

Program Name: Mentoring

Your name and date: Eileen Morris, June 5

Program Evaluation Template - This template is to be used as an evaluation tool during our program investigation. The questions are designed to assist in determining what elements of each program we want to consider for incorporation into our programs. Feel free to add additional notes as you use the template. This template is the foundation for your presentation about the program you have researched. (Version #4)

Program or Concept Purpose or Mission Statement:

Mentoring

Concept: One camp says that the word "mentor" comes from Greek mythology. The goddess Athena donned a toga, some facial hair and took on the identity of Odysseus' trusted counselor Mentor to teach his child Telemachus. She is frequently pictured as Mentor with children in a circle at her feet, engaged in a lively dialogue with them. Another camp says that "mentoring" comes from the Greek word for "enduring," and that mentoring is about a sustained relationship.

The mentoring relationship facilitates learning and change. An experienced and empathetic person is paired with someone who needs help in one or more areas. The personal relationship between mentor and mentee provides several benefits:

- the mentee feels validated by the mentor's commitment to him or her and is therefore in a better mindset to work on personal, career, or education issues.
- a mentee will feel more accountable to a person than to an institution or agency and will be more likely to follow-through on goals
- the trust which develops between mentor and mentee helps the mentee overcome blocks to action
- having a mentor broadens the mentee's social support network and allows him or her to practice healthy and appropriate social skills
- a mentor can offer a fresh perspective on the mentee's possibilities--one, perhaps, that he or she has never heard. A mentor can motivate, comfort and prod.

Principles or Values

Personal relationships can promote positive changes.

Program Structure or Key Points:

There is a wealth of data showing that good mentoring makes a difference. One of the most famous is a Harvard study of 1,000 children who were on the waiting list for the Big Brother/Big Sisters program. Half of those children were assigned a mentor, and the other half simply remained on the waiting list. Comparing the two groups 18 months later, the children with mentors were: 46% less likely to begin using illegal drugs; 27% less likely to begin using alcohol; 53% less likely to skip school; and 33% less likely to engage in violence. P/PV also found that young people with mentors: felt more competent about their ability to do well in school; reported more positive relationships with friends and parents; had better attitudes toward school and the future; and had better attitudes toward their family and communities. Similarly, businesses have found that employee productivity, job satisfaction and job retention rise when a mentorship program is adopted.

There are thousands of mentoring programs across the globe and each one is structured differently. Most often, they are structured around an adult-child relationship and focus on "at-risk" youth. Mentoring is also common in the business and education fields. There are several mentoring programs designed to help the homeless.

Although all mentoring programs are structured differently, a quick survey of mentoring program evaluations comes up with several key points:

To succeed, a mentoring program must:

- have clear goals
- require regular interaction between mentor and mentee
- train mentors effectively
- educate both mentor and mentee about how to make the most of the relationship
- build in limits and boundaries to the mentor/mentee relationship, while at the same time encouraging personal and emotional investment.
- provide resources and staff to support the pair's efforts and to enable the mentee to move ahead with goals.
- demonstrate to the mentor that he or she is benefiting from the experience.
- demonstrate to the mentee the benefits of the relationship
- monitor the mentor/mentee relationship, providing feedback and making accommodations when necessary

How does the program define or measure success? (What evidence does the program provide to show success?)

Each mentoring program is different, and each has its own method of measuring success. Typically, change or continued satisfactory performance on the part of a mentee indicates success.

Describe a successful participant

Most of the literature suggests that the successful mentee will be someone who views the mentorship as an opportunity to be seized.

At what level would a participant enter the program?

This depends on the program(s) that we develop. Please see the next page for my ideas.

Complete the table below.

Program Approach (Application)	Method (How it's used?)	Outcome (What would it look at COTS?)	Measurement (How do we measure success?)
Human Growth & Transformation	a COTS client would be paired with a mentor or mentors to help the client create and enact plans to overcome problems.	depends on the program. Please see below	depends on the program. Measurements could range from the simple end-of-program questionnaire to a systematic and long term tracking of a number of goals
Staff Interaction with Clients	I can only answer for myself on this one--don't feel qualified to say how case management would change with a mentoring approach. For myself, in my interactions with clients, I would focus more on decision-making through dialogue. Some of that already happens.	This approach would require more time, especially at the beginning. Often, this is time that neither the client nor I have, so adopting this approach would require work to start sooner.	For my work, the measurement would be the same: do clients find and keep housing.
Client-to-Client Interaction		There are a number of client-to-client possibilities. Some, I know, are already being discussed. They include a buddy system at the Mary Isaac Center, in which new clients would be paired with clients who know their way around COTS. The same possibility exists at	would depend on the goals

		<p>the Family Shelter.</p> <p>Similarly, children at the Haven could be paired with older children.</p>	
<p>Client Self-Help</p>		<p>Self help would be commitment to the mentoring process, either as a mentor or a mentee.</p>	

Does this promote a responsible and accountable lifestyle? How?

Yes. Mentees make a commitment to their mentors to accomplish tasks and work toward goals.

What are the client decision points in this program? (Are they clear and identifiable?)

The first decision is to participate. Along the way, the client must decide to trust the mentor and to work with the mentor.

What would you change to make the program or concept more useful in our setting?

The idea itself is already flexible.

Additional Issues:

- **Staffing Requirements** (Any additional staff? Any staff training requirements?)
Any mentoring program will require staff time for development, support and monitoring

- **Aftercare**

Depends on the program

- **Costs**

There will be costs. These will depend on the type of program we develop.

Additional Comments (Tell us what you really think.)

What makes you like this program or concept? What makes it appealing or motivating to the clients? How would you sell this to the clients?

How would community support be generated for this program?

I like this concept for a number of reasons. It broadens the COTS community and clients' social networks. A mentor helped me enormously so I have faith in the process.

For clients, the appeal will be to broaden their network and to get additional help. To sell the program to clients I would stress those points.

Community support can be generated a number of ways: through volunteer agencies, service organizations, faith groups and the media.

What makes you feel uneasy about this program or concept?

As long as we are clear about what we want to accomplish with a program and as long as we provide good training and orientation, I don't think there's cause for unease.

Rent Right

Rent Right's mentorship aspect is an abbreviated program. Mentors agree to come to class, and, if they have the time, to study hall. During class, they help students with assignments. In addition, I'm going to ask that they try to make phone contact once a week.

Training will be one orientation session in which Ted will acquaint mentors with theories of adult learning and the basics of the Rent Right course.

We're aiming for each student to have two mentors--that's an idea of John Norris'. It's easier for a mentor to jump into something new and potentially scary if he or she is paired with another peer. This is the model that Family Connection uses.

I'll be checking in with both mentors and mentees to see how the relationship is going.

Sources:

I looked at a number of web sites, including the Harvard Mentoring Project and the National Mentoring Partnership.

Don't forget to email a copy of this completed form out to team members prior to your presentation? Please include sources for your research.