

# **Mentoring A-Z Training Handbook**

**This handbook is in draft form and being distributed in the pilot phase of the Inclusion Mentoring Project, an initiative of Mass Mentoring Partnership (MMP) and Partners with Youth with Disabilities (PYD). The Inclusion Mentoring Project is a two-year initiative that has partnered the expertise of MMP and PYD to promote and provide resources to mentoring programs in Massachusetts to become more inclusive of youth with disabilities. This work is funded, in part, through The Mitsubishi Electric America Foundation, a non-profit foundation jointly funded by Mitsubishi Electric Corporation of Japan and its U.S. affiliates with the mission of contributing to a better world for us all by helping young people with disabilities, through technology, to maximize their potential and participation in society.**

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# **SECTION I**

## **ABOUT MASS MENTORING PARTNERSHIP**

## **Mass Mentoring Partnership...** *A Statewide Resource for Youth Mentoring*

### **Mission, Overview and Background of MMP**

With a network of more than 135 diverse mentoring programs representing close to 20,000 youth in formal mentoring relationships, MMP is the only statewide umbrella organization solely dedicated to the strategic expansion of youth mentoring in Massachusetts. We have a rich history of driving human, intellectual, and financial capital to the field of mentoring through many avenues, including training and technical assistance to organizations, mentors, and mentees; the execution of high-visibility mentor recruitment campaigns; and the attraction of increased public and private resources to the mentoring movement in Massachusetts.

The roots of MMP go back to 1989, when two Wall Street executives, Ray Chambers and Geoff Boisi, looked to act upon their belief in the impact of wise and trusted adults in the lives of youth. The idea of a National Mentoring Partnership was born – not to supplant direct service youth mentoring programs, but to learn from them, provide training and resources to expand them, and to multiply their number.

The National Mentoring Partnership immediately focused on building locally based partnerships to serve as an advocate and resource for the expansion and enrichment of mentoring. In Boston and Philadelphia, the movement took hold immediately. In 1992, Boston leaders Reverend J. Donald Monan, S.J. (then President of Boston College) and Paul C. O'Brien (then CEO of New England Telephone), pioneered a model of enlisting a strong leadership council from business, government, and the mentoring community itself, and opened the doors of the first local Mentoring Partnership, then called Greater Boston One-to-One. From the beginning, the Partnership called upon the experience of established direct service programs, such as Big Brothers, Big Sisters and Jewish Big Brothers & Big Sisters, as well as a diverse group of smaller-scale programs, such as Partners for Youth with Disabilities.

In 1998, to reflect the expansion of mentoring models and a commitment to providing statewide services, Greater Boston One-to-One underwent a name change to become Mass Mentoring Partnership (MMP). And in 2007, MMP expanded our organizational presence with the opening of an office in Springfield to support the four counties of Western Massachusetts.

### **Current Programs & Key Achievements**

To expand quality formal mentoring opportunities for youth, MMP's strategic focus is driving human, financial, and intellectual capital to the mentoring movement in Massachusetts.

- **Human Capital:** *We build awareness and motivation in key demographic segments to attract much-needed volunteer mentors and we connect potential volunteers with customized mentoring opportunities.*
  - **Web-Based Referral System:** MMP operates the only web-based referral system and telephone hotline for volunteers seeking to become mentors in Massachusetts. Our referral system utilizes our directory of mentoring programs across the state that meet quality standards.

- **Red Sox Mentoring Challenge:** MMP and the Boston Red Sox teamed up in Spring 2006 to create the Red Sox Mentoring Challenge, an on-air campaign during the baseball season asking viewers to “Step Up to the Plate” and become a mentor. The first season resulted in more than 320 mentor referrals, a 500% increase over referrals for that same time period the previous year.
- **National Mentoring Month:** MMP executes a holistic campaign to recruit mentors during National Mentoring Month every January. This includes distributing public service announcements to local stations with corporate underwriting to get optimal on-air placement. We also work with our network to help them gain exposure using the National Mentoring Month campaign as a hook with media outlets. In 2007, MMP partnered with Partners for Youth with Disabilities and the Harvard Mentoring Project at Harvard’s School of Public Health on the production of Public Service Announcements designed to recruit more individuals with disabilities to become mentors.
- **Workplace Mentoring Programs:** MMP targets workplace populations and their potential as efficient pools of mentors. We are currently working with more than 15 corporations to develop and implement mentoring programs by pairing them with schools and organizations in the company’s geographic area. MMP staff works closely with both the mentors from the workplace and the mentees to ensure that everyone involved is oriented and trained. We plan and facilitate energizing match kickoff events and provide ongoing programmatic support. Additionally, we have worked closely with the Commonwealth’s Human Resources Division to help establish, and now promote, and support the most generous mentoring leave policy in the country at eight hours per month for Commonwealth employees.
- **Match Activities:** A key challenge for smaller mentoring programs is finding subsidized activities for matches. These activities not only provide structured avenues for mentors and mentees to spend time together; they also contribute greatly to the overall recruitment of mentors and to mentor retention. MMP obtains passes to activities like IMAX, the Children’s Museum, the Museum of Fine Arts and sports events to distribute to programs. MMP also organizes the annual Mentoring Night at Fenway Park when 700 matches from across the state attend a Red Sox game together.
- **“Be a Champion for a Child” Campaign:** MMP developed the Bernie and Phyl’s “Be a Champion for a Child” promotion in conjunction with New England Patriots Radio WBCN, and Bianca and Vince Wilfork, Patriots nose tackle. Each home game of the Patriot’s season, MMP selects one mentor and mentee match to be Vince’s match of the game. Each match enjoys a game day experience and is highlighted during the Patriots broadcast.

- **Financial Capital:** *We provide information, advice, and guidance to promote mentoring and drive increased investment to the field.*
  - **Advocacy:** To attract increased public resources, MMP mobilizes our partners in an advocacy campaign, which for 2007 resulted in an 85% increase in the mentoring line item in the state budget. Additionally, during National Mentoring Month in January 2007, MMP partnered with Mass Service Alliance to organize the first “Youth Mentoring Day at the State House.” In an effort to galvanize Massachusetts elected officials around youth mentoring, this event featured and recognized Senate President Robert Travaglini, Senator Jarrett Barrios, and Senator Marc Pacheco.
  - **Forum on Youth Mentoring:** In January 2007 MMP held the first-ever Forum on Youth Mentoring to: raise the overall awareness of the youth mentoring field; make a case for mentoring as a critical component of any initiative focused on achieving positive outcomes for youth; and act as a call to action so that others will invest human financial and intellectual capital in mentoring. More than 110 people attended this inaugural event which featured many key local leaders as speakers including: Ted Kelly, Chairman, President and CEO of Liberty Mutual; Milton Little, President and CEO of United Way of Massachusetts Bay and Merrimack Valley; George Russell, Jr., Executive Vice President and Director of Community Affairs for State Street Corporation; Jean Rhodes, professor of psychology at UMass Boston and a leading youth mentoring researcher; and Reverend Michael Wheeler, Youth Transitional Coordinator of Boston TenPoint Coalition.
  - **Liberty Mutual Mentoring Initiative:** MMP partnered with Liberty Mutual on one of the largest corporate investments in mentoring in the country, the Liberty Mutual Mentoring Initiative (LMMI). This program provided: \$1.5 million over three years of direct funding to mentoring programs in ten target communities with the greatest unmet need; research to benchmark the field; and subsidized trainings from MMP for the grantees.
  - **Procter & Gamble:** MMP was recently one of three agencies selected by Procter and Gamble for funding through its Live, Learn, and Thrive program. With MMP as the convener and giving direction for this initiative, the funding is assisting three early-stage mentoring programs in Boston. with evaluation methods. MMP is using the opportunity to develop case studies and other learning methodologies to leverage the initiative to inform other programs.
- **Intellectual Capital:** *Mentoring programs are most effective when they are of high quality; we provide training and strategic services to ensure and increase the quality of mentoring programs.*
  - **Mentoring Institute:** MMP provides training and technical assistance to ensure that programs operate according to *Elements of Effective Practice*, the nationally accepted standards of practice for youth mentoring. This kind of training enables programs to learn to reach the research-based outcomes that

mentoring strives to achieve. We assist programs with program planning and development, provide advice on match strategy, train mentors and mentees, facilitate kick-off events, and provide ongoing technical assistance. MMP hosts bi-annual networking meetings in four regions of the state to provide a platform for program directors to discuss challenges and best practices. We also distribute e-bulletins that include relevant topics in mentoring, highlight existing programs and matches, and offer resources for program staff.

- **Inclusion Mentoring Initiative:** Funded by the Mitsubishi Electric America Foundation, MMP is currently collaborating with Partners for Youth with Disabilities (PYD) to ensure that the services we provide are inclusive of youth and mentors with disabilities and to assist our network of programs in expanding their competency in this area.
- **Quality-Based Membership Project:** Utilizing research from a New Sector Fellow as a foundation, we are engaged in a two-year plan to re-engineer our Training and Strategic Services around a dynamic, quality-based engagement and connection for mentoring programs at all stages of development. We recently received lead funding from State Street to pilot and implement this model to raise the quality of mentoring programs and provide a “seal of quality” to programs throughout the state.
- **Research:** Using the Liberty Mutual Mentoring Initiative research as a springboard, MMP recently published the findings of *Mass Mentoring Counts*, the broadest statewide research on youth mentoring ever conducted. The University of Massachusetts Donahue Institute conducted the work.

## **Overview of MMP's Training and Technical Assistance Resources to Grow High-Quality Youth Mentoring in Massachusetts**

### **TECHNICAL ASSISTANCE**

Mass Mentoring Partnership provides technical assistance for program start-up, capacity-building, and program renewal by identifying and sharing information on best practices, providing training, conducting on-site consultation, and providing other customized activities designed to increase the capacity of mentoring programs.

### **GROUP TRAINING WORKSHOPS**

#### **MENTORING A-Z:**

##### **Steps for Developing a High Quality, Responsible Mentoring Program**

This is an introductory workshop providing an overview of the steps to plan and maintain a mentoring program based on *Elements of Effective Practice*, the nationally recognized standards for youth mentoring. This session provides basic information on mentoring program models and structures, program development, and operational and management requirements for a mentoring programs. Participants will receive an introductory handbook on youth mentoring and program development.

MENTORING A-Z is designed for organizations considering or embarking on the start-up of a new mentoring initiative or new staff in established mentoring programs. Organizations are encouraged to send the team of individuals who will be collaborating on the start-up and management of the program.

MENTORING A-Z is scheduled monthly in Boston and during the fall and spring months in regions throughout Massachusetts. A MENTORING A-Z workshop can be held at your site and customized to meet your organization's structure and setting.

#### **MENTORING 101 FOR MENTORS:**

##### **An Interactive Basic Training for New Volunteer Mentors**

MMP's training and strategic services staff will plan and facilitate an introductory training workshop for new mentors at your site to help prepare them for their role and the mentoring relationship. This workshop will include role-playing, interactive exercises and discussion on

the roles and tasks of a mentor, address their expectations and concerns, focus on communication skills, and increase awareness of issues such as diversity, youth culture, and youth development. MENTORING 101 FOR MENTORS is scheduled to accommodate the needs of mentoring programs and takes place at their site. The mentoring program's staff is involved during the workshop.

### **MENTORING 101 FOR MENTEES:**

#### **An Introductory Workshop to Prepare Youth for the Mentoring Relationship**

MMP's training and strategic services staff will plan and facilitate group exercises and discussion for youth at your site to help prepare them for the mentoring relationship. This workshop will provide new mentees with the opportunity to learn more about what to expect and to address their concerns and questions prior to being matched with their mentor.

MENTORING 101 FOR MENTORS is scheduled to accommodate the needs of mentoring programs and takes place at their site. The mentoring program's staff is involved during the workshop.

### **NEW MATCH KICK-OFF:**

#### **An Opening Match Activity for New Mentor/Mentee Matches**

MMP's training and strategic services staff will plan and facilitate group activities designed to enable mentors and mentees to comfortably meet and spend time together for the first time.

NEW MATCH KICK-OFF is scheduled to accommodate the needs of mentoring programs and takes place at their site. The mentoring program's staff is involved during the workshop.

### **TRAIN THE TRAINER ON MENTORING 101:**

#### **How to Provide Introductory Mentor and Mentee Training for Your Program**

This is a two-day workshop to prepare mentoring program staff to plan and facilitate basic training within their own programs to prepare new volunteers to become mentors and to prepare youth for the mentoring relationship. The workshop provides participants with basic tools and skills for group facilitation including preparation and delivery techniques, strategies to approach challenging situations, and the opportunity to practice skills learned in a safe and comfortable setting. Participants will learn MMP's basic mentor and mentee orientation curricula and how the content can be modified to meet specific program's goals and target audiences. Staff will

receive a handbook that includes tools and resources on training and group facilitation for these target audiences as well as the MENTORING 101 curriculum.

TRAIN THE TRAINER ON MENTORING 101 is designed for program staff who are new to or who want to become more comfortable with group facilitation and/or want to learn MMP's core curriculum for training new mentors and new mentees to maximize the mentoring relationship.

### **MENTOR RECRUITMENT ON A SHOESTRING:**

#### **Learn How to Develop a Recruitment Strategy with a Limited Budget**

MMP's Manager of Mentor Recruitment provides participants with basic principles for marketing a mentoring program and recruiting volunteers to mentor youth. Topics include how to develop a year-round recruitment plan that includes goals, marketing and outreach strategies and success measures; how to develop a persuasive communications plan to promote a mentoring program and recruit the *right* volunteers; and how to more easily access resources and build relationships for marketing and mentor recruitment.

The workshop is targeted to staff of new or small mentoring programs that want to learn basic marketing and mentor recruitment skills, executive directors at small organizations, and mentoring program staff with multiple areas of responsibility.

For more information on MMP's training and technical assistance, please contact Sue Anne Endelman, Vice President for Training and Strategic Services, 617-695-2430, [saendelman@massmentors.org](mailto:saendelman@massmentors.org).

## **Contact the Mass Mentoring Partnership Staff**

### **Liz Britt**

Manager, Special Events & Development

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phone: 617.695.2439

Contact Liz about donations, grants, the annual Champions of Mentoring Breakfast, the Rodman Ride for Kids, and other fundraising events and ways to support MMP.

### **Sue Anne Endelman**

Vice President, Training & Strategic Services

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phone: 617.695.2430

Contact Sue Anne regarding mentoring program consultation and resources, program start-up, capacity building, organizational collaborations, research initiatives, quality standards for youth mentoring, and evaluation.

### **Marty Martinez**

Director, Program Services

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Contact Marty regarding training resources and curriculum development, mentoring program knowledge sharing, capacity building, quality standards for youth mentoring, and evaluation.

### **Chris McCue**

Director, Marketing & Mentor Recruitment

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phone: 617.695.2438

Contact Chris regarding media relations, cause-branding campaigns and partnerships, marketing collaborations, or corporate/workplace employee involvement in youth mentoring.

### **Rebel McKinley**

Western Massachusetts Director

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phone: 413.796.2372

Contact Rebel regarding if you are seeking services in Berkshire, Franklin, Hampden or

Hampshire counties: mentoring program training resources and technical assistance, media relations and inquiries, mentor referrals, strategic partnerships, and resource development.

### **Ingrid Peters**

Manager, Public Awareness & Outreach

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Contact Ingrid regarding the MMP web site, media inquiries, public service ads, and match activities.

### **David Shapiro**

President & Chief Executive Officer

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Contact David regarding MMP's overall leadership and management including strategic goals, multi-faceted strategic partnerships, governance, and fund development.

### **Beth Tallarico**

Director, Operations & Finance

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Contact Beth regarding financial matters, human resources, IT, and general inquiries.

## Partners for Youth with Disabilities

Founded in 1985, the mission of PYD is to empower young people with disabilities to reach their full potential for personal development by providing high quality one-to-one and group mentoring programs where adult mentors with disabilities act as positive role models and provide support, understanding and guidance for youth as they strive to reach their personal, educational and career goals.

As the first organization in the country to address the lack of individual and group mentoring programs for youth with disabilities, PYD is the leader in mentoring youth with disabilities. Twenty years ago, PYD took the initiative to use program models serving “at risk” youth, apply them to youth with disabilities, and experience extraordinary results. The organization is an innovator in providing entrepreneurial education, theatre programming, online mentoring, healthcare, fitness and recreational programs--all with a mentoring component--to youth with disabilities.

Through its success as a direct service provider, PYD has become a leader in the mentoring field, advocating for the inclusion of youth with disabilities on a national level. In 2003, PYD developed the National Disability Mentoring Council to provide a forum to discuss best practices, funding, research and other issues related to serving youth with disabilities through mentoring.

## **SECTION II**

# **MEETING THE NEEDS OF *ALL* YOUTH**

## Meeting the Needs of *All* Youth

Mass Mentoring Partnership (MMP) is committed to strategically expanding the availability of high quality mentoring programs to meet the needs of *all* youth statewide. MMP is solely dedicated to bringing youth mentoring to scale, ensuring that *all* young people will be connected with caring adults who will listen to them, stand by them, and guide them.

It has been well documented that all young people have basic needs that are critical to survival and healthy development: a sense of safety and structure; belonging and membership; self-worth and an ability to contribute; independence and control over one's life; closeness and several good relationships; competence and mastery. Professional experts from a wide-range of educational and helping professions have also documented that successful passage through adolescence requires "access to safe places, challenging experiences, and caring adults on a daily basis."<sup>1</sup>

In Massachusetts, more than 70,000 young people ages 15 and under are youth with disabilities – individuals that will soon be facing major transitions with respect to continuing their education, obtaining employment, and integrating into the community. More than half (53%) of all youth with disabilities in Massachusetts leave school before obtaining a high school diploma, a drop out rate three times the statewide average for non-disabled students. In addition to failing to graduate at staggering rates, youth with disabilities are exposed to discrimination and environmental factors that place them at very high risk for depression, low self-esteem, substance abuse, and other high-risk behaviors.

Youth with disabilities remain largely underserved by formal youth mentoring programs in the Commonwealth. Mass Mentoring Partnership's recently sponsored study *Mass Mentoring Counts*, conducted by the Donahue Institute of the University of Massachusetts, shows that more than 17,000 youth are currently served through mentoring programs in Massachusetts.<sup>2</sup> (The Executive Summary and full report of *Mass Mentoring Counts* can be found at [www.massmentors.org](http://www.massmentors.org).) However, lack of program accessibility, organizational knowledge, and staff training in serving youth with disabilities makes providing services for youth with disabilities in these programs a challenge gap that must be addressed.

In the spring of 2006, Mass Mentoring Partnership launched a collaboration with Partners for Youth with Disabilities to be a voice, advocate, and resource for inclusion of youth with disabilities within the mentoring field in Massachusetts. This training handbook represents one concrete example of MMP's commitment to expanding the availability of high quality mentoring programs to meet the needs of *all* youth statewide.

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<sup>1</sup> S.Zeldin and L. Price, eds., "Creating Supportive Communities for Adolescent Development: Challenges to scholars," *Journal of Adolescent Research* (10) (1) (1995)

<sup>2</sup> *Mass Mentoring Counts*, Mass Mentoring Partnership and Donahue Institute, UMass Boston, 2006

## **What is a disability?**

- ❑ According to the World Institute on Disability, there are four models of disability: moral, medical, rehabilitation and disability
- ❑ The Social Security Administration's definition of disability is tied into one's inability to work
- ❑ Legal definition of disability put forth from the Americans with Disabilities Act (ADA): An individual is considered to have a "disability" if s/he has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. Persons discriminated against because they have a known association or relationship with an individual with a disability also are protected.

## **What is Inclusion?**

Inclusion is the act of engaging people with disabilities in all our daily activities - at school, at work, at home and in the community.

## **What is a Reasonable Accommodation?**

Reasonable accommodation is a modification made in facilities, a job restructuring or rescheduling, or a modification of equipment and devices to make an environment accessible and useable by people with disabilities.

## Why Is Inclusion Important?

- **Inclusion benefits the entire program and its participants**

Quality inclusive programming benefits all participants by increasing engagement by all. Universal Design and Universal Design for Learning techniques assist not only to engage people with disabilities, but all those with diverse learning styles, such as those for whom English is a second language and those who may otherwise find it difficult to engage. Inclusive programming also promotes a welcoming environment that encourages cooperation, a sense of interdependence, and interaction. Inclusive language, communication, and recruitment techniques send the message that your program values all youth—helping everyone feel valued.

- **Programs have some legal obligation for inclusion**

1. **Section 504 (relates to any program that receives federal assistance)**

- Program must be accessible to people with disabilities
- Program must provide reasonable accommodations to allow a qualified person to receive services
- Section 504 does not require programs to take action that would fundamentally alter the nature of the program or would cause an undue financial or administrative burden

For more information about Section 504, see *Inclusion: Creating an Inclusive Environment*, published by the Corporation for National and Community Service

[http://www.nationalserviceresources.org/filemanager/download/inclusion/inclu\\_12.pdf](http://www.nationalserviceresources.org/filemanager/download/inclusion/inclu_12.pdf)

2. **The Americans with Disabilities Act (ADA)**

- The Americans with Disabilities Act (ADA) is a federal anti-discrimination law that prohibits discrimination against persons with disabilities.
- The ADA is the most recent and the broadest federal disability rights law.
- The ADA protects people with disabilities from discrimination by employers, state and local governments, and places of public accommodation.

For more information about the ADA, see [www.ada.org](http://www.ada.org)

- **It is the right thing to do**

All youth have a right to quality programming in their community. Mentoring has been shown to improve outcomes for youth, and youth with disabilities are no exception. Mentoring can assist youth with disabilities improve their independent living skills, transition outcomes, self-esteem, community involvement, and more.

## **Diversity and Inclusion Best Practices: Ten Tips for Your Organization**

### **1. The vision of a diverse and inclusive environment must be communicated broadly by the Board of Directors and senior management.**

A vision statement can be written and posted in newsletters, printed on registration materials, placed on organizational Web pages, and routinely used to remind staff and the general community that diversity and inclusion are a priority. (See Appendix or the web for examples of organizational diversity statements.)

### **2. Conduct an organizational assessment to identify factors that support an inclusive environment and those that present barriers.**

Identify systems and practices within the organization that will impact efforts to launch a successful inclusion initiative. (See Appendix for the “Simple Self-Assessment Guide for Organizations on the Inclusion of People with Disabilities” for a tool your organization can use or adapt for your assessment.

### **3. Develop an inclusion strategy to guide planning, decision-making, and implementation of initiatives, and consider including it in your overall diversity strategy.**

Strategic planning is critical to implementing change over time that supports inclusion and diversity.

### **4. If inclusion is a core value and priority of the organization, management of the organization will want to incorporate accountability for inclusion into the performance management and reward systems.**

Identify fair and equitable ways to measure the quality of inclusion efforts implemented by staff, and reward them through performance appraisals, salary increases, employee award programs and other mechanisms.

### **5. Include disability in your organization’s diversity strategy and link inclusion initiatives to the diversity strategy, as well as to other stated strategic goals.**

Inclusion/diversity initiatives that clearly relate to the organization's overall strategic goals are most likely to be successful. For instance, are you hoping to increase overall youth enrollment? Reflect how recruiting and including young people with disabilities will contribute to that goal; young people with disabilities make up 15% of the general 6-18 year old population.

**6. Do not confuse enrolling youth with disabilities in a program with an intentional inclusion strategy.**

You may already have young people with disabilities attending your youth programs. If they are full participants -- actively engaged, able to express themselves, taking on leadership roles, and considered equal to their peers --inclusion is happening. If they are on their own to meet their own needs, sit out of some activities because of their disability, assigned to a “buddy” or one-on-one with a volunteer or staff member, this is representation not **true inclusion**.

**7. Educate managers, employees, and other participants**

Staff and volunteer training are essential elements to create an inclusive environment. It should happen initially to announce the inclusion initiative and be provided overtime to upgrade staff skills and organizational effectiveness.

**8. Do not attempt more initiatives than can be accomplished with available resources.**

Start where you are. The organization’s strategic plan for inclusion should guide the use of resources and ensure universal access over time.

**9. Make sure all sponsored programs, events, materials, and activities are inclusive.**

Consider the diverse needs of all who may attend your programs, their ability levels, what they need to feel challenged and included. Program access is best accomplished when it is planned for in advance.

**10. Celebrate successes both internally and externally.**

Communicating about accomplishments sends the message that inclusion and diversity are valued.

Adapted from Easter Seals organization’s The IncludingAllKids.org Web site. Easter Seals constructed the Web site with funding from the Mitsubishi Electric America Foundation to assist youth organizations in actively engaging young people of all abilities.

Several examples of excellent practice in inclusion were taken from Boys and Girls Clubs of America, the National 4-H Council, National Wildlife Federation and Wilderness Inquiry, all collaborators with Easter Seals on inclusion projects funded by the Mitsubishi Electric America Foundation.

“We (young people) can only grow as much as there is room to grow.  
The space to grow is key.” -- *Shayla, program participant*

## **Inclusive Organizational Communication Strategies**

- Be sure staff is trained on inclusive communication tips. Using welcoming and inclusive language can set a tone in which all youth and volunteers feel included.
- Have various means available to communicate with mentors and mentees, such as instant messaging, telephone, email, and TTY machine (for deaf and hard of hearing).
- Use Universal Design for Learning techniques when developing trainings for mentors, mentees, and staff. For more information about Universal Design for Learning, go to <http://www.cast.org>.
- Have training materials available in hard copy and electronically. It is often helpful to have CDs of training materials available.
- Ensuring that materials are youth friendly is also a challenge. Use functions in word processing programs to measure readability, and for working with youth, try to keep it at grade 8 or lower.
- Review interviewing and screening materials to see if the following question is being asked, “Are any reasonable accommodations needed in order for you to be able to participate fully?”
- Have recruitment materials available both electronically and in hard copy format.
- Review your Web site to ensure it is compliant with accessibility standards. The Web Accessibility Initiative Web site ([www.w3.org](http://www.w3.org)) provides guidelines and resources to help make the Web accessible. These range from very short summaries, such as "Quick Tips to Make Accessible Web Sites," to resources on managing accessibility, to detailed technical references. Related resources for making the Web accessible are also available from other organizations, and many can be found on the Web.
- Review your brochures, website and other print materials to ensure that these materials, aligned with your program’s mission and goals, picture a diverse group of youth, including those from various age groups, various racial and ethnic groups, and youth with disabilities

**SECTION III:**  
**INTRODUCTION TO MENTORING**

## What Is 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.”<sup>3</sup>**

### **A mentor does this by:**

- **providing friendship**

Young people today do not get much of an opportunity to be friends with adults, especially adults who are going to listen to them.

- **providing access to new people, places and experiences**

It is important to be able to provide opportunities to mentees to which they otherwise might not have access. This does not mean just taking them outside of their familiar physical environment from time to time or making introductions to new people, but also challenging the mentee to broaden his/her own thinking and to consider new ideas or new ways of thinking about something..

- **being a positive role model**

Positive role models come into the lives of youth demonstrating behaviors that inspire, encourage, and build confidence through the ways in they connect and interact with the young person and others. A mentor who is a positive role model gives a mentee an example of who he/she can be/become.

- **acting as a resource broker**

A mentor strives to help a young person understand how to access resources to meet goals, address problems, and make thoughtful decisions.

### **A Mentor is not. . .**

Mentors cannot be all things to their mentees. Quite often when mentors run into problems in their relationships, it is because the mentor, the mentee or the parent/legal guardian did not understand the role of a mentor. The mentor may have taken on one of the following inappropriate roles:

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<sup>3</sup>*Elements of Effective Practice*, MENTOR/The National Mentoring Partnership

**A parent/legal guardian**

The role of the parent or legal guardian (governed by law) is to provide food, shelter, and clothing. It is not the mentor's role to fulfill these responsibilities. If the mentor believes his mentee is not receiving adequate support, he should contact the mentor program coordinator rather than try to meet these basic needs for his mentee.

**A social worker**

A social worker is a licensed professional with the necessary skills and training to assist in family issues. If a mentor is concerned about something in the mentee's home life, the mentor should share this with the mentor program coordinator, not assume the role of a social worker and attempt to solve the problem.

**A counselor, therapist, psychologist or psychiatrist**

A mentor is not a formal "counselor", therapist, psychologist or psychiatrist, all of whom are licensed professionals.

**An ATM**

Mentors don't have to have money to be a mentor; they give so much through the time they spend with a young person. The value of the support and guidance they give to a young person cannot be measured in dollars and cents.

Programs need to have clear policies on how money matters will be handled between mentors and mentees, particularly in community-based programs in which weekly activities are planned by the mentor and mentee. Program staff needs to articulate these policies to both mentors and mentees during their orientation and training. Clear guidelines that are familiar to both volunteers and youth will make it easier for both to navigate what can be a stressful aspect of the relationship.

A program's policy will want to encourage mentors to avoid situations, activities and/or actions that can be perceived as by a young person as "buying" their attention or positive regard. In general, a program policy should emphasize low-cost activities so that neither mentor nor mentee feels uncomfortable about the issue of spending money.

## **Mentor Qualities that Contribute to a Successful Relationship**

We know that for a mentoring relationship to have a more lasting positive impact on a young person, the mentor needs to demonstrate **these qualities**:

**Committed**- Successful mentors have a genuine desire to be part of young people's lives, to help them with tough decisions, and to see them fulfill their potential. They have to be willing and able to be invested in the mentoring relationship for the full term of the program's designated duration.

Research has documented that a young person who is part of a mentoring relationship that ends abruptly or before the designated term expected by the mentee is more harmed than if she were never in a mentoring relationship at all. Later in this handbook, we'll focus more about the importance of mentors planning for closure when the mentoring relationship comes to an end.

**Respectful**- Mentors who show respect for individuals, their abilities, and their right to make their own choices in life win the trust of their mentees and the privilege of providing guidance and advice to them. Mentors should not approach the mentee with the attitude that their own way is better, or that their mentee needs to be "rescued."

It is especially important to remember that youth with disabilities do not want things done for them. Just as with other young people, they want to be a part of all decisions that affect them.

**Good listener**- Most people can find someone who will give advice or express opinions. It's much harder to find someone who will suspend his or her own judgment and really listen. Mentors often help simply by listening, asking thoughtful questions, and giving mentees an opportunity to explore their own thoughts with a minimum of interference.

Very often, youth with disabilities, and those who face other challenges, are "spoken for" by their parents, their teachers, and other adults who are a part of their life. A mentor who demonstrates that he values a mentee's thoughts and feelings can help build the young person's confidence and self-esteem as well as model how the young person can communicate with other adults in his life.

The communication techniques we'll be discussing later on, like active listening, and making eye contact will help contribute to your skills as a good listener.

**Empathetic**-you need to be able to empathize with another person's struggles.

"Empathy has been described as being able to listen with not only eyes and ears but also with hearts and minds." (Jean Rhodes, *Stand by Me*). Effective mentors can feel "with" their mentees without feeling pity "for" them. Even without having had the same life experiences, they can empathize with their mentee's feelings and experiences.

**Resourceful**- The ability to see solutions and opportunities as well as barriers leads to successful mentoring. Effective mentors balance respect for the real and

serious problems faced by their mentee with an optimism about finding realistic solutions. They are practical, sharing their insights and personal experiences to encourage mentees to keep on task, and to set goals and priorities. Mentors use their personal experience and knowledge of resources to help their mentee to identify and fulfill their aspirations.

But remember, you don't have to have all the answers. One of the roles of a mentor is to seek out help, first from program staff, when needed. Sharing and demonstrating the importance of seeking out help and resources when needed can provide a valuable learning experience for your mentee.

**Patient-** Mentoring is a challenging experience, but the rewards for both you and your mentee are worth all the hard work. Mentors who are able to be patient even when feeling frustrated will be most successful, and will be able to figure out with their mentee how to make the relationship work.

**Persistent and consistent-** As with all relationships, the mentoring relationship will go through a few stages; often in the early stages, your mentee will likely do some testing. This may be to make sure you're really going to stick around.

She is probably used to seeing adults come in and out of her life; before she gets attached to you, she wants to be sure you're not going to do the same. You'll need to be persistent when you set up ground rules for the relationship and when you talk to your mentee about the commitment you've both made to the mentoring relationship. If you keep your commitment, you are making it much more likely that she will do, too..

**Flexible and open.** While you want to be sure to be persistent and consistent, you will also need to be flexible. Effective mentors recognize that relationships take time to develop and that communication is a two-way street. They are willing to take time to get to know their mentees, to learn new things that are important to their mentees (music, styles, philosophies, etc.) and even to be changed by their relationship.

**Open minded-** It is likely that you and your mentee are going to be very different from each other. Maybe you grew up in different countries, or maybe you come from different socio-economic backgrounds. Your mentee might have a disability, and maybe you don't. Or, maybe you just don't seem to have similar interests. One of the most important characteristics for a successful mentoring relationship is a willingness to appreciate these differences and the ability to help your mentee to do the same.

**Value driven-** At various points throughout your mentoring relationship, you will need and want to encourage and support your mentee to think about his own values. To do this successfully, you will need to model your own willingness to reflect on your values and the capacity to show respect for others' values. You will want to think about how you can use what you discover about each other's values as a learning experience with your mentee.

(Adapted from: United Way of America and The Enterprise Foundation, Source: Partnerships for Success: A Mentoring Program Manual, 1990.)

# RESEARCH FINDINGS ON THE IMPACT OF MENTORING and PROGRAM PRACTICES TO DRIVE POSITIVE OUTCOMES FOR YOUTH

Organizations of all types, their staff and community leadership will benefit from becoming familiar with the growing body of research findings on the impact that mentoring can have on the social, emotional, and cognitive development of youth. Even more important to those engaged in planning and implementing youth mentoring programs, the youth mentoring field's research findings lead to a set of quality standards of practice, the *Elements of Effective Practice*, that are most likely to provide favorable outcomes for youth participants. Armed with this knowledge, program planners can involve their organization's stakeholders in planning, implementing, and supporting a high-quality program that has the best opportunity to benefit our youth.

*"In a meta-analysis that examined what factors contributed to the success of mentoring program across different programs, DuBois et al (2002) found that programs that utilized greater number of theory-based best practices yielded more favorable results."*<sup>4</sup>

## General Findings:

- Positive relations with adults are crucial for youth to develop resiliency (Benard, 1991; Werner, 1990)
- Newly utilized as a formal "intervention" or "resiliency-building programming" but early results look promising (EMT, 2002)
- Overall meta-analysis of 55 program evaluations says programs only have modest benefit to an average youth; however, benefits improve significantly when "best practices" are employed (Dubois, 2002)
- Seems to be most successful when used in conjunction with other interventions (Jakeilek et al., 2002)
- Mentoring for populations with a lot of needs (e.g., children who have been abused or are involved in the juvenile justice system) may be most effective when combined with other resources, such as community service and life-skills training
- When mentoring is included as part of a multi-component interventions, it is most effective when the mentoring is integrated with the other program components (e.g.mentors serve as coaches who help youth put into practice skills learned in a life-skills curriculum) (Kuperminc et al)

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<sup>4</sup> "Applying the Principles of Prevention: What Do Prevention Practitioners Need to Know about What Works?" Maury Nation, Dana Keener, Abraham Wandersman & David DuBois, 5/12/05

- Best results in improving:
  - School attendance
  - Attitudes towards school
  - Preventing substance abuse
  - Promoting positive social attitudes and relationships
 (Jakeilek et al., 2002)
- Unsuccessful mentoring can harm youth! In fact, mentoring carries much greater capacity for damage than for improvement, though improvements are significant when mentoring is successful (EMT, 2002; Rhodes, Jakeilek et al., 2002)
- Only half of mentoring relationships last through the initial commitment, and relationships that terminate prematurely have potential for harm to the mentee (Spencer)

### **Recommended Program Practices:**

Research shows that mentoring is MOST effective in improving outcomes for youth when:

- Programs strongly adhere to guidelines for designing and implementing mentor programs, such as *Elements of Effective Practice* (DuBois)
- Two main approaches to mentoring have been identified: the developmental approach, where the relationship is youth-led, relatively unstructured and the mentor is viewed primarily as a social asset; a more goal-directed approach, where the relationship tends to be more mentor-led and structured, and there is typically a goal such as increasing academic achievement or teaching the youth specific skills.  
A number of researchers have suggested that a balance between these two types of mentoring is possible (Keller, Sipes) and may be even more beneficial (Larson)
- Programs perform in-depth assessment of relationship and contextual factors in the evaluation of programs (DuBois)
- Most important elements of effective mentoring are:
  - mentor commitment and follow-through
  - keeping things fun for mentee
  - having a positive developmental perspective
  - longer lasting matches
  - close and frequent contact between mentors & mentees
  - thorough training for mentors

- realistic training and recruitment
- monitoring of matches
- attention to social context of match (EMT, Rhodes, Jakeilek)
- Mentoring should be aimed at enhancing social skills, emotional well-being, improving cognitive skills via dialogue and listening, role modeling, and advocacy (EMT)
- Addressing multiple needs works best (EMT, Rhodes)
- Positive relationships (characterized by mutuality, trust, and empathy) are seen as the primary way that mentoring leads to improved outcomes for youth who are mentored. (Rhodes)
- The quality of the mentoring relationship is key (EMT)
- Sufficient dosage is important for mentoring programs to achieve results. Relationships that last for a year or longer are most beneficial, while those that are brief may have had negative effects on the youth that participated in them (Grossman and Rhodes, 2002) The amount of time that mentors spend with the youth they work with matters. A set number of meetings has not been identified, but regular contact (at least every couple of weeks) is recommended.
- Emotional closeness in relationships between mentors and youth is a stronger and more direct predictor of the perceived benefits and longevity of mentoring relationships than the frequency of contact between youth and mentors (Parra et al. 2002)
- Relatively little research to date has examined socioeconomic and cultural factors in mentoring programs. The research available suggest that while it is not necessary to match mentor to youth based on race, it is important to address cultural issues by assessing cultural factors and providing cultural-competency training to mentors (Sanchez & Colon, 2005)
- Mentor familiarity with mentee's family produces best outcomes for youth
- DuBois et al (2002) point out that providing on-going training to mentors was one of the factors that predicted better outcomes for youth

## ***The Elements of Effective Practice and Tool-Kit***

The *Elements of Effective Practice* and corresponding Tool-Kit were developed by a committee of experts in the field and published by MENTOR/The National Mentoring Partnership to provide guidance and resources to mentoring programs. It was designed and recently updated to reflect the latest in quality research, policies, and practice to assist with the start-up and on-going operation of mentoring programs. The Tool-Kit provides over 160 templates and tools that can be customized to fit a program's individual needs.

Topics include:

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

### **Where do I find the Elements of Effective Practice and Tool-Kit**

- *Elements of Effective Practice* is downloadable at [http://www.mentoring.org/program\\_staff/design/elements\\_of\\_effective\\_practice.php](http://www.mentoring.org/program_staff/design/elements_of_effective_practice.php)
- *Elements of Effective Practice* Tool-kit is downloadable in English and Spanish at [http://www.mentoring.org/program\\_staff/eptoolkit/index.php](http://www.mentoring.org/program_staff/eptoolkit/index.php)

**SECTION IV.**

**USING THE  
ELEMENTS OF EFFECTIVE PRACTICE  
TO  
DEVELOP YOUR MENTORING PROGRAM:**

*A framework for building a strong foundation*

## Planning to Plan: The Initial Phase of Program Development

This initial phase of program development may be the most significant stage of any new program initiative. This is the time to make sure that the external environment of the community and the internal environment of your organization are aligned on broad program goals so that there will be sufficient human and financial resources to carry out your program plan and to fulfill your program's objectives.

### Three “Big” Questions for You and Your Stakeholders to Consider

*(1) What is the need to be filled by starting this mentoring program?*

- Who are the youth you want to serve?
- What impacts on their lives do you want your program to make?
- What programs are already in place in your community to address the youth development needs?
- Are there gaps in services that can be addressed by starting this mentoring program?

*(2) What is our plan to identify and develop the human and financial resources required for start-up and on-going operation of a high-quality mentoring program?*

- What is my short-term plan to identify and develop the resources to initially fund the program?
- What is my long-term plan to identify and develop the resources to sustain the program over time?

A resource development plan includes resource development goals and objectives, strategies, timelines and assigned responsibilities for making the plan happen.

Remember that resource planning thinks about corporate, foundations and government grants, local business support, fundraising, community collaborations, and other forms of support such as in-kind donations.

*(3) What are the research-based practices that support positive outcomes for youth in mentoring relationships with volunteer adults? What are my organization's assets and challenges to implement these practices?*

- What kinds of staff structure and professional support are required to be in place for a mentoring program to maximize positive experiences for the youth and adult volunteers participating in the program?
- What infrastructure is in place at my organization to fulfill these requirements? What additional infrastructure and support will my organization need to access to fulfill these requirements?

## SECTION A.

### Program Design and Planning

The program design is the blueprint that will be followed to implement all other aspects of the program and the roadmap that will guide how the program is managed, operated, and evaluated.

When the program design phase is completed, the program planning team will have answered the following questions:

- What are the outcomes for the youth participants that the program is designed to achieve?
- What youth population will the program serve?
- How will the program design assure the inclusion of *all* youth within the scope of the organization's mission?
- What adult population will be targeted for recruitment as mentors?
- What type of mentoring model and structure will the program be based upon?
- What will be the focus of the mentoring sessions?
- Where, when, how often and for how long will the matches endure?

## **ESTABLISHING GOALS AND OBJECTIVES: A Framework for Program Design**

### **What Is a Goal?**

A goal is a general statement that provides a broad overview of your program. It helps to define the overall mechanism that you will use to accomplish your program mission. It arises from the philosophy of your particular organization, its needs, and the needs assessment conducted as the initial step in planning. You may decide that you have more than one goal for your program.

### **Examples of goals:**

- *Provide young people with the opportunity to explore careers through one-to-one relationships with adults*
- *Increase the success of local youth transitioning from middle school to high school*

For each goal, you will need a series of objectives.

### **What Are Objectives?**

Objectives state the specific intent and set specific targets to measure whether or not you are achieving your goals in a designated time frame. The best objectives are **SMART**:

**S**pecific: what will the results look like?

**M**easurable: can you measure success?

**A**chievable: can you do it with your resources?

**R**elevant: is it connected to your goals and mission?

**T**ime-based: when will you complete the task?

There should be a series of objectives for each goal.

### **Examples:**

**Goal:** *Provide young people with the opportunity to explore careers through one-to-one relationships with adults*

### **Objectives:**

1) *Recruit, train, and match 25 new mentors by October*

2) *Through monitoring and support, ensure that 75% of current matches endure for at least one year*

The objectives above can be tracked and easily measured.

Once you have established and written clear goals and objectives, the program design and implementation phases that follow will be easy to plan. Program design develops a framework for achieving the goals and meeting the objectives. In a sense, this is your program architecture.

**PROGRAM GOALS AND OBJECTIVES WORKSHEET**

It is now time for you to write one goal and two or three objectives for your mentoring program:

**Goal:**

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**Objective:**

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**Objective:**

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**Objective:**

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Adapted from *Elements of Effective Practice* toolkit and The Connecticut Mentoring Partnership, *Guide to Mentoring*, 2000.

## Types of Mentoring Programs

<b>Mentoring Model</b>	<b>Type of Mentoring Relationship</b>	<b>Location of Mentoring</b>	<b>Communication Method</b>	<b>Basic Steps to Make Program More Inclusive</b>
<b><i>Traditional one-to-one</i></b>	One-to-one between an adult and a youth	In the community, at a place of employment, school, community center, or faith-based organization	Face-to-face meetings, telephone, email, letters	Activities are held in accessible location, reasonable accommodations are provided if necessary, alternative formats of written documents are available, program has several ways to communicate with participants (TTY, phone, email), transportation barriers are considered for both mentors and mentees, and staff is trained regarding disability etiquette
<b><i>E-mentoring</i></b>	One-to-one between an adult and a youth via email and Internet	Places where mentees & mentors access the Internet	Email, chat, forums, or instant messaging. Face-to-face meetings can be scheduled	Participants have access to assistive technology if needed, email system is accessible to screen readers and other assistive technology, and staff is trained regarding disability etiquette
<b><i>Peer-to-peer</i></b>	One-to-one and/or group; youth mentor each other; often older youth serve as mentors to younger youth	In the community, at a place of employment, school, community center, or faith-based setting	Face-to-face, telephone, email, letters and/or face-to-face group interactions	School/place of business is an accessible location, reasonable accommodations are provided if necessary, alternative formats of written documents are available, program has several ways to communicate with participants (TTY, phone, email, etc.), transportation barriers are considered for mentors and mentees, and staff is trained regarding disability etiquette

<b>Mentoring Model</b>	<b>Type of Mentoring Relationship</b>	<b>Location of Mentoring</b>	<b>Communication Method</b>	<b>Basic Steps to Make Program More Inclusive</b>
<b><i>Group</i></b>	One adult mentor to a group of up to 4 youth mentees	In the community, at a place of employment, school, community center, or faith-based setting	Face-to-face group interactions; may include Internet forums and/or chats	Activities are held in accessible location, reasonable accommodations are provided if necessary, alternative formats of written documents are available, program has several ways to communicate with participants (TTY, phone, email, etc.), transportation barriers are considered for mentors and mentees, and staff is trained regarding disability etiquette.
<b><i>Team</i></b>	Several adult mentors to a small group of youth mentees in which the adult to youth ratio is not more than 1:4	In the community, at a place of employment, school, community center, or faith-based organization	Face-to-face group interactions; may include Internet forums and/or chats	Activities are held in accessible location, reasonable accommodations are provided if necessary, alternative formats of written documents are available, program has several ways to communicate with participants (TTY, phone, email, etc.), transportation barriers are considered for mentors and mentees, and staff is trained regarding disability etiquette.

## PROGRAM IMPLEMENTATION TIMELINE

(This timeline is designed to serve as a guide, as many mentoring programs take six to nine months to begin operating.)

Task	Description	Time Period
<b>PLANNING:</b>		Months One to Three
Pre-Planning	Conduct Needs Assessment.	Varies by Program
Pre-Program Development	Review the <i>Elements of Effective Practice</i>	
Structure the Mentoring Program	Determine the purpose, type of youth/student needs, goals, mentoring model, and structure of the program as outlined in the <i>Elements</i> .	
	Assign/hire program coordinator.	
	Form an advisory committee.	
	Develop/select forms and determine budget.	
<b>MENTOR/MENTEE RECRUITMENT AND SELECTION:</b>		Month Four
Mentor Recruitment	Identify potential sources for recruitment.	
	Develop public relations materials.	
	Make contacts and mail marketing/public relations information.	
	Follow up on all sources.	
Mentee Recruitment	Develop criteria for mentee selection.	
	Determine if prospective mentees meet criteria.	
Mentor/Mentee Selection	Select only those who fit the established criteria.	
Document Data about Mentees	Choose data to document on the basis of the outcomes you wish to accomplish. Also, disseminate a pre-mentoring survey to mentees.	
<b>ORIENTATION AND TRAINING:</b>		Months Five and Six
Pre-Orientation and Training	Identify trainers.	
	Conduct staff training.	
Mentor Orientation	Orient potential mentors to the program. Potential mentors complete application form and consent to a background check.	
Mentee Orientation	Orient interested youth to the program. Expectations should be clearly communicated. Potential mentees complete an application form. Parent permission is granted.	
Mentor Training	Mentors can attend a mentor training held by one of MENTOR's State or Local <i>Mentoring Partnerships</i> , or programs can conduct their own.	
Mentor Application Review, Screening and Selection	Applications are reviewed and screening/background checks are completed.	

<b>Task</b>	<b>Description</b>	<b>Time Period</b>
<b>MATCHING:</b>		
Pre-Matching	Develop criteria for matching.	Prior to orientation
	Match students and mentors on the basis of information from application (gender, interests, career interest, skills).	
Kick-Off	Formal opening of the program that allows for the first mentor/mentee meeting and “getting to know you” activities. Parents may be invited.	Varies according to program
Mentor/Mentee Activities	Arrange for group activities on a regular basis.	Could be held monthly, but should be held at least quarterly
	Assist mentors/mentees with activity ideas.	Regularly
<b>ONGOING MAINTENANCE AND SUPPORT:</b>		
Feedback from Mentors and Mentees	Determine a mechanism for getting regular feedback from the mentors and mentees.	Prior to mentor training
Additional Mentor Training and Support Sessions	Conduct regular mentor support meetings.	Varies according to the program
	Monitor mentor/mentee relationships.	Monthly
<b>RECOGNITION:</b>	Celebrate and recognize the accomplishments of the program and mentors’/mentees’ contributions. Invite stakeholders.	Annually at a minimum
<b>EVALUATION:</b>		
	Determine what outcomes to measure and evaluate.	During planning phase
	Collect data on participants and mentors related to your outcomes.	Monthly
	Measure outcomes and conduct evaluation.	Annually
	Review program progress and refine as needed.	Annually
	Reflect on and disseminate findings.	Annually

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Courtesy of and adapted from The Maryland Mentoring Partnership, *Vision to Reality: Mentoring Program Development Guide*, and Mentoring Partnership of Long Island, *The ABC’s of Mentoring*.

## **SECTION B.**

### **Program Operations**

The day-to-date operating procedures of a mentoring program greatly affect program quality and sustainability. Consistent and efficient everyday operations provide staff and all of the program participants with a clear understanding of what to expect and how to fulfill their respective responsibilities and roles.

#### **Eight Essential Functions for a Mentoring Program's Operations**

- ✓ **Recruiting mentors, mentees, and other volunteers who meet the eligibility requirements established through the program design and planning process**
- ✓ **Screening potential mentors and mentees**
- ✓ **Orienting and training mentors, mentees, and parents/caregivers**
- ✓ **Matching mentors and mentees using established criteria**
- ✓ **Providing a framework that will bring mentors and mentees together for mentoring sessions that fall within the parameters established through the program design and planning process**
- ✓ **Providing ongoing support, supervision, and monitoring of mentoring relationships**
- ✓ **Recognizing the contributions of all program participants**
- ✓ **Establishing a closure process and helping mentors and mentee reach closure**

**Mentors Want to Know:  
A Checklist of Information and Resources Volunteers Should Receive  
during Orientation and Training**

➤ **The Program**

- What are the program's primary and secondary goals?
- Does the program have specific "do's" and "don'ts"?
- Who does the mentor contact in an emergency?
- Who is the program's primary contact person and how and when can the person be reached?
- What things are considered when a match is made?
- How much time/how often do mentors spend time with their mentees?
- What kind of training is provided for mentors?
- Are mentors expected/allowed to contact their mentee by phone or email (if a site-based program)?
- Are there mentor/mentee support sessions or social gatherings that are planned by the program?
- Are there reports, logs, or evaluation tools mentors need to complete?
- Are there any other requirements or expectations for mentors?

➤ **The Mentees**

- What are the mentees like?
- What challenges do the mentees face?
- What is the typical background of the mentees in this program?
- Why would a mentee apply to be a part of this program?

➤ **The Relationship**

- What is the role of a mentor?
- How does a mentor know if he is doing or saying the right things?
- What if the match doesn't seem to go well?
- What should mentors and mentees talk about?
- How do mentors answer questions about sensitive issues (i.e. sexuality, drug use, birth control)?
- What do mentors do if they are not feeling satisfied with the mentoring relationship?
- Can mentors give mentees gifts or money?
- What can mentors do if they know they are going on vacation or a business trip?

➤ **The Mentee's Family or Caregiver**

- How do parents/caregivers feel about their child/teenager getting a mentor?
- How might the family/caregivers respond to a mentor?
- Are mentors expected and/or allowed to contact the mentee's parents or caregivers?
- How do mentors deal with situations when they think they might be giving guidance to their mentees that is in conflict with parental guidance?

## Disability Etiquette

[www.nod.org](http://www.nod.org)

One in five Americans has a disability. There is a good chance that you interact everyday with somebody who has a disability, perhaps without even knowing it. Sometimes people are uncomfortable around people with disabilities because they don't know how to act or what to say. Here are some general tips to make communicating easier.

1. First and most important - people with disabilities, like everyone else, deserve to be treated with dignity and respect. People with disabilities have different personalities and different preferences about how to do things. To find out what a person prefers, ask.
2. When you meet someone with a disability, it is appropriate to shake hands - even if a person has limited hand use or artificial limbs. Simply touch hands (or the person's prosthesis) to acknowledge his/her presence. Shaking the left hand is also fine.
3. Always ask before you assist a person with a disability, and then listen carefully to any instructions. Do not interfere with a person's full control over his/her own assistive devices. For example, before you push someone who uses a wheelchair, make sure to ask if they want to be pushed. Likewise, never move crutches or communication boards out of the reach of their owners without permission.
4. Remember, most people with disabilities want to serve as well as be served and enjoy assisting others.
5. Usually people with disabilities do not want to make the origin or details of their disability the first topic of conversation. In general, it's best not to ask personal questions until you've become real friends.
6. Be considerate of the extra time it might take a person with a disability to get some things done.
7. Speak directly to the person with a disability rather than to a companion or sign language interpreter who may be along.
8. Relax. Don't be embarrassed to use common expressions such as "I've got to run now," "See you later," or "Have you heard about" even if the person doesn't run, see or hear well. People with disabilities use these phrases all the time.
9. Some terms that might have sounded acceptable in the past, such as "crippled", "deaf and dumb" and "wheelchair-bound" are no longer accepted by people with disabilities. Many have negative

associations. Instead say "person with a disability," "Mary is deaf (or hard of hearing)" "Denise uses a wheelchair," and "Joe has mental retardation." This type of language focuses on the person first, and their disability afterwards.

10. Avoid excessive praise when people with disabilities accomplish normal tasks. Living with a disability is an adjustment, one most people have to make at some point in their lives, and does not require exaggerated compliments.

11. Don't lean on a person's wheelchair - it's considered an extension of personal space.

12. When you talk to a person in a wheelchair for more than a few minutes, try to sit down so that you will be at eye level with that person.

13. Don't pet a guide or companion dog while it's working.

14. Give unhurried attention to a person who has difficulty speaking. Don't pretend to understand when you don't -- ask the person to repeat what they said.

15. Speak calmly, slowly and directly to a person who is hard of hearing. Don't shout or speak in the person's ear. Your facial expressions, gestures, and body movements help in understanding. If you're not certain that you've been understood, write your message.

16. Greet a person who is visually impaired by telling the person your name and where you are. When you offer walking assistance, let the person take your arm and then tell him or her when you are approaching inclines or turning right or left.

17. Be aware that there are many people with disabilities that are not apparent. Just because you cannot see a disability does not mean it doesn't exist.

18. Whatever you do, don't let fear of saying or doing something "wrong" prevent you from getting to know someone who has a disability. If you are unsure of what to say when you first meet, try "hello."

19. Help make community events available to everyone. Hold them in wheelchair accessible locations. This makes it easier for everyone!

## **The Importance of Screening and Monitoring Mentors**

At the core of its design, a successful screening process “screens in” volunteers who have the commitment, motivation, and personal qualities to be great mentors, and “screens out” people who have the potential to harm youth or your program in any way.

### **I. Screening**

#### ***Why Do I Screen a Mentor?***

Screening is essential because it will:

- help your program’s mentor retention rate
- help keep your participants safe
- help your organization with risk management
- help ensure that you have quality mentors
- maximize the potential of making an effective match

#### ***How Do I Screen a Mentor?***

Screen a mentor by:

- having them complete an application that includes date of birth, social security number, and state/s of residence for at least the past five years
- conducting an in-person interview, preferably by at least two staff
- completing a criminal background check
- checking three references for a mentor (a mixture of personal and professional)
- screening every mentor using the same process, no matter who referred them or who they are
- keeping thorough records of the screening process
- conducting an in-home interview for community-based programs (strongly recommended)
- having them complete a pre-match training and orientation where his/her interpersonal skills can be observed

## *Massachusetts Law for Screening Volunteers*

### **M.G.L., Chapter 6: Section 172H**

Notwithstanding section 172 or any other general or special law to the contrary, any entity or organization primarily engaged in providing activities or program to children 18 years of age or less that accepts volunteers shall obtain all available criminal offender record information from the criminal history system board prior to accepting any person as a volunteer. Any entity or organization obtaining information under this section shall not disseminate such information any purpose other than to further the protection of children.

### ***Other Options for Criminal Background Checks***

- **SafetyNET:** a fingerprint-based search of the FBI's nationwide criminal database; any mentoring program in the country can get a FBI check on a volunteer for \$18.00 with results returned in 3-5 business days; for more information, [www.mentoring.org/SafetyNET](http://www.mentoring.org/SafetyNET)
- **County/local checks through the local police department**
- **Private vendor checks**
- **State sex offender registries**
- **Child abuse registries**

For more information on the components of volunteer screening, visit

[www.mentoring.org/program\\_staff/screening/components\\_of\\_volunteer\\_screening.php](http://www.mentoring.org/program_staff/screening/components_of_volunteer_screening.php)

## **II. Monitoring and Follow-up**

### ***Why do I Monitor a Match?***

Monitoring:

- keeps program staff connected to the program's participants
- keeps the communication open between program staff and participants
- allows the program staff to look for concerns
- allows the program staff to address concerns before they become a bigger issue

## ***How do I Monitor a Match?***

Monitor a match by:

- following-up by phone and in-person with the mentor and mentee (and parent/guardian if appropriate) regularly (more often at the beginning of the match)
- observing the match at group events
- building a relationship with the mentor and mentee (and parent/guardian if appropriate) so that they feel comfortable to contact program staff should issues or concerns arise
- tracking contact with mentors and mentees and keeping a record of follow-up
- watching for dramatic changes in the match and monitoring the “emotional barometer” of the participants

## **Reporting Suspected Abuse or Neglect of Youth: Guidelines for Mentoring Programs in Massachusetts**

Under Massachusetts law, the Department of Social Services (DSS) is the state agency that receives all reports of suspected abuse or neglect of children under the age of 18. State law requires professionals whose work brings them in contact with children to notify DSS if they suspect that a child has been—or is at risk of being—abused or neglected. DSS depends on reports from professional and other concerned individuals to learn about children who may need protection.

Under Massachusetts law, the Massachusetts Disabled Persons Projection Commission is the state agency that receives all reports of suspected abuse or neglect of any person who is disabled. Under the Massachusetts Disabled Person Protection Law, a disabled person is defined as an individual between the ages of 18-59 who is mentally retarded or otherwise mentally or physically disabled as a result of mental or physical disability; and who is wholly or partially dependent on others to meet his/her daily living needs.

### **Mentoring Program Staff are Mandated Reporters**

According to the Ombudsman's Office of the Department of Social Services, mentoring program staff are mandated reporters in the Commonwealth of Massachusetts and required to follow the procedures outlined in Chapter 119, sections 51 A-E of Massachusetts law. Only paid employees are mandated reporters.<sup>5</sup> Although there is no legal obligation for volunteers to report suspected abuse or neglect of children, mentoring programs are encouraged to familiarize their volunteers with the reporting procedure in their organization and encourage them to fulfill their moral responsibility to care for and protect youth.

Massachusetts law requires mandated reporters to immediately make an oral report to the Department of Social Services when, in their professional capacity, they have reasonable cause to believe that a child under the age of 18 years is suffering from abuse or neglect. A written report must be submitted to DSS within 48 hours after the oral report has been made. During the screening and investigation, mandated reporters are required, upon request by DSS, to disclose relevant information to the Department. Failure to make a report can be punished by a fine of up to \$1,000. Under the law, mandated reporters are protected from liability in any civil or criminal action and from any discriminatory or retaliatory action by an employer.

### How Are Abuse and Neglect Defined by Law?

Abuse means:

- The non-accidental commission of any act by a caretaker that causes or creates a substantial risk of physical or emotional injury or constitutes a sexual offense; or any sexual contact between a caretaker and a child under the care of the individual.

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<sup>5</sup> Conversation with Ombudsman's Office, Department of Social Services, Commonwealth of Massachusetts, March 2, 2007.

Neglect means:

- ❑ Failure by a caretaker, either deliberately or through negligence or inability, to take actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth or other essential care.

### What Does This Mean for Mentoring Programs?

- 1) Mentoring program staff who are paid employees are mandated reporters in the Commonwealth of Massachusetts and required to follow the procedures outlined in Chapter 119, sections 51 A-E of Massachusetts law. Although there is no legal obligation for volunteers to report suspected abuse or neglect of children, mentoring programs are encouraged to familiarize their volunteers with the reporting procedure in their organization and encourage them to fulfill their moral responsibility to care for and protect youth.
- 2) Educate and train the appropriate people in your organization about child abuse and neglect, Massachusetts law regarding mandated reporting, and the reporting requirements.
- 3) Develop a procedure for your organization for fulfilling the reporting requirements, and train your staff on the procedure. The organization's procedure should be a part of your employee handbook so that new staff are oriented and trained on the law, the reporting requirements, and the process your organization follows when making a report.
- 4) The mandated reporter's obligation and responsibility is to immediately make an oral report, not to first make a "judgment" about whether or not an incident or circumstance is reportable. It is the role of the Department of Social Services to investigate and make a determination about the information you provide.
- 5) Staff of mentoring programs are also mandated reporters with regards to Massachusetts Disabled Persons Protection Law. Any mandated reporter who has reasonable cause to believe that a disabled person is suffering from or has died as a result of abuse may make a report to:  
Massachusetts Disabled Protection Commission  
1-800-245-0062  
1-800-426-9009 (24 hour hotline)
- 6) Although there is no legal obligation for volunteers to report suspected abuse or neglect of children, mentoring programs are encouraged to familiarize their volunteers with the reporting procedure in their organization and encourage them to fulfill their moral responsibility to care for and protect youth.

See Appendix for additional information on *Child Abuse and Neglect Reporting: A Guide for Mandated Reporters*.

## RISK MANAGEMENT RESOURCES

**Alliance for Nonprofit Management**

[www.allianceonline.org](http://www.allianceonline.org)

**Office of Juvenile Justice and Delinquency Prevention**

Guidelines for the Screening of Persons Working with Children, the Elderly, and Individuals with Disabilities in Need of Support

<http://ojjdp.ncjrs.org/pubs/guidelines/contents.html>

***Mentoring Essentials: Risk Management for Mentoring Programs***

<http://emt.org/userfiles/RiskManagement.pdf>

**Nonprofit Risk Management Center**

[www.nonprofitrisk.org](http://www.nonprofitrisk.org)

## **SECTION C**

### **Program Management**

## Program Management

A well-managed program establishes credibility with participants, the community, donors, and all constituents to whom the program is accountable. In addition, solid management practices and procedures promote sustainability by building a solid organizational structure.

A checklist of program management practices to support a high-quality mentoring program:

- ✓ ***Form an advisory committee and/or Board of Directors that is representative of the community served by the mentoring program; develop clearly defined roles and responsibilities for the advisory committee and/or Board of Directors. Include youth, alumni of your program, and organizations that may have been supportive of your past work.***
- ✓ ***Develop systems for managing program information including financial records, personnel and volunteer records, documentation and tracking of mentor/mentee matches and program activities, actions related to risk management, and reports of program evaluation***
- ✓ ***Create a diversified resource development plan that includes support from foundations, government agencies, individual donors, corporate sponsors, local businesses, and fundraising special events***
- ✓ ***Develop a quality-assurance plan to regularly monitor the program that includes regular review of policies, procedures, and operations; reports to the advisory committee and/or Board of Directors on the program's progress; benchmarking matches' progress in meeting program goals; assessments of customer service***
- ✓ ***Create a professional development plan for staff to deepen staff skills and knowledge, promote staff retention, and contribute to professional satisfaction***
- ✓ ***Advocate for mentoring at the local, state, and federal level to influence public policy, and increase human and financial capital for youth mentoring programs***
- ✓ ***Develop a public relations and communications plan to ensure that you can recruit and retain mentors, increase public awareness of and financial support for your program, and recognize volunteers and supporters***

## Who Are Your Program's Stakeholders?

Every mentoring program has stakeholders that bring a unique perspective and distinct interests to the program. Stakeholders can include parents, mentors, mentees, executive staff, program staff, an advisory committee or Board of Directors, donors, and the community. During initial program development and ongoing management, it is essential to consider the needs and perspectives of your stakeholders.

This is an activity that can be helpful for the planning team to use in the early stages of developing a mentoring program to help sharpen their focus on the needs and priorities of the various stakeholders associated with the program's development and implementation.

### Activity Directions:

- Divide large group into small groups of 8.
- Give every group member a note card with one of the following titles on the front of the card: mentee, mentor, board member, parent, program staff, executive staff, donor, community.
- Say to the group: Each of you has a note card. On the front is the name of a program stakeholder. On the back of your card, please list the three things that would be most important to this particular stakeholder in terms of a mentoring program.
- Give the group 5 minutes to list their answers.
- Give the group 10-15 minutes to share their answers within their small group.

### Debrief:

- Have individuals share their thoughts regarding the exercise. What did this activity make them think about? Any new realizations?

### Lessons Learned:

- There are many stakeholders in a mentoring program: mentees, mentors, board members, parents, program staff, executive staff, donors, and the community.
- Each stakeholder has priorities as well as individual needs that may be met through the services being contemplated by the organization. Sometimes the priorities can be in competition.
- For example, a parent's priority might be a thorough and comprehensive background check for mentors, and a mentor's priority might be a quick turn around time processing his/her application. A funder's priority might be serving the high number of youth, while a program staff's priority might be limiting the number of match-to-staff ratio to ensure every match can be monitored and supported to reach its full potential.
- This activity should get individuals thinking about all of the considerations when developing and managing a mentoring program.

## MENTOR RECRUITMENT

Recruiting adult mentors to serve youth is one of the two greatest challenges for most programs in Massachusetts. A structured recruitment plan, which is well implemented, will increase the chances of success. Many programs worry that they cannot recruit mentors because they have limited resources and funding, but even on a small budget it is still possible to effectively promote volunteer opportunities within your organization.

### Some Basic Principles:

1. **Recruitment messages must be targeted**—if it is aimed at no one in particular, no one will respond. Identifying who you want to become mentors with your program will help get your message out. Messages that have a call to action and include testimonials for your organization are most effective.
2. **Positively describe your program in simple language**—communicate a clear mission (or a set of goals) as well as a clear “job description” for volunteers. When getting your message out to the public, always include contact information on all communications.
3. **Be persistent and realize the decision to volunteer is usually a two-step process**—first, a person generally thinks about becoming a volunteer a few times. Second, a “trigger” event transforms this general thought into concrete action. It is important for your organization or program to maintain good visibility and name recognition in the local community so that your job is easier when you target potential volunteers. See every interaction with the public as raising public awareness of your program. Your flyer, ad, or recruitment event may be the trigger someone needs to actually become a volunteer. Common triggers are:
  - Someone they know asks them to mentor in a specific organization.
  - They learn about mentoring through an organization to which they belong.
  - A family member or friend would benefit from their volunteering.
4. **Quality over quantity—don’t start recruiting volunteers if you are not ready** to move them into your screening and training process. A large number of volunteers report lack of response from organizations or a prolonged process as one reason they don’t become mentors.
5. **Mentors are where *you* find them!** There is no “right” method that works for all programs. Successful recruitment takes patience, persistence and creativity.

In a survey conducted in March 2006, approximately 80 percent of programs in MMP’s network reported that next to media exposure, current mentor referrals and word of mouth were the most effective ways to recruit mentors.

6. **Create a written plan**—a written plan that includes goals, a timeline, names of persons responsible, and a budget will help to keep you organized.

### **Key Research Findings Help to Identify Who Is Most Likely to Become Mentors:**

- ▶ Women (mostly middle-aged, white) are more likely than men to volunteer.
- ▶ Men volunteer at lower rates than women, particularly Black and Hispanic men. Yet ironically, Black men who volunteer are more likely to volunteer as mentors.
- ▶ College students are likely to volunteer for short-term opportunities due to vacation schedules, out-of-state travel, and exams.
- ▶ Individuals with higher incomes and more education tend to volunteer and sustain longer relationships, perhaps because they feel more confident that they have something to offer.
- ▶ Older adults are more likely to volunteer for school-based programs.

### **Developing a Recruitment Plan: The Recruitment Checklist:**

- Identify target audiences
- Identify potential partners
- Identify the number of new mentors you want to recruit and a deadline for recruiting them
- Decide on the recruitment strategies you will use (from best practices, wholesale recruitment and potential partnerships)
- Develop a recruitment timeline and assigned staff (or volunteers) to be responsible for each item in the timeline;
- Define the eligibility requirements and preferences for mentor (Mentor Description)
- Identify factors that could motivate members of your target audience(s) to volunteer
- Create a recruitment message and materials
- Targeted recruitment materials for men, college students, older adults, ESL and corporations may be necessary.
- Remember to show the diversity of your community and the youth you serve on your materials
- Create a presentation to give to community groups that will help people become excited about the possibility of becoming a mentor.

## MMP Volunteer Web Referral System

Mass Mentoring Partnership has a Volunteer Web Referral System online at [www.massmentors.org](http://www.massmentors.org). The Volunteer Web Referral System is a free service designed to connect potential volunteers to mentoring programs across the Commonwealth. The web referral system is supported by MENTOR/the National Mentoring Partnership and makes it easy to recruit volunteers. It allows program providers to place their organization's mentoring opportunities online, track and manage your referrals in one place. Through this system, potential volunteers search for mentoring opportunities by zip code and contact programs through our system.

**Note:** The database is also the primary source of program information for MMP, and it is important to keep your program's contact information updated to be able to receive volunteer referrals and other pertinent information on trainings, advocacy issues, special events and fun opportunities for matches in your program. Program information that is up to date will remain at the top of the program list.

**\*\*Please note that Mass Mentoring Partnership takes great care in referring prospective mentors to your program. However, we do NOT screen or interview volunteers prior to referring them to a program. We depend on the programs to properly screen all volunteers referred by Mass Mentoring Partnership and we do not consider ourselves privy to any confidential information obtained about referred volunteers after they contact your program.**

### Resources on Mentor Recruitment

Marketing for the Recruitment of Mentors: A Workbook for Finding and Attracting Volunteers. National Mentoring Center, OJJDP, Linda Ballasy.

Finding Mentors. EMT Online University. [www.emt-online.org](http://www.emt-online.org)

Postcard Campaign. National Mentoring Center. <http://www.nwrel.org/mentoring/postcard.html>

Recruiting Mentors: A Guide to Finding Volunteers to Work With Youth. National Mentoring Center.

Recruiting Male Volunteers: A Guide Based on Exploratory Research. Stephanie T. Blackman. Corporation for National and Community Service.

Recruiting and Retaining Quality Mentors. Mark Freeman and Jerry Sherk, M.A. The EMT Group

Recruitment Tips for Mentoring. Sheryl Nefstead and Scott Nefstead. University of Minnesota Extension Service.

Running a Safe and Effective Mentoring Program, Friends for Youth Mentoring Institute. [www.friendsforyouth.org](http://www.friendsforyouth.org)

## Budgeting for Inclusion

When committing to include all youth in your mentoring program, there are some proactive steps to take in terms of budgeting. It is important to think about accommodations and other costs ahead of time, so that planning can be done accordingly. Below is an example of the line items to include in your budget

### **Income**

**In-kind donations** (such as mentors' time)

**Public and voluntary grants** (government grants, local grants, etc.)

**Foundation Grants**

**Corporate grants and donations** (from local and national businesses)

**Fundraising events** (dinners, golf tournaments, walk-a-thons, etc.)

**Individual Donations**

### **Expenditures**

**Project manager salary and benefits**

**Additional staff salaries and benefits**

**Marketing and promotional materials** (brochures, posters, pens, magnets, etc.)

**Program materials** (such as policy handbooks, participant and staff training materials, supplies)

**Equipment** (office equipment and maintenance)

**Liability insurance**

**Criminal history background check fees** (for mentors, staff)

**Mentee travel expenses** (to events - keep accessibility costs in mind)

**Staff travel expenses** (to interviews, events)

**Group activities** (social events, outings, recognition banquet)

**Reasonable accommodations** (sign language interpretation, personal care assistance, etc.)

**Office site rental or mortgage payments**

**Training and group event venue** (if office space isn't appropriate)

**Telephone and postage**

This chart was taken from "Aspire, Achieve, Empower: Best Practices for Mentoring Youth with Disabilities." The entire manual can be downloaded for free at [www.pyd.org/national-center](http://www.pyd.org/national-center).

When creating a budget consider the following:

- Do you have a line item dedicated to accommodations (interpreters, materials in alternate format, etc.)?
- Have you considered transportation costs for mentors and mentees? Transportation can often prevent mentors and/or mentees from participating, so assisting with transportation when needed can increase the diversity of your program participants and ensure access to program activities.
- Have you considered other costs in making your program accessible, such as purchasing a TTY machine (used to communicate with deaf or hearing impaired), printing recruitment material in alternate formats (such as large print, Braille, and/or other languages), and/or making your website accessible?

**SECTION D.**  
**PROGRAM EVALUATION**

## INTRODUCTORY CONCEPTS FOR PROGRAM EVALUATION

### **Why Evaluate?**

- Increase efficiency
- Improve processes
- Maximize the impact on the participants
- Ensure accountability to stakeholders

### **What is Evaluation?**

“Evaluation is the systematic collection, analysis, and interpretation of data for the purpose of determining the value of a social policy or program, to be used in decision-making about the policy or program”<sup>6</sup>

### **Using Benchmarks as a Means to Gauge Impact**

Programs can draw on findings that have been linked to outcomes in similar programs as benchmarks against which to gauge their program’s relative effectiveness. This approach is meaningful when the programs are targeting similar youth and are reasonably similar in terms of relationship structure and content.

An excellent reference point for one-to-one youth mentoring programs, David DuBois’ and his colleagues’ conducted a meta-analysis of 55 evaluations of one-to-one youth mentoring program. This 2002 analysis highlighted that the largest impacts on youth emerged when:

- youth were somewhat vulnerable but had not yet succumbed to severe problems
- mentoring relationships were characterized by more frequent contact, emotional closeness, and lasted 6 months or longer
- mentoring program were characterized by practices that increased relationship quality and longevity, including
  - intensive training for mentors
  - structured activities for mentor and youth,
  - high expectations for frequency of contact
  - greater support and involvement from parents
  - monitoring of overall program implementation.

Since greater number of these practices predicted more positive outcomes for youth in mentoring programs, one-to-one programs that have met these criteria can assume positive outcomes. Although using benchmarks can be enormously useful, it may not provide the level of detail or rigor that programs or funders desire.<sup>7</sup>

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<sup>6</sup> U.S Department of Education, Office of Safe and Drug-Free Schools, Mentoring Program Regional Training 2007, Kerrilyn Scott-Nakai

<sup>7</sup> “Gauging the Effectiveness of Youth Mentoring”, Jean Rhodes, MENTOR Research Corner, Retrieved from web April 29, 2007

## **Process Evaluations**

**Process evaluations** focus on whether or not a program is being implemented as intended.

- Measures efforts
- Provides information about inputs, intensity, and duration
- Assesses program design and implementation
- Measures the extent to which the participants receive the intended services
- Documents perceptions of the relationship
- Allows for continuous learning about how the program is working as it is implemented

A **process evaluation** might help you answer questions such as:

- Are we making the number of matches we planned?
- Are we maintaining the length of our matches for the specified minimum duration?
- How many matches have we terminated?
- How many trainings and meetings have we conducted with mentor and/or mentees?
- From how many agencies and/or schools are we receiving referrals?

## **Outcome Evaluation**

Outcome evaluation focused on producing clear evidence concerning the degree of program impact on the program participants.

- Measures the benefits or changes mentors and mentees experience during or after program activities
- Relates to changes in knowledge, skills, attitudes, values, behavior
- Provides evidence about impact on the participants over time and /or compared to another group: the measurable results
- Can be a series that leads closer to the ultimate goals: can focus on immediate, mid-term and/or long-term impact

An **outcome evaluation** might involve data collected from surveys, interviews, and records such as:

- Mentees' reports of their grades, behavior, and psychological functioning
- Teacher reports of mentees' classroom behavior
- Mentors' reports of their well-being
- Parent-child relationships
- High school graduation rate

An **outcome evaluation** might help you answer questions such as:<sup>8</sup>

Have the mentees' school attendance improved?

Have the mentees' academic performance improved?

Have the mentees' attitudes toward their parents improved?

Have the mentees' involvement in episodes of fighting and/or bullying decreased?

What are the rates of mentees' reported use of illegal drugs, drinking and smoking compared to the rates expected for youth of similar demographics?

Have the mentees' reported improved relationships with peers?

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<sup>8</sup> Adapted from National Mentoring Center, 2005

## **Outcome Evaluation Definitions and Key Concepts**<sup>9</sup>

**Inputs:** Resources or materials used by the program to provide its activities such as staff, volunteers, facilities, curricula, equipment, and money

**Activities:** Specific set of actions or services that the program provides such as mentor training, structured activities for matches, and match support.

**Outputs:** Direct, quantifiable products of program activities; units of service such as number of matches made, % of matches sustained for a year, and number of staff support contacts with mentors and mentees for the year

**Outcomes:** Benefits or changes for participants during or after their involvement with the program; outcomes tend to be separated into the categories of initial outcomes, intermediate outcomes, and long-term outcomes. For example, an initial outcome might be increased social support from a non-parental adult; an intermediate outcome could be increased skills for avoiding risky behaviors and engaging in positive health behaviors; a long-term outcome could be better social functioning at later stages of development.

**Outcome indicators:** Specific items of information that describe observable, measurable characteristics or changes that represent achievement of an outcome.

**Outcome targets:** Numerical objectives for a program's level of achievement for its outcomes.

**Benchmarks:** Performance data that can be used for as targets for comparison. A program can use its own data as a baseline benchmark to measure future performance or can use data from another program or evaluation report as a benchmark.

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<sup>9</sup> Adapted from *Measuring Program Outcomes: A Practical Approach*, United Way of America, 1996

## **Evaluation Resources**

United Way of America web site

[www.unitedway.org/outcomes/contents.htm](http://www.unitedway.org/outcomes/contents.htm)

W.K. Kellogg Foundation web site

[www.wkkf.org](http://www.wkkf.org)

MENTOR/The National Mentoring Partnership web site

[www.mentors.org](http://www.mentors.org)

Innovation Network, Inc. electronic logic model development tool

[www.inetwork.org](http://www.inetwork.org)

*Key Steps in Outcome Management*, Series on Outcome Management for Nonprofit Organizations, The Urban Institute, 2003

Urban Institute web site

[www.urban.org](http://www.urban.org)

*Evaluating Your Program: A Beginner's Self-Evaluation Workbook for Mentoring Program*

[www.itiincorporated.com/sew\\_dl.htm](http://www.itiincorporated.com/sew_dl.htm)

# APPENDIX

## RESOURCE GUIDE

### **MENTORING**

#### **Big Brothers Big Sisters**

[www.bbbs.org](http://www.bbbs.org)

#### **Center for Applied Research Solutions (CARS) Mentoring**

[www.carsmentoring.org](http://www.carsmentoring.org)

#### **Christian Association of Youth Mentoring**

[www.caym.org](http://www.caym.org)

#### **EMT Associates, Inc**

771 Oak Avenue Parkway, Suite 2

Folsom, California 95630

Phone: (916) 983-6680

Fax: (916) 983-6693

[www.emt.org](http://www.emt.org)

#### **Friends for Youth**

1741 Broadway

Redwood City, CA 94063

650-559-0200

[www.friendsforyouth.org](http://www.friendsforyouth.org)

#### **MENTOR/National Mentoring Partnership**

1600 Duke Street, Suite 300

Alexandria, VA 22314

703-224-2200

[www.mentoring.org](http://www.mentoring.org)

#### **National Mentoring Center**

#### **Northwest Regional Educational Laboratory**

[www.nwrel.org/mentoring](http://www.nwrel.org/mentoring)

#### **National Network of Youth Ministries**

[www.mentoryouth.com](http://www.mentoryouth.com)

#### **Partners for Youth with Disabilities**

95 Berkeley Street, Suite 109

Boston, MA 02116

617-556-4075 (Voice/TTY)

[www.pyd.org](http://www.pyd.org)

#### **United States Department of Education**

[www.edmentoring.org](http://www.edmentoring.org)

**YouthFriends**

1000 Broadway, Suite 302

Kansas City, MO 64105

816-842-7082

[www.mentormap.org](http://www.mentormap.org)

**DIVERSITY****Corporation for National and Community Service**

[www.nationalserviceresources.org](http://www.nationalserviceresources.org)

**National Conference for Community and Justice**

[www.nccj.org](http://www.nccj.org)

***Same-Race and Cross-Race Matching***

Northwest Regional Educational Laboratory

101 S. W. Main Street, Suite 500

Portland, OR 97204

Phone: 1-800-547-6339 x 135

[www.nwrel.org/mentoring/packets.html](http://www.nwrel.org/mentoring/packets.html)

**South Poverty Law Center**

[www.tolerance.org](http://www.tolerance.org)

**PROGRAM EVALUATION****Innovation Network, Inc.**

[www.inetwork.org](http://www.inetwork.org)

**National Mentoring Center**

[www.nwrel.org/menroing/pdf/packeight.pdf](http://www.nwrel.org/menroing/pdf/packeight.pdf)

**Outcome Management for Nonprofit Organizations**

**The Urban Institute**

[www.urban.org](http://www.urban.org)

**Planning and Evaluation Resource Center website**

[www.evaluationtools.org](http://www.evaluationtools.org)

**Program Manager's Guide to Evaluation**

Administration for Children and Families

Department of Health and Human Services

[www.act.dhhs.gov/programs/core/pubs\\_rports/prog\\_mgr.html](http://www.act.dhhs.gov/programs/core/pubs_rports/prog_mgr.html)

**United Way of America**

[www.unitedway.org/outcomes/contents.htm](http://www.unitedway.org/outcomes/contents.htm)

**W.K. Kellogg Foundation**

[www.wkkf.org](http://www.wkkf.org)

**INCLUSION**

**Adaptive Environments**

374 Congress Street, Suite 301

Boston, MA 02210

617-695-1225 (TTY)

[www.AdaptiveEnvironments.org](http://www.AdaptiveEnvironments.org)

**CAST**

40 Harvard Mills Square, Suite 3

Wakefield, MA 01880-3233

781-245-2212

[www.cast.org](http://www.cast.org)

**Including All Kids**

[www.includingallkids.org](http://www.includingallkids.org)

**Institute for Community Inclusion**

University of Massachusetts Boston

100 Morrissey Blvd.

Boston, Massachusetts 02125

Voice:(617) 287-4300

Fax: (617) 287-4352

TTY: (617) 287-4350

[www.communityinclusion.org](http://www.communityinclusion.org)

**Job Accommodation Network (JAN)**

Phone: 1-800-526-7234 (Voice/TTY)

[www.jan.wvu.edu](http://www.jan.wvu.edu)

**Kids Included Together**

**National Training Center on Inclusion**

San Diego, California

858- 320-2050

[www.kitonline.org](http://www.kitonline.org)

**National Center on Secondary Education and Transition**

Institute on Community Integration

University of Minnesota

612-624-9344

[www.ncset.org](http://www.ncset.org)

**National Collaborative on Workforce and Disability for Youth**

NCWD/Youth, c/o Institute for Educational Leadership

4455 Connecticut Avenue NW, Suite 310

Washington, DC 20008

877-871-0744 (Toll Free)

TTY: 877-871-0665 (Toll Free)

[www.ncwd-youth.info](http://www.ncwd-youth.info)

**Schwab Learning—A Parent’s Guide to Helping Kids with Learning Disabilities**

<http://www.schwablearning.org/articles.asp?r=490>

**U.S. Department of Labor, Office on Disability Employment Policy**

Frances Perkins Building

200 Constitution Avenue, NW

Washington, DC 20210

866-633-7365

TTY: 1-877-889-5627

Fax: 1-202-693-7888

[www.dol.gov/odep](http://www.dol.gov/odep)

**National Consortium on Leadership and Disability/Youth**

<http://www.nclld-youth.info>

**Kids as Self-Advocates**

<http://www.fvkassa.org>,

**National Youth Leadership Network**

<http://www.nyln.org>

**PROGRAM DEVELOPMENT**

***Best Practices for Mentoring Youth with Disabilities***

**Partners for Youth with Disabilities**

95 Berkeley Street, Suite 109

Boston, MA 02116

617-556-4075 (Voice/TTY)

[www.pyd.org/national-center](http://www.pyd.org/national-center)

***Elements of Effective Practice* (available in English and Spanish)**

**MENTOR/National Mentoring Partnership**

1600 Duke Street, Suite 300

Alexandria, VA 22314

Phone: 703-224-2200

[http://www.mentoring.org/program\\_staff/design/elements\\_of\\_effective\\_practice.php](http://www.mentoring.org/program_staff/design/elements_of_effective_practice.php)

***Foundations of Successful Youth Mentoring: A Guidebook for Program Development***

**National Mentoring Center**

Northwest Regional Educational Laboratory

101 S. W. Main Street, Suite 500

Portland, OR 97204

800-547-6339 x 135

[www.nwrel.org/mentoring/publications](http://www.nwrel.org/mentoring/publications)

**MENTOR RECRUITMENT**

**(See additional resource in Section C./Mentor Recruitment)**

Marketing for the Recruitment of Mentors: A Workbook for Finding and Attracting Volunteers

*National Mentoring Center*

The Northwest Regional Educational Laboratory

101 S. W. Main Street, Suite 500

Portland, OR 97204

800-547-6339 x 135

<http://www.nwrel.org/mentoring/pdf/marketing.pdf>

Recruiting Mentors: A Guide to Finding Volunteers to Work with Youth (Technical Assistance Packet #3)

**National Mentoring Center**

The Northwest Regional Educational Laboratory

<http://www.nwrel.org/mentoring/pdf/packthree.pdf>

**MENTORING RESEARCH**

**MENTOR/National Mentoring Partnership**

[www.mentoring.org](http://www.mentoring.org)

**Public/Private Ventures**

[www.ppv.org](http://www.ppv.org)

**YOUTH DEVELOPMENT**

**The Forum for Youth Development**

[www.forumfyi.org](http://www.forumfyi.org)

**The Search Institute**

[www.search-institute.org](http://www.search-institute.org)

**RISK MANAGEMENT**

**Alliance for Nonprofit Management**

[www.allianceonline.org](http://www.allianceonline.org)

**Office of Juvenile Justice and Delinquency Prevention**

Guidelines for the Screening of Persons Working with Children, the Elderly,  
and Individuals with Disabilities in Need of Support

<http://ojjdp.ncjrs.org/pubs/guidelines/contents.html>

***Mentoring Essentials: Risk Management for Mentoring Programs***

<http://emt.org/userfiles/RiskManagement.pdf>

**Nonprofit Risk Management Center**

[www.nonprofitrisk.org](http://www.nonprofitrisk.org)

## Adaptations, Accommodations, and Assistive Technology

For many disabilities, there are accommodations that can be made to assist the individual in performing the essential functions of the task at hand. Many of these accommodations have been integrated into daily American life. For example, curb cuts on sidewalks or ramps to enter buildings, so that an individual in a wheel chair is able to move about without impediment. Many other accommodations are made on an individual basis, to help a specific person achieve a specific task.

Meaningful access for people with disabilities encompasses four environments: physical, informational, programmatic/policy, and attitudinal.

**Physical Environment:** Elements of this environment are most often thought of when discussing disability-related access. Curb cuts, ramps, and elevators are some of the more visible additions to physical environments since the implementation of accessibility laws. Additionally, raised print and Braille signage in elevators and outside offices, along with visual alarms, are adaptations to the physical environment that make it more accessible to people with sensory disabilities (e.g.: blind/visually impaired and deaf/hard of hearing).

**Informational Environment:** This environment encompasses print materials (e.g.: posters, flyers, agendas, newspapers), oral communications (e.g. speakers, films, and performances), and information technologies (e.g. telephones, interactive kiosks, and World Wide Web pages). Access to the informational environment can occur through the creation of printed materials in alternative formats (Braille, large print, audio tape, and electronic), the provision of sign language interpreters for public speeches and performances, and the incorporation of design elements in information technology systems that are friendly to adaptive technology.

**Programmatic/Policy Environment:** This environment involves maximizing participation opportunities for all through the design of accessible programs. It also includes the development of policies that eliminate barriers to programs, such as adapting eligibility requirements, establishing equal opportunity policies that include the protection of people with disabilities, and the designation of a key person to be accountable for disability-related access.

**Attitudinal Environment:** This environment is the most intangible of the four, primarily because it involves human behavior and perception. Attitudinal barriers include the prevailing negative assumptions perpetuated by society about people with disabilities; such as the portrayal of disabled people as helpless victims or "inspirational." Changes in the attitudinal environment typically take place through one-to-one interaction with people with disabilities.

"Adaptations, Accommodations, and Assistive Technology" contains information that was adapted and reprinted with permission from:

University of Minnesota Disability Services (1998). *Accessing student life: Steps to improve the campus climate for disabled students*. Minneapolis MN: Author. (Reprinted from: *Accessing Student Life: Steps to Improve the Campus Climate for Disabled Students*. University of Minnesota Disability Services, Office of the Associate Vice President for Multicultural Affairs, 1998, University of Minnesota. Engage: Disability Access to Student life)

## Child Risk Exposure Matrix

<b>Lower</b>	<b>Medium</b>	<b>Higher</b>
Activities held at an organization's site or public places	Activities held in private homes	Activities held in secluded locations (e.g. wilderness)
Parents actively involved in program	Some parental involvement in program	Little or no parental involvement in program
Two or more adults supervising group activity	One adult supervising group	Activity with one adult and one child
No regular interaction between volunteer and one specific children	Periodic interaction for short amounts of time between volunteer and specific children	Interaction between adult and specific children spanning long periods of time
No changing clothing as part of activity	Changing of clothes; showering (such as for sport activities)	Changing of clothing, bathing, toileting, or over night stays
Education about child sexual abuse is required for youth participants	Education about child sexual abuse is offered, but not required for youth participants	Education about child sexual abuse is not offered
Organization regularly monitors volunteers	Organization provides informal oversight of volunteer activities	Volunteer operates on organization's behalf without monitoring
Volunteer has no physical contact with youth	Volunteer and children are engaged in activity with some physical contact	Volunteer and youth engage in activities with close contact (swim instruction, wrestling)
Operation has little staff turn over	Organization has some staff turn over	Organization has high staff turn over
Program has clear record-keeping system to document match activities	Operation has some record-keeping system to document match activities	Operation has no record keeping system to document match activities

## Massachusetts Department of Social Services

### Child Abuse and Neglect Reporting A Guide for Mandated Reporters

#### Introduction

Under Massachusetts's law, the Department of Social Services (DSS) is the state agency that receives all reports of suspected abuse or neglect of children under the age of 18. State law requires professionals whose work brings them in contact with children to notify DSS if they suspect that a child has been – or is at risk of being – abused or neglected. DSS depends on reports from professionals and other concerned individuals to learn about children who may need protection. The Department receives reports on more than 100,000 children each year. The Department's primary mission is to protect children who have been abused or neglected in a family setting. DSS seeks to ensure that each child has a safe, nurturing, permanent home. The Department also provides a range of preventive services to support and strengthen families with children at risk of abuse or neglect. References to Massachusetts's law in this Guide are citations from Chapter 119, sections 51A-E.

#### Who is a mandated reporter?

Massachusetts's law defines the following professionals as mandated reporters:

- Physicians, medical interns, hospital personnel engaged in the examination, care or treatment of persons, medical examiners,
- -Psychologists, emergency medical technicians, dentists, nurses, chiropractors, podiatrists, optometrists, osteopaths,
- Public or private schoolteachers,
- Educational administrators, guidance or family counselors,
- Day care and child care workers, including any person paid to care for, or work with, a child in any public or private facility, or home or program funded or licensed by the Commonwealth, which provides day care or residential services. This includes child care resource and referral agencies, as well as voucher management agencies, family day care and child care food programs,
- -Probation officers, clerks magistrate of the district courts, parole officers,
- Social workers,
- Foster parents,
- Firefighters or police officers,
- Office of Child Care Services licensors,
- School attendance officers, allied mental health and licensed human services professionals,
- Drug and alcoholism counselors,
- Psychiatrists and clinical social workers.

Mandated Reporters who are staff members of medical or other public or private institutions, schools or facilities, must either notify the Department directly or notify the person in charge of the institution, school or facility, or his/her designee, who then becomes responsible for filing the report. Should the person in charge/designee advise against filing, the staff member retains the right to contact DSS directly.

#### As a mandated reporter, what are my responsibilities?

Massachusetts law requires mandated reporters to immediately make an oral report to the Department of Social Services when, in their professional capacity, they have reasonable cause to believe that a child under the age of 18 years is suffering from abuse or neglect. You should report any physical or emotional injury resulting from abuse, including sexual abuse; or any indication of neglect, including malnutrition; or any instance in which a child is determined to be physically dependent upon an addictive drug at birth.

A written report must be submitted to DSS within 48 hours after the oral report has been made. Please note that any mandated reporter who fails to make required oral and written reports can be punished by a fine of up to \$1,000.

During the screening and investigation of a 51A report, any mandated reporter who has information which he/she believes might aid the Department in determining whether a child has been abused or neglected shall, upon request by DSS, disclose the relevant information to the Department. Under the law, mandated reporters are protected from liability in any civil or criminal action and from any discriminatory or retaliatory actions by an employer.

### **Who is a caretaker?**

A “Caretaker” can be a child’s parent, step-parent, guardian, or any household member entrusted with the responsibility for a child’s health or welfare. In addition, any other person entrusted with the responsibility for a child’s health or welfare, both in and out of the child’s home, regardless of age, is considered a caretaker. Examples may include relatives from outside the home, teachers or school staff in a school setting, workers at day care and child care centers (including babysitters), foster parents, staff at a group care facility, or persons charged with caring for children in any other comparable setting.

### **How are abuse and neglect defined?**

Under the Department of Social Services regulations (110 CMR, section 2.00):

**Abuse means:** The non-accidental commission of any act by a caretaker upon a child under age 18 which causes, or creates substantial risk of, physical or emotional injury; or constitutes a sexual offense under the laws of the Commonwealth; or any sexual contact between a caretaker and a child under the care of that individual. This definition is not dependent upon location (i.e., abuse can occur while the child is in an out-of-home or in-home setting).

**Neglect means:** Failure by a caretaker, either deliberately or through negligence or inability, to take those actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, or other essential care; provided, however, that such inability is not due solely to inadequate economic resources or solely to the existence of a handicapping condition. This definition is not dependent upon location (i.e., neglect can occur while the child is in an out-of home or in-home setting).

**Physical Injury means:** Death; or fracture of a bone, a subdural hematoma, burns, impairment of any organ, and any other such nontrivial injury; or soft tissue swelling or skin bruising, depending upon such factors as the child’s age, circumstances under which the injury occurred and the number and location of bruises; or addiction to a drug or drugs at birth; or failure to thrive.

**Emotional Injury means:** An impairment to or disorder of the intellectual or psychological capacity of a child as evidenced by observable and substantial reduction in the child’s ability to function within a normal range of performance and behavior.

### **How do I make a report of suspected child abuse or neglect? When must I file it?**

When you suspect that a child is being abused or neglected, you should immediately **telephone the DSS Area Office** serving the child’s residence and ask for the Protective Screening Unit. You will find a directory of the DSS Area Offices at the end of this Guide. Offices are staffed between 9 a.m. and 5 p.m. weekdays. To make a report at any other time, including after 5 p.m. and on weekends and holidays, please call the **Child-At-Risk Hotline at 1-800-792-5200**.

As a mandated reporter you are also required by law to mail or fax a written report to the Department within 48 hours after making the oral report. The form for filing this report can be obtained from your local DSS Area Office.

Your report should include:

- All identifying information you have about the child and parent or other caretaker, if known;
- The nature and extent of the suspected abuse or neglect, including any evidence or knowledge of prior injury, abuse, maltreatment, or neglect;
- The circumstances under which you first became aware of the child’s injuries, abuse, maltreatment or neglect;

- What action, if any, has been taken thus far to treat, shelter, or otherwise assist the child;
- Any other information you believe might be helpful in establishing the cause of the injury and/or person responsible.

Hospital personnel should take photographs of any trauma that is visible on the child and mail or deliver the photographs to DSS with the written report.

As a mandated reporter, you are required by law to also provide DSS with your name, address and telephone number.

We recommend that you inform the family that you have referred them to DSS for help, but do not do so if you think it would increase the risk to the child.

If you have any questions about whether or not to report a situation, please do not hesitate to contact your local DSS Area Office.

### **What happens after DSS receives a report of suspected child abuse or neglect?**

There are several possibilities, depending on the allegations reported and other case-specific circumstances:

If the Department determines there is reasonable cause to believe that a child has been abused or neglected, a social worker is assigned to investigate the report. The investigation, called a 51B, includes a home visit during which the social worker meets and talks with the child and the care-taker. If DSS determines that the situation is an emergency, the investigation is completed within 24 hours after the report is designated as an emergency.

Investigations of all other reports are completed within 10 days.

If the Department determines that there is reasonable cause to believe that an incident of abuse or neglect by a caretaker did occur, the report is **supported** and the Department provides the family with services to reduce the risk of harm to the child. If the report is **unsupported** but the family appears to be in need of services, the Department may offer the family services on a voluntary basis. DSS will notify the mandated reporter, in writing, of its decision.

### **Referrals to the District Attorney**

It is important to note that if the Department determines a child has been sexually abused or sexually exploited, has suffered serious physical abuse or injury, or has died as a result of abuse or neglect, DSS must notify the District Attorney, who has the authority to file criminal charges, as well as local law enforcement authorities for the county where the child resides and where the offense occurred.

### **Where can I obtain more information about child abuse and neglect?**

You can obtain more information about child abuse and neglect by calling the **Massachusetts Department of Social Services Library** at **617-748-2373**.

## **Other Useful Numbers**

The Department has an **Ombudsman's Office**, available from 8:45 a.m. to 5:00 p.m. each workday, to assist you. Please call **617-748-2444**.

**Child-At-Risk Hotline** 1-800-792-5200

**Foster/Adoptive Care Recruitment Line** 1-800-KIDS-508

**Kid's Net Connections** 1-800-486-3730

(Foster/Adoptive Helpline)

**DSS Website** [www.magnet.state.ma.us/dss](http://www.magnet.state.ma.us/dss)

**Parental Stress Line** 1-800-632-8188 [www.pcsonline.org/helplines](http://www.pcsonline.org/helplines)

## **DSS Area Office Directory**

**Please ask for the Protective Screening Unit**

### **WEST**

Pittsfield 413-236-1800  
Greenfield 413-775-5000  
Holyoke 413-493-2600  
Robert Van Wart Center 413-205-0500  
East Springfield  
Springfield 413-452-3200

### **CENTRAL**

Leominster 978-466-1500  
Whitinsville 508-234-1000  
Worcester 508-929-2000

### **NORTHEAST**

Lowell 978-275-6800  
Lawrence 978-557-2500  
Haverhill 978-469-8800  
Cape Ann, Salem 978-825-3800  
Lynn 781-477-1600

### **METRO**

Malden 781-388-7100  
Framingham 508-424-0100  
Cambridge/Somerville 617-520-8700  
Arlington 781-641-8500  
South Weymouth 781-682-0800

### **SOUTHEAST**

Attleboro 508-431-9500  
Brockton 508-894-3700  
Fall River 508-235-9800  
New Bedford 508-910-1000  
Cape & Islands 508-760-0200  
Plymouth 508-732-6200

### **BOSTON**

Hyde Park 617-360-2500  
Dimock Street, Roxbury 617-989-2800  
Park Street 617-822-4700  
Chelsea 617-660-3400

# SAMPLE

## Agency Disability Inclusion Policy

In addition to complying with state (Massachusetts Public Accommodations Law) and federal (Americans with Disabilities Act 1990 and Rehabilitation Act 1973) laws and its own agency nondiscrimination policy regarding the participation of persons with disabilities, \_\_\_\_\_ and its representatives actively enlist the participation of youth, adult volunteers, staff and board members with disabilities. Persons with diverse disabilities currently serve and will continue to serve on all advisory boards and committees within the agency.

\_\_\_\_\_ is committed to making its programs universally accessible. The following are some of the measures \_\_\_\_\_ takes to ensure that accommodations are in place for constituents:

- \_\_\_\_\_ makes every effort to select accessible space for office headquarters, agency events and programs;
- American Sign Language Interpreters are made available as requested at all programs, events and functions open to the public or with registered participants who are deaf or hard of hearing;
- \_\_\_\_\_ exceeds Section 508 compliance requirements for its website and online community, Partners Online;
- \_\_\_\_\_ staff interview program participants to discuss any accommodations necessary to involve youth with diverse disabilities.