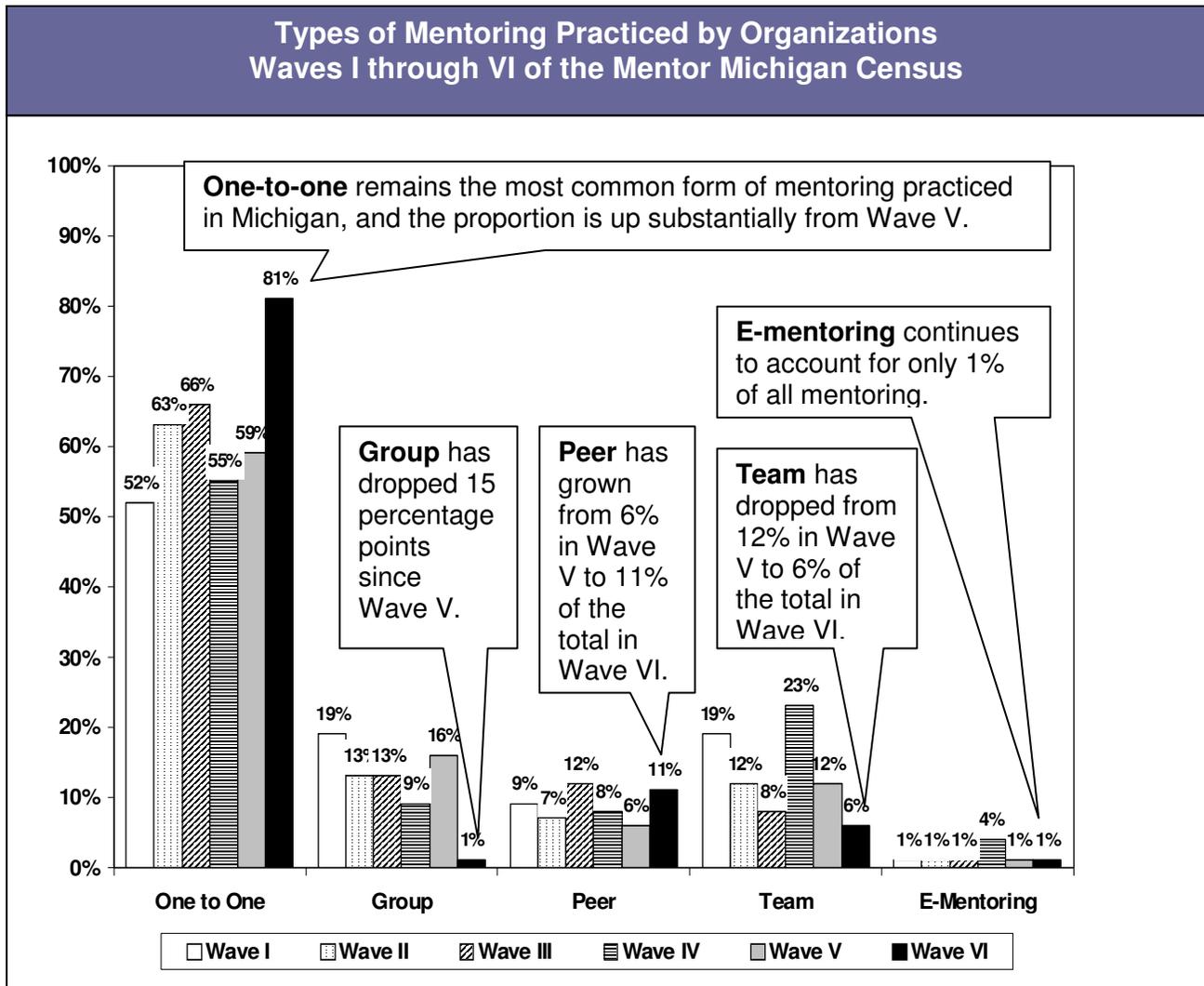
The intensity of matches, as measured by average minimum time per week required for a match to meet in person, was 2.4 hours across Wave VI organizations and 93% of Wave VI organizations require matches to spend at least one hour together weekly. In addition, 99% of organizations reported that they had implemented a minimum match intensity requirement (i.e. a minimum amount of face-to-face time for matches per week). This is another notable improvement, as 14% of Wave V organizations had no policy regarding the minimum time per week that matches were required to spend together.



Scope and Nature of Mentoring

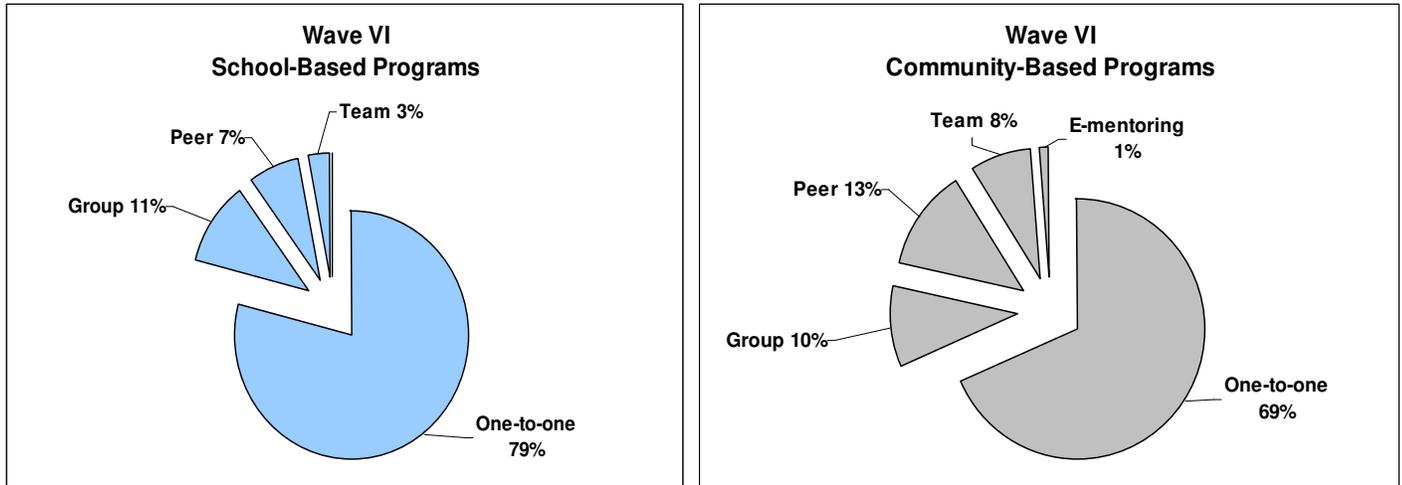
Types of Mentoring

One-to-one mentoring continues to be the most common form of mentoring practiced in Michigan. The figure below outlines types of mentoring practiced by organizations for all six waves of the Mentor Michigan Census.



Of the 239 programs surveyed, 56% are reported to be community-based in Wave VI and 52% in Wave V. School-based programs account for 36% of all Wave VI programs and 37% of all Wave V.

The charts below show that both community-based and school-based programs use mostly one-to-one mentoring (69% and 79% respectively). However, community-based programs use more peer and team mentoring than do their school-based counterparts.



Mentor Screening, Training and Support

Sixty-one percent of Wave VI organizations reporting indicate they use ICHAT, the “name only” state level background check, while 13% use the FBI fingerprint check. SafetyNet was used by 16% of organizations. The table on the following page identifies screening procedures by organizations throughout all waves of the MMC.

Organizations have consistently become more diligent in background checking in each wave of the MMC. In comparison to Wave V, the proportion of organizations screening is higher for all categories compared, with the exception of the Sex Offender Registry which remained constant at 69%.

Approximately three-quarters of organizations report they provide two or more hours of both pre-match, face-to-face mentor training and post-match support and training. The proportion of Wave VI organizations that provide some face-to-face *pre-match* training is up from 94% in Wave V to 97% in Wave VI. Likewise, the proportion of organizations that provide *post-match* support went from 91% in Wave V to 93% in Wave VI. For more detail on the training and support provided to mentors, refer to the Funnel Measures tables in Appendix A.

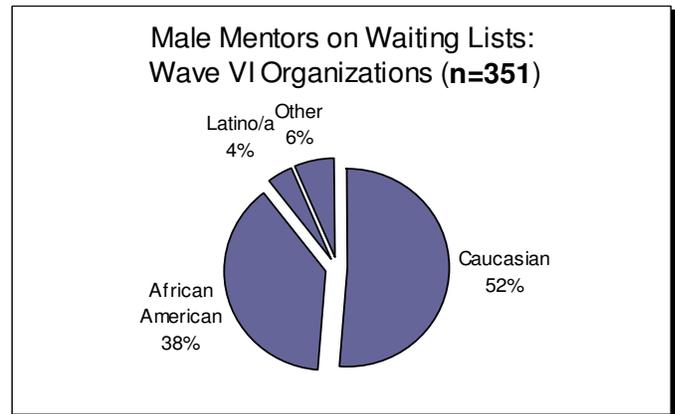
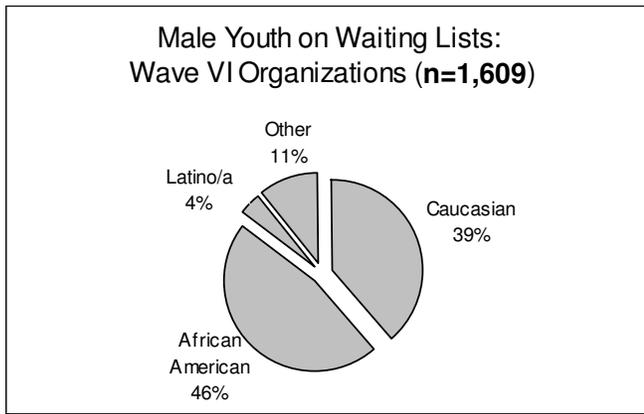
Screening Procedures Used by Mentoring Organizations Waves I through VI of the Mentor Michigan Census						
Screening Procedure	Wave I %	Wave II %	Wave III %	Wave IV %	Wave V %	Wave VI %
Registry-Based						
Criminal background check*	89	--	---	--	--	--
State criminal background check**	--	79	80	79	80	--
Federal criminal background check**	--	29	28	27	33	--
Fingerprint check***	--	--	11	13	15	--
Sex offender registry	60	64	59	62	69	69
Name only state check (ICHAT)^^^	--	--	--	--	--	61
Driving record/license	64	60	52	50	51	56
Child abuse registry	40	48	41	42	46	49
Name only national check^^^	--	--	--	--	--	16
FBI fingerprint check^^^	--	--	--	--	--	13
State only fingerprint check^^^	--	--	--	--	--	9
Other national fingerprint check^^^	--	--	--	--	--	3
In Person/ Written						
Personal interview	86	87	84	81	84	89
Written application	83	84	87	77	85	88
Personal character references	79	81	81	76	81	82
Employment references	44	33	35	24	29	31
Home visit**	--	9	11	8	11	17
Home assessment**	--	12	15	8	13	14
None of the above	3	6	5	5	3	2

* Asked only in Wave I. ** Added in Wave II. *** Added in Wave III. ^Dropped in Wave III.
^^Added in Wave IV. ^^^Added in Wave VI. NOTE: Not all categories shown

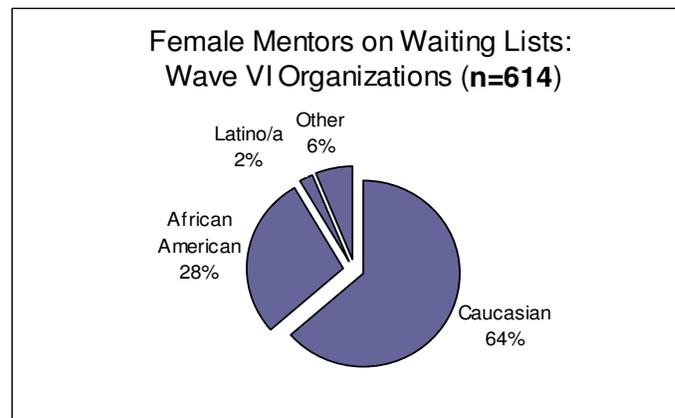
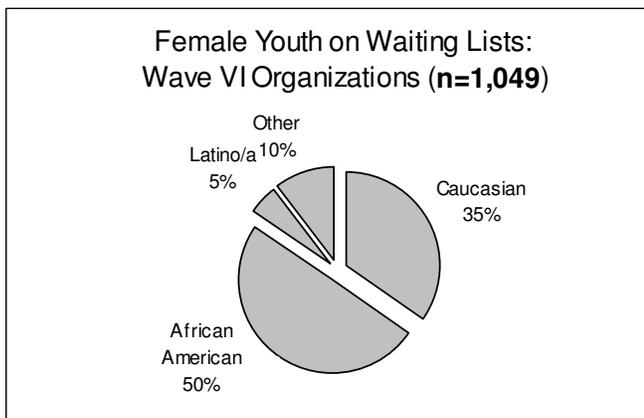
Demographics of Youth and Mentors on Waiting Lists

In Wave VI, a total of 3,028 youth (down from 3,452 in Wave V) and 999 mentors (down from 1,833 in Wave V) were reported to be on waiting lists. Of those, gender and race/ethnicity data was available for 88% of youth and 97% of mentors. These data are displayed in the pie graphs below. The number of youth who can benefit from a mentor is far greater than the number reflected on the formal waiting lists.

There are 4.6 times as many male youth as there are mentors on waiting lists for matches. When considering race, the largest proportion of male youth are African American, making up 46% of the total male youth on waiting lists.



There are 1.7 times as many female youth as there are mentors on waiting lists for matches. When considering race, the largest proportion of female youth are also African American, making up 50% of the total female youth on waiting lists.



The need for male mentors, especially African American men, is greatest in Southeast Michigan. There, 101 African American men are on waiting lists to be matched while 276 African American boys are waiting for a mentor. Similarly, 103 African American boys are on waiting lists in Southwest Michigan, where organizations report having no African American men waiting for a match.

This contrasts with organizations in the Northern/UP area, where five African American boys wait to be matched while there are no African American mentors on waiting lists

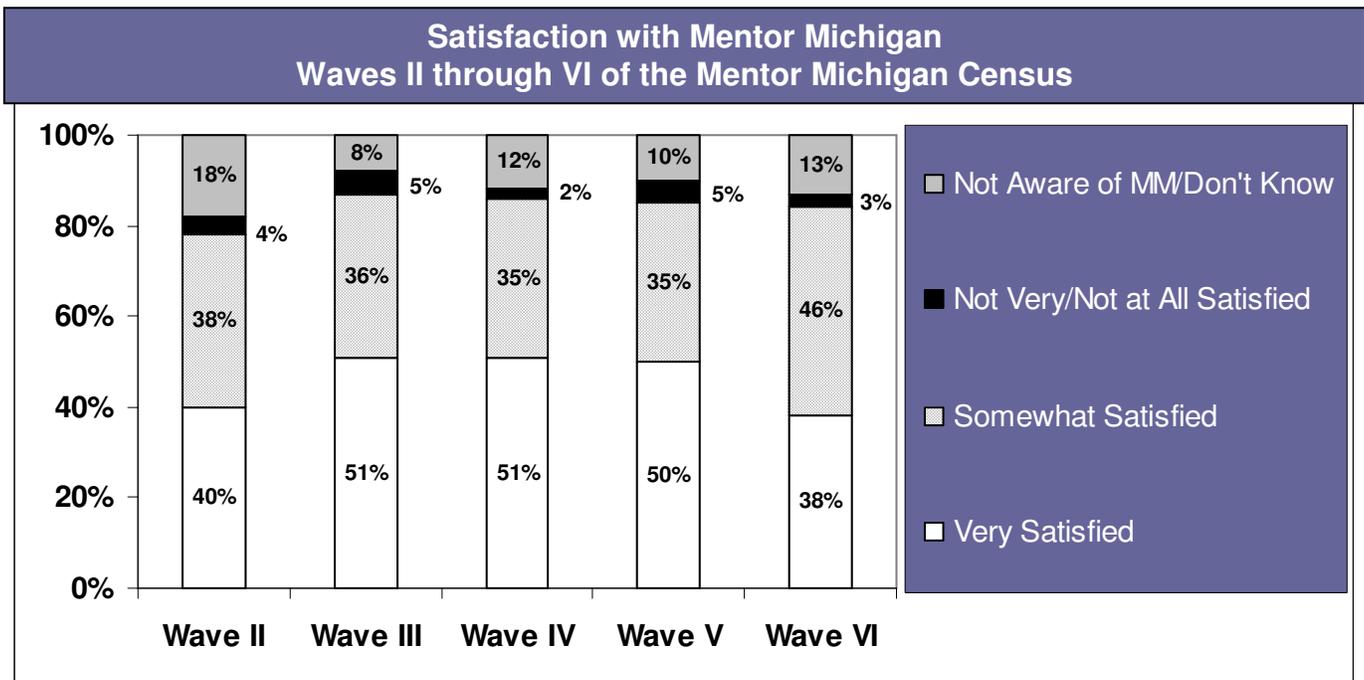
General Feedback for Mentor Michigan

Satisfaction with Mentor Michigan

General satisfaction with Mentor Michigan was measured on a four-point scale using the following question:

Overall, and considering all aspects of the service, information and resources provided, how satisfied are you with Mentor Michigan?

As the bar graph below indicates, overall, 84% of Wave VI and 85% of Wave V respondents were either “very” or “somewhat” satisfied with Mentor Michigan. At 38%, the proportion of respondents that were “very” satisfied with Mentor Michigan is down 12% from Wave V.



Level of Use and Helpfulness of Mentor Michigan Services

Level of use was measured in two ways: 1) using a *scale* with response options that ranged from “frequently used” to “never used” for some services, and 2) using a “yes/no” response option for other services. On the helpfulness scale, response options for all services ranged from “very helpful” to “not at all helpful” for all service categories.

Scope and Nature of Mentoring



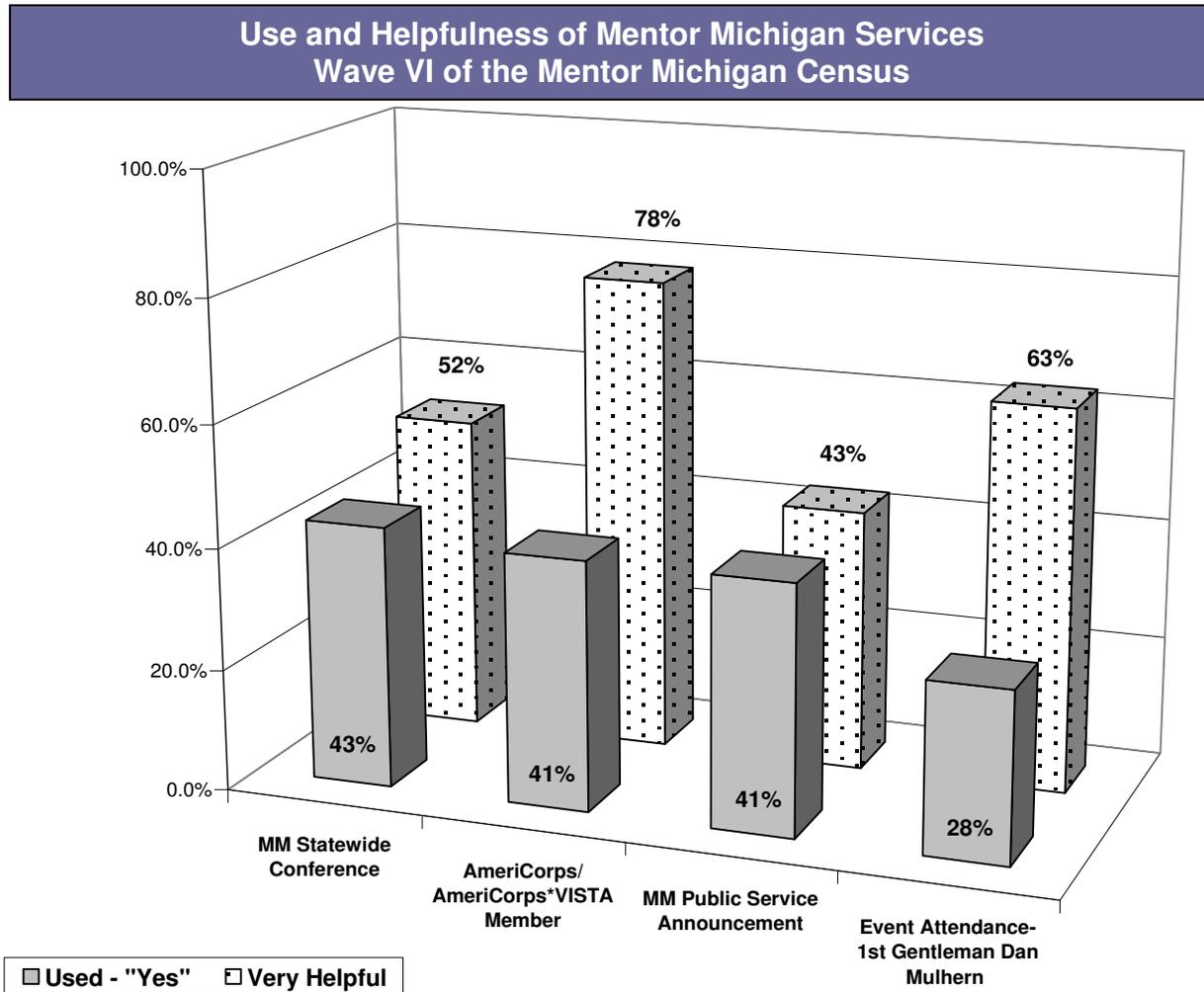
Out of the Mentor Michigan services surveyed, the *Mentor Michigan Quality Program Standards for Youth Mentoring* and the *Mentor Michigan Web site* were the most frequently used. Fifty-seven percent of respondents report that they “frequently” use the two services while 63% report that they “sometimes used” them. *Of those respondents that used the services*, just under half reported that the Mentor Michigan Quality Program Standards were very helpful to their ongoing work. About one-third of respondents thought the Web site was very helpful to ongoing work.

Frequency of use for the Mentor Michigan Census data was the lowest with 72% of respondents reporting that they either “rarely” or “never” use it. Of those respondents that used the data, 21% report that it was “very helpful” to their ongoing work.

For the remaining five Mentor Michigan services (National Mentoring Month activities/ programs, National Mentoring Month Toolkit, Mentor Michigan Listserv, Mentor Michigan Directory, and Mentor Michigan training sessions) the percentage of respondents reporting their use frequency as “rarely” or “never” ranged from 56% to 63%. “Very helpful” scores ranged from 22% to 31% for the proportion of respondents that used the services. It is worth noting that only a small handful of respondents (3% or less, depending on the service) found any given Mentor Michigan service “not at all helpful” to ongoing work.

Mentor Michigan Services Grouped by Frequency of Use and Helpfulness Wave VI of the Mentor Michigan Census				
FREQUENCY OF USE (% of respondents using service frequently/ sometimes)				
HELPFULNESS % of respondents reporting very helpful (of those that used service)		LOW 21-30	MEDIUM 31-40	HIGH 41+
	LOW 21-30	MM Census data	National Mentoring Month activities/ programs	MM Directory MM Listserv
	MEDIUM 31-40		National Mentoring Month Toolkit	MM Web site MM training sessions
	HIGH 41+			MM Quality Program Standards for Youth Mentoring

Responses for services used measured with the “yes/no” options are outlined in the figure below. More than 40% of respondents attended the statewide conference, used an AmeriCorps / AmeriCorps* Vista member, and used Mentor Michigan public service announcements. With respect to helpfulness, “very helpful to ongoing work” rankings for those three services were 52%, 78%, and 43% respectively. Twenty-eight percent of respondents had First Gentleman Dan Mulhern attend an event, and of those, 63% rated the service as very helpful.



Ideas About Mentor Michigan Service Provision

Respondents were asked to provide their ideas about the most important services Mentor Michigan can provide (excluding provision of funding). A key word search on all verbatim responses revealed that ideas relating to assistance with training, recruitment, provision of information, and help with publicity/marketing/public relations appeared frequently in the dataset. A subset of comments containing concrete ideas for improvement within these categories is displayed on the next page.

TRAINING

- *“Training that allows networking opportunities from other programs to allow sharing of ideas, resources, etc.”*
- *“Ongoing training in the mentoring standards and resources for trainers that are willing to come and train on-site.”*
- *“Training for volunteers.”*
- *“More training in the Upper Peninsula of Michigan.”*

RECRUITMENT

- *“Continue to help with recruitment efforts through recruitment suggestions, PSA’s, partnerships, and other ideas.”*
- *“General recruitment and awareness about mentoring.”*
- *“Statewide mentor recruitment activities where mentors are referred to local collaboratives.”*
- *“...male and minority recruitment.”*
- *“Ready-made recruitment tools, especially for males.”*

INFORMATION

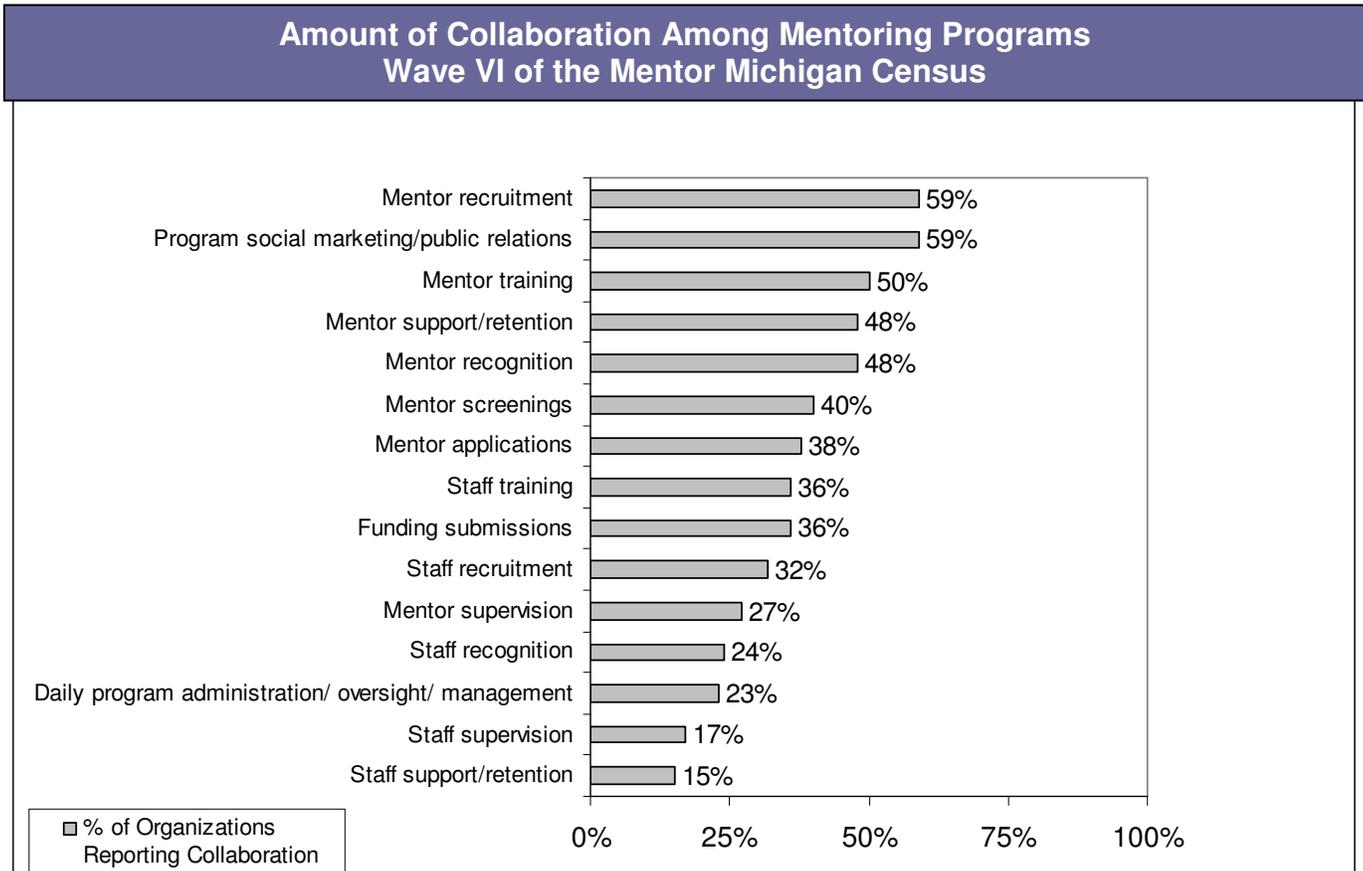
- *“Information on what mentoring opportunities are available.”*
- *“Mentor training information is always helpful to keep mentors up-to-date on new findings.”*
- *“Information on, training for, and development of an awareness of the teen peer mentoring programs in the state.”*
- *“Information on how to start a program geared to help children of an incarcerated parent.”*
- *“Information on where mentors can assist parents of students that have dropped out of school.”*
- *“More specific information on peer mentoring.”*
- *“I appreciate Mentor Michigan, but so much of the training and volunteer information is a duplicate of Big Brothers/Big Sisters information that I tend not to use it.”*
- *“Have more information available on your web site about mentoring foster youth and recruitment of mentors.”*
- *“Information about best practices for mentoring and tools for matching.”*

PUBLICITY

- *“Continue with the development of different PSAs and information article(s) that can be used to promote mentoring.”*
- *“Public service television announcements for Foster Grandparents and Senior Companion programs with the capability for local programs to add their contact information.”*
- *“Publicity! Keeping the idea of volunteering to mentor in front of the public as often as possible.”*
- *“Continuous work on Public Service Announcements regarding the importance of mentoring.”*
- *“Education to public about mentoring and Senior Corps (Foster Grandparent Program) and intergenerational mentoring. Giving back to your community—more PSAs with this theme.”*
- *“Public awareness of the value of mentoring in the lives of young people and the critical need for more mentors.”*
- *“Public Service Announcements pushing mentoring to the community.”*

Collaboration among Mentoring Programs

Collaboration among program staff varied widely depending on the programmatic function. The proportion of organizations collaborating was highest for mentor recruitment and program social marketing/public relations (59%). Collaboration was lowest for the category of staff support/retention (15%).



Numerous concrete ideas about how Mentor Michigan can support existing and new collaborative ventures between organizations were provided in Wave VI. Themes have been categorized, with reflective statements from each theme stated on the next two pages.

Theme 1: Provide “How To” Information

- *“...Often it is very time consuming to collaborate, so I guess finding ways to develop collaborative templates or recommendations on how best to collaborate, or having collaborative standards of practice may be helpful in setting up collaborations.”*
- *“Build a culture of “enforcing” the Quality Program Standards. Small programs that cannot meet standards need to see that collaborating and sharing resources may be the best way to afford to do more.”*
- *“Information on how to set up mentoring collaboratives in counties. How to market the idea of a collaborative - what are the pros of being involved in a collaborative, how do agencies work together to promote mentoring without stepping on each others’ toes in recruitment efforts.”*
- *“Greater awareness of programs and detailed information about operating procedures may help prevent duplication of services. Recruitment efforts might be pooled, and resources such as workshops for interested volunteers might be shared.*
- *“I am not... sure if this exists but perhaps there should be one person who acts as a liaison between their organization and Mentor Michigan. That person would be responsible for alerting (the) mentoring program of Mentor Michigan news and other information.”*

- *“More opportunities for Regional trainings, workshops, collaborative efforts... providing opportunities outside of Lansing and/or Detroit throughout the state for more agencies and individuals to have more opportunities to participate.”*
- *“Provide opportunities to network with other mentoring organizations during conferences...”*
- *“Host a statewide (or regional) event specifically marketed for programs to come to if they want to partner with another mentoring program. Then, have a networking session where it is broken up by region. Then, a session broken up by areas programs want to collaborate in (funding, training, staff support, etc).”*
- *“Perhaps a meeting in each county for mentor coordinators to meet each other, share ideas, and encourage one another.”*
- *“I think having quarterly meetings between local mentoring programs would be great.”*
- *“Host an annual forum for mentor organizations to share recruitment, management, community engagement, and fundraising strategies. In addition, assist in individual donor resource outreach and grant research and development.”*
- *“Provide unstructured time at conferences with roundtables for programs to meet each other and discuss specific issues and Best Practices.”*
- *“Provide an opportunity for mentoring program staff to get together and discuss/share ideas, stories, funding ideas, etc. There needs to be an extended amount of time for this with a leader to move it forward.”*
- *“Trainings being offered in regional areas to help with the cost, travel and community likeness. The expansion of bringing in other agencies to help develop additional support and program ideas.”*

Theme 2: Host Collaborative Gatherings

Theme 3: Establish Electronic Resources and Linkages

- *“... using the Mentor Michigan directory; provide training resources regarding the Mentor Michigan Quality Program Standards that allow organizations to discuss how their programs meet those standards and to share ideas with each other.”*
- *“If a site could be created to upload materials that one mentoring program has. Therefore allowing other mentoring programs (to) share ideas and information so each time a program needs to do something they are not re-creating the wheel.”*
- *“An online service that we could enter information to be accessed by other programs. This would be a quick way to solve problems in your own organization.”*
- *“Periodic emails that identify other organizations (within) Mentor Michigan that show some similarity with my organization.”*
- *“Provide dates to all mentoring organizations - calendar dates of collaborative meetings. This will give interested parties a chance to meet and gather information that could assist one's mentoring program.”*

Barriers to Operating Mentoring Programs

In Wave VI, barriers to operating a mentoring program were explored via a series of open ended questions. Respondents were asked about existing barriers in the following seven specific areas of program operation:

- 1) Recruitment of Mentors
- 2) Training of Mentors
- 3) Supervision of Mentors
- 4) Social Marketing/Public Relations
- 5) Retention/Support of Mentors
- 6) Administration/Oversight/Management of a Mentoring Program
- 7) Securing Funding

Responses for each of the seven categories have been summarized below. In addition several examples of word for word (i.e. verbatim) responses from the survey itself have been provided for each category. *A complete list* of verbatim responses has been provided to Mentor Michigan under a separate cover.

1. Recruitment of Mentors

A lack of available men in general, and African American in particular, were commonly cited obstacles to recruitment, along with lack of staffing and innovative recruitment ideas.

- *"Males do not volunteer."*
- *"Where to recruit and how to recruit more men."*
- *"Need for African American mentors."*
- *"Lack of innovative ideas."*
- *"Understaffing."*

2. Training of Mentors

Common barriers to training mentors included scheduling conflicts, time commitments required for training, space, and coordination.

- *"Finding a time and day that works for everyone."*
- *"Coordinating schedules for group trainings."*
- *"Scheduling conflicts."*
- *"Locations large enough to facilitate training."*

3. Supervision of Mentors

Inadequate staffing was a frequently cited barrier to the supervision of mentors, as were difficulties related to engaging mentors in the supervision process.

- *"Lack of response from volunteers."*
- *"Having enough staff to do so."*
- *"Motivating response from mentors."*
- *"Inadequate staff level."*
- *"Caseload sizes."*
- *"Staff time to support matches."*
- *"Engaging mentors to maintain contact after match."*

4. Social Marketing/Public Relations

Lack of staffing, materials, and funding for this function were barriers shared by many respondents.

- *“Revenue to do so.”*
- *“No staff to do this.”*
- *“Time and money.”*
- *“Cost.”*
- *“Good marketing materials and where to go to market.”*
- *“Money to afford good marketing materials.”*

5. Retention/Support of Mentors

Some respondents reported a lack of understanding about how best to retain and support mentors. Several others cited lack of time, staff, and funding within organizations. Students were also commonly mentioned as difficult to retain and support.

- *“How do you maintain volunteers?”*
- *“Make programs meaningful and fun.”*
- *“Need more training.”*
- *“Lack of staff time and funding.”*
- *“Breakdown of time to assist.”*
- *“Low budget/short staff.”*
- *“We have a high turnover/college students.”*
- *“College students leaving school.”*

6. Administration/Oversight/Support of a Mentoring Program

Many of the barriers cited in this response category were related to staffing, in particular, ensuring a basic level of staffing, turnover, and staff training.

- *“Minimal mgmt. experience; not enough supervision.”*
- *“Staff capacity.”*
- *“Staff turnover.”*
- *“Not enough time.”*
- *“Current administrator is only paid for 19 hrs.”*
- *“No staffing to run program.”*

7. Securing Funding

Lack of awareness about funding sources was a very common barrier in this category. Lack of time to secure funding was also widespread among respondents.

- *“Knowing sources and time to complete grants.”*
- *“Knowing what money is available.”*
- *“We need new avenues to explore for grants.”*
- *“Knowing where to start.”*
- *“There is no money.”*
- *“Not enough time to secure several small grants.”*
- *“Always a complicated affair.”*

In addition to the previously mentioned *specific categories of program operation*, a general follow up question was also asked about the *largest single barrier* to the operation of a mentoring program in the state of Michigan. A frequency count of responses to the follow up question revealed that 1) *Funding*, and 2) *Recruitment and Retention* were two widespread barriers amongst respondents. Comments in these two areas have been summarized below:

Funding

- *“Funding at levels that allow operating according to standards.”*
- *“Dwindling funding and increased competition for less dollars available.”*
- *“Need more funding to cover rising costs and to provide (for the) increase in need of our service.”*
- *“Finding funding to support the program – staff, program supplies, training folders and information, recognition, etc. I wish this wasn’t the case. Our program receives a lot of support from administration, staff, and community, but lacks the financial needs to keep moving forward in a strong direction.”*
- *“Consistent funding. Stop the one year grant cycle to local sites – make it 3 or 5 years so the initial investment of time and energy has time to develop, show impact, and more likely be sustained if funding dries up.”*
- *“Funding is definitely an issue. It cuts down on the number of activities that we are able to offer to our youth.”*
- *“Money, money, money. I am sure that is what everyone is saying. We operate a number of programs... for youth, and we have a two-person staff to oversee six programs and 300 volunteers. We would like to hire someone else, but we are operating at a HUGE deficit this year.”*
- *“Funding that allows for extended experiences and resources and the shortage of mentors that are drug free and free of criminal history.”*
- *“Funding. Also, I see the State of MI unsuccessfully trying to duplicate or invent new mentoring programs instead of funding existing programs.”*
- *“Funding. Our very successful program is run by two very dedicated volunteers. Our school has no money to add a paid position, and we can’t find grants to fund a position. We also have no space to hold mentor meetings at our school.”*
- *“Lack of funding for recruitment.”*
- *“Unrestricted funds/ fund development/ sustainable dollars.”*
- *“Consistent funding and awareness.”*

Recruitment and Retention

- *“Recruitment of Black male mentors for Black male adolescents and young adults.”*
- *“Recruitment of children and mentors.”*
- *“Acquiring volunteers for the program. Time and resources are very limited in this economy.”*
- *“Securing minority mentors.”*
- *“Mentor recruitment and retention.”*
- *“Lack of funding for recruitment.”*
- *“Recruitment of male mentors and caregiver follow through.”*
- *“Acquiring volunteers for the program. Time and resources are very limited in this economy.”*
- *“Staff retention, male recruitment.”*
- *“Getting and keeping mentors involved.”*
- *“Mentor retention.”*
- *“Qualified people.”*
- *“Keeping the mentors committed to the time requirements. For teens, a year is a long time to put aside and commit to and for adults, many do not realize they are moving in less than a year and/or that they do not have the time.”*
- *“Men are not encouraged enough to volunteer. It is a state-wide climate of non-volunteerism.”*
- *“Getting the community to take interest and being involved in another person life. Everyone states they have no extra time to commit.”*
- *“Staff Retention, Male Recruitment, Parental Support.”*
- *“There are not enough male mentors.”*
- *“Finding consistent volunteers.”*
- *“Acquiring volunteers for the program. Time and resources are very limited in this economy.”*
- *“Engaging youth into the idea of volunteerism. Youth with motivation lean toward school activities and are busy with the load of school work. Those [who] come from disadvantaged homes have less enthusiasm, lack of family support, or transportation to and from mentor meetings.”*
- *“Finding mentors.”*
- *“Finding mentors who are willing/able to volunteer a minimum amount of time.”*
- *“Finding male mentors is my biggest challenge.”*
- *“Getting & keeping mentors involved.”*
- *“Enough mentors.”*

While the exact questions about barriers were not asked in previous waves of the MMC, similar results were found in Wave V when respondents were asked to select from a list the programming functions for which they would like their board of directors to provide more support. The top four functions listed by respondents in Wave V were: 1) fundraising; 2) mentor recruitment; 3) program planning/evaluation; and 4) mentor training.

Appendix A
Funnel Measures Summary Table Totals by Waves

Question	Wave I 1/1/04- 9/1/04	Wave II 1/1/04- 2/28/05	Wave III 1/1/05- 8/31/05	Wave IV 9/1/05- 8/31/06	Wave V 9/1/06- 8/31/07	Wave VI 9/1/07- 8/31/08
Number of mentoring organizations	105	136	123	137	140	143
Number of inquiries to be a mentor	5,823	9,975	8,816	17,522	13,380	13,566
Monthly average	728	831	1,102	1,460	1,115	1,130
Number of written applications to be a mentor	3,976	6,249	5,973	8,000	7,891	8,954
Monthly average	497	520	747	666	658	746
Background check - [M.R.]						
Criminal background check*	89%	--	---	--	--	--
State criminal background check**	--	79%	80%	79%	80%	--
Federal criminal background check**	--	29	28	27	33	--
Fingerprint check***	--	--	11	13	15	--
FBI fingerprint check^^^	--	--	--	--	--	13%
Other national fingerprint check^^^	--	--	--	--	--	3
State only fingerprint check^^^	--	--	--	--	--	9
Name only national check^^^	--	--	--	--	--	16
Name only state check (ICHAT)^^^	--	--	--	--	--	61
Sex offender registry	60	64	59	62	69	69
Child abuse registry	40	48	41	42	46	49
Driving record/license	64	60	52	50	51	56
Personal character references	79	81	81	76	81	82
Employment references	44	33	35	24	29	31
Credit check^	3	1	--	--	--	4
Written application	83	84	87	77	85	88
Personal interview	86	87	84	81	84	89
Home assessment**	--	12	15	8	13	14
Home visit**	--	9	11	8	11	17
None of the above	3	6	5	5	3	2
Use SafetyNet to conduct background checks^^^						
Yes	--	--	--	--	--	16%
No	--	--	--	--	--	69
Don't Know	--	--	--	--	--	15
Youth served						
Total	16,574	27,090	20,294	28,283	25,883	22,916
Mean per Organization	157.8	199.2	114	206	185	160

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

Scope and Nature of Mentoring



Question	Wave I 1/1/04- 9/1/04	Wave II 1/1/04- 2/28/05	Wave III 1/1/05- 8/31/05	Wave IV 9/1/05- 8/31/06	Wave V 9/1/06- 8/31/07	Wave VI 9/1/07- 8/31/08
Total number of matches						
Percent of organizations reporting an increase	37%	40%	38%	41%	51%	55%
Percent of organizations reporting a decrease	12%	29%	15%	9%	15%	15%
Percent of organizations reporting no change	36%	25%	48%	27%	24%	23%
Don't know	16%	22%	22%	23%	9%	7%
Increased #	2,195	3,282	1,975	4,194	3,596	3,171
Decreased #	848	1,066	1,859	585	1,078	645
Net change #	1,347	2,216	116	3,609	2,518	2,526
Active mentors	9,108	10,546 ¹	11,767	16,382	18,232	17,051
		15,977 ²				
Mentors currently on waiting list	2,017	1,243	1,124	2,625	1,833	999
Youth currently on waiting list	2,345	3,428	3,311	4,081	3,452	3,028
Minimum time of mentor/youth match +++						
No minimum	11%	14%	14%	16%	9%	1%
1-2 months	3	1	4	1	2	2
3-5 months	10	15	6	10	5	7
6-8 months	21	11	18	16	15	21
9-11 months	16	22	19	19	19	26
12 months	31	28	32	28	42	36
More than 12 Months, less than 2 years	2	1	1	4	3	0
More than 2 years, less than 5 years	3	2	3	1	2	2
More than 5 years	1	--	1	0	1	0
Don't know	3	6	2	2	2	4
Average time for mentor/youth match +++						
No minimum	--	19%	4%	6%	5%	0%
1 – 2 months	1%	2	3	1	2	3
3 – 5 months	6	12	11	7	3	5
6 – 8 months	21	9	17	20	17	13
9 – 11 months	18	17	16	19	20	21
12 months	10	10	13	10	20	21
More than 12 months, less than 2 years	17	12	13	14	15	8
More than 2 years, less than 5 years	18	15	11	10	10	15
More than 5 years	1	7	3	2	2	0
Don't know	9	19	9	8	8	14

1 = Total for all of 2004

2 = Total as of 2/28/05

Scope and Nature of Mentoring



Question	Wave I 1/1/04- 9/1/04	Wave II 1/1/04- 2/28/05	Wave III 1/1/05- 8/31/05	Wave IV 9/1/05- 8/31/06	Wave V 9/1/06- 8/31/07	Wave VI 9/1/07- 8/31/08
Minimum time per week for mentor/youth match +++						
No minimum	19%	13%	16%	17%	14%	--
30 minutes / week	--	--	41	11	8	--
1 hour or less	38	42	16	39	48	55%
2 hours or less	23	15	2	13	15	21
3 hours or less	3	9	4	4	4	5
4 hours or less	5	2	1	6	4	5
5 hours or less	2	2	1	0	0	0
6 hours or more	--	2	4	0	0	7
More than 6 hours / week	4	9	6	3	4	--
Don't know	6	7	10	3	2	7
Number of hours in-person training for mentors +++						
None	5%	5%	4%	6%	6%	3%
Less than 1 hour	6	6	7	8	8	0
1 – 2 hours	25	20	25	22	29	17
2 – 4 hours	23	28	23	21	22	27
4 – 6 hours	9	7	9	14	12	20
6 – 8 hours	5	11	10	6	6	14
9 or more hours	13	15	15	13	16	13
Other	9	--	--	5	--	--
Don't know	5	8	7	3	1	6
Number after-match hours of mentor training/support +++						
None	--	--	--	6%	9%	7%
Less than 1 hour	--	--	--	4	8	0
1 – 2 hours	--	--	--	18	18	7
2 – 4 hours	--	--	--	15	12	14
4 – 6 hours	--	--	--	9	6	15
6 – 8 hours	--	--	--	7	10	12
9 or more hours	--	--	--	32	32	34
Don't know	--	--	--	6	4	11

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

+++ Note: This question was asked in an open-ended fashion this year while previous waves' question had structured categories. As a result, Wave VI data is not directly comparable to earlier waves.

Appendix B Background, Objectives and Method

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

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

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

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

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

This report covers Wave VI of the MMC, conducted in September and October of 2008. One hundred and forty three organizations responded to the survey, the largest number in Census history. With 227 organizations in the Mentor Michigan Registry, this survey achieved a 63% response rate. Of those 143 that responded in Wave VI, 43 also responded in Waves I and II, 51 also responded in Wave III, also responded in Wave IV, and 73 also responded in Wave V. Thus, 33 organizations reported for the first time in Wave VI (32 report that they “don’t know” about previous survey completions).

The MCC data were collected via an on-line survey. For the first five Waves of the MMC, there were approximately 60 questions in the survey. With Wave VI, the survey questions increased to 96. Approximately 30 of the questions for each wave are repeated for tracking purposes. The remaining questions are specific to each wave and focused on various items of interest to Mentor Michigan and its key constituents.

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

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

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

With Wave III, emphasis was placed on understanding adherence to the eleven Mentor Michigan Quality Program Standards. In Wave IV, additional sections gathered data on organizations' use of AmeriCorps and AmeriCorps*VISTA members, the partnerships they maintain, and the collaboratives they join. The Wave V survey again asked about the use of AmeriCorps and AmeriCorps*VISTA members, as well as gathered data on mentoring capacity.

For Wave VI of the census, organizations were asked not only which Mentor Michigan services they used, but how helpful they found each service. In addition, questions were asked regarding collaboration on mentoring efforts among programs.

Mentor Michigan has adopted the National Mentoring Partnership's definition of mentoring. "Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support, and encouragement aimed at developing the competence and character of the mentee." Responsible mentoring can take many forms:

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

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