

**State of Mentoring in  
Montgomery County, Maryland**

**FINAL REPORT**

**August 30, 2016**

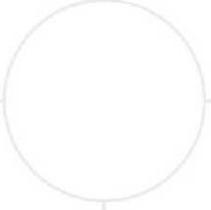


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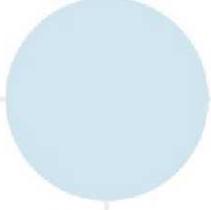
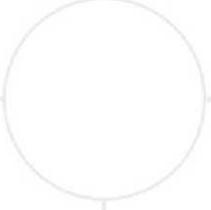
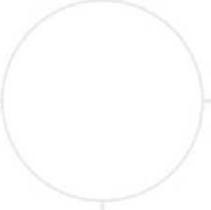
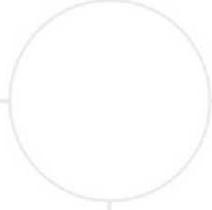
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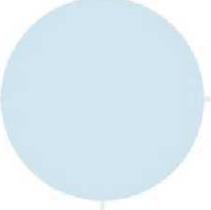
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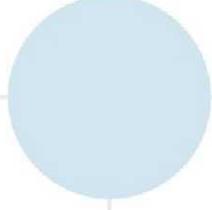
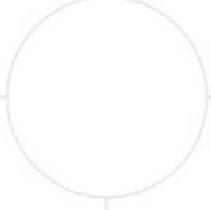
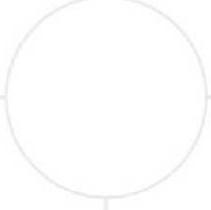
HOPE



STRENGTH



CONNECT



EQUITY

## Preface

This report summarizes the results of a qualitative study designed to provide a deeper understanding of mentoring programs that serve children and youth in Montgomery County, Maryland. With this report, the Montgomery County Collaboration Council for Children, Youth, and Families can reflect on opportunities to enhance mentoring programs as a strategy to support the development of children and youth. Additionally, this report can also be used to reflect on the needs of mentoring programs and ways to support the utilization of best practices in mentoring.

Community Science would like to thank the leadership, guidance, and assistance provided by Elijah Wheeler. We also would like to express our appreciation to the mentoring program staff and administrators and representatives from the funder and business community who took time to share their viewpoints and experiences with us. Our staff who contributed to this report include Brandon Coffee-Borden (Project Director), Jasleen Singh, Sofia Sabirova, and Kien Lee.

## Executive Summary

Mentoring programs strive to create positive relationships between children or youth and caring individuals, and research has found that mentoring supports the socio-emotional, identity, and cognitive development of children and youth (DuBois, Holloway, Valentine, & Cooper, 2002; DuBois, Neville, Parra, & Pugh-Lilly, 2002; Herrera, Vang, & Gale, 2002; Jekielek, Moore, & Hair, 2002, Rhodes, Spencer, Keller, Liang, & Noam, 2006). Research has also established that mentoring programs have the greatest impact when they utilize best practices, such as providing sufficient pre-match training to mentors, monitoring and supporting the quality of the mentoring relationship, and having an effective process for closing out the mentoring relationship (Cavell, Elledge, Malcolm, Faith, & Hughes 2009; Chang, Greenberger, Chen, Heckhausen, & Farrugia, 2010; DuBois et al., 2002a).

The Montgomery County Collaboration Council for Children, Youth and Families (Collaboration Council) engaged Community Science to conduct a review of mentoring programs that serve children and youth in Montgomery County, Maryland. The goal was to produce a “State of Mentoring” needs assessment to document and inventory the mentoring programs in Montgomery County and their use of best practices. The study team from Community Science collected data through semi-structured key informant interviews with representatives from mentoring programs and focus groups with representatives from funders, business leaders, and youth practitioners. The study found the following regarding best practices implemented within Montgomery County mentoring programs:

### Mentor Recruitment and Screening

- Mentoring programs encouraged mentors and program staff to assist with mentor recruitment by providing them with knowledge and resources to ask associates, who meet the eligibility criteria of the program, to become mentors.
- Mentoring programs worked during recruitment to inform potential mentors of the realistic benefits, practices, and challenges associated with the mentor role.
- Mentoring programs required potential mentors to complete an interview and screening process to assess their suitability for serving as mentors.
- Mentoring programs typically required mentors to commit to meeting with mentees face-to-face at least once a week and four or more hours per month, on average, over the academic or calendar year.

### Mentee Recruitment and Screening

- Mentoring programs used systems of recruitment to engage mentees whose needs align with the services offered by the program and the program's intended outcomes.
- Mentoring programs engaged in practices to ensure that youth, parents, and guardians understood the program's requirements and how a mentoring relationship would benefit the youth.

### Pre-match Training

- All mentoring programs provided pre-match training to mentors, but the length of pre-match training tended not to meet or exceed six hours.
- Mentoring programs covered key topic areas to equip mentors with the knowledge and skills needed to be effective mentors before entering the mentoring relationship, but the depth of coverage varied by program.
- Mentoring programs varied in the extent to which they required a formal mentee orientation or training outside of the recruitment and screening process.
- Mentoring programs varied in the extent to which they required a formal parent or guardian orientation or training outside of the recruitment and screening process.

### Matching and Initiating the Mentoring Relationship

- Mentoring programs that formally matched mentors and mentees tended to form matches based on interests, personality, and other mentor and mentee characteristics.
- Some mentoring programs provided space for mentoring relationships to develop naturally although program staff would facilitate connections, when needed.
- Mentoring programs typically facilitated a formal match meeting once a match was established.

### Monitoring and Support

- Mentoring program staff checked in with mentors at least once per month and more frequently at the beginning of the mentoring relationship.
- Mentoring program staff checked in with mentees at least once per month and more frequently at the beginning of the mentoring relationship.
- Mentoring program staff primarily used qualitative information obtained from mentors and mentees and observations to assess the mentoring relationship.
- Mentoring programs provided limited ongoing training opportunities.

### Closure

- Site-based and school-based mentoring programs had systems for managing expected closure and provided opportunities to mark and celebrate the transition of the mentoring relationship.
- Mentoring programs had procedures to manage unexpected closure and rematch youth, if desired.

### Program Evaluation

- Mentoring programs tended to employ some form of formal process evaluation and monitoring.
- Mentoring programs tended to employ some form of outcome evaluation, but the use of this information to inform program changes was limited.

The study found the following ongoing needs, challenges, and opportunities in Montgomery County mentoring programs:

- Codifying all mentoring program policies and procedures in a manual or guide;
- Developing and implementing a resource development strategy and increasing the overall level of program funding;
- Providing staff development opportunities and increasing staff size;
- Locating and using mentoring program training and technical assistance to support the development of mentoring programs;
- Creating community awareness of specific mentoring programs and the general benefits of mentoring;
- Using evaluation data for program improvement; and
- Finding opportunities for collaboration among youth-serving organizations and mentoring programs.

Although this in-depth qualitative study may not represent all mentoring programs in Montgomery County, it provides several insights into trends and potential opportunities to enhance the ongoing work of mentoring programs. For instance, many programs were site-based or school-based, which may present an opportunity to offer more community-based mentoring. Most programs served a primarily male and racial and ethnic minority population, which may present an opportunity to expand the availability of programs that target other groups. Further, no programs were systematically applying new approaches, such as e-mentoring, which could support an existing program's activities and achievement of its intended outcomes. While screening and recruitment practices tended to be consistent across programs, programs varied in the extent of pre-match preparation and ongoing training provided to mentors, mentees, and parents or guardians. The data reveal opportunities to enhance the comprehensiveness of written policies and procedures, grant-seeking and funding levels, staffing, training and technical assistance, community awareness, evaluation, and collaboration.

Based upon observations provided by study participants and the study team's observations and analysis, the following steps are recommended for enhancing the work of Montgomery County mentoring programs:

1. Develop comprehensive mentoring program manuals or guides;
2. Create, implement, and monitor resource development plans;
3. Increase the amount of pre-match and post-match training provided to mentors;
4. Provide consistent pre-match training to mentees and parents or guardians; and
5. Increase program capacity to collect, analyze, and use data for program improvement and for monitoring the quality of the mentoring relationship.

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# 1. Introduction

Mentoring programs strive to create positive relationships between children or youth and caring individuals that offer guidance, support, and encouragement. Researchers in various settings such as education, juvenile justice, and mental health, have found that youth benefit from participating in programs that incorporate a nonparent or guardian mentor into their lives, including improved socio-emotional, identity, and cognitive development (DuBois et al., 2002a; DuBois et al., 2002b; Herrera et al., 2002; Jekielek et al., 2002, Rhodes et al., 2006). Nonetheless, this body of research also notes that mentoring programs have the greatest impact when they utilize best practices (Cavell et al., 2009; Chang et al., 2010; DuBois et al., 2002a). As discussed below, examples of best practices include providing sufficient pre-match training to mentors, monitoring and supporting the quality of the mentoring relationship, and having an effective process for closing out the mentoring relationship.

## 2. Study Approach and Design

### 2.1 Study Purpose and Goals

The Montgomery County Collaboration Council for Children, Youth and Families (Collaboration Council) engaged Community Science to conduct a review of mentoring programs that serve children and youth in Montgomery County, Maryland. The goal was to produce a “State of Mentoring” needs assessment to document and inventory the mentoring programs in Montgomery County and their use of best practices in mentoring.

### 2.2 Data Collection Methods

The Community Science study team collected data through semi-structured interviews and focus groups.

**Semi-structured key informant interviews with representatives from mentoring programs.** The Study Team conducted 60 minute semi-structured key informant interviews with representatives from 11 mentoring programs that served participants in Montgomery County. In partnership with the Collaboration Council, the study team selected programs for interviews through two primary means:

- The study team selected programs funded in the county executive’s FY2015 budget or programs recommended for funding in the county executive’s FY2016 budget.
- The study team identified programs using findings from the Collaboration Council’s March 2015 web-based survey of mentoring programs; data extracts from infoMONTGOMERY, an online database containing detailed information about health, education and human service resources throughout Montgomery County, Maryland; programs identified through web searches and by key informant interview respondents, and information provided by Collaboration Council staff.

**Focus groups with funders and business representatives and youth practitioners.** The study team conducted four focus groups with parties that support or are connected to mentoring programs:

- **Youth practitioners.** The study team conducted one in-person 60-minute focus group with four mentoring program youth practitioners. The focus group focused on community assets and unmet needs of children and youth in Montgomery County; coordination with other child, youth, and family serving institutions in the community; opportunities and challenges for cross-program collaboration; training, technical assistance, and other resources needed to improve

the delivery of mentoring programs; barriers and challenges experienced implementing mentoring programs; and successes experienced implementing mentoring programs and facilitators of success.

- **Representatives from funders and business.** The study team conducted one 60-minute focus group over the telephone with eight representatives from the funder and business community. The focus group focused on the organization’s motivation for supporting mentoring, approaches to increasing the participation of philanthropy and business in supporting mentoring, opportunities for community engagement in mentoring, and the need for mentoring relative to other community priorities.

### 2.3 Data Analysis Methods

The study team systematically reviewed the qualitative data collected through interviews and open-ended survey responses for topics, and the number of times a topic was reported by individual respondents was counted. Topics reported multiple times by an individual respondent were only counted once, and a single respondent may have contributed to more than one topic. As a general rule of evidence for these data, all findings required at least three or more sources (e.g., mentees) in order to be included in this report. Focus group data were analyzed using similar techniques and findings are presented at the group level. The study team also conducted a thorough review of the mentoring program literature to identify best practices.

## 3. Characteristics of Mentoring Programs

This section summarizes the characteristics, goals, and objectives of mentoring programs that participated in key informant interviews.

***Mentoring programs tended to be site-based or school-based and typically provided traditional one-on-one mentoring services.*** On average, the programs had been in operation for just under 14.6 years with the youngest program being two years in age and the oldest being 34 years old. Seven mentoring programs that participated in key informant interviews were primarily site-based or school-based while four programs were primarily community-based (see Exhibit 1). Seven programs were primarily traditional one-on-one mentoring programs followed by two that provided peer mentoring. On average, program implementation cost \$1,186 per mentee based on estimates provided by four programs.

**Exhibit 1. Mentoring Program Characteristics**

Service Location	Number of Programs (N = 11)
Primarily Community-Based	4
Primarily Site-based or School-based	7
Type of Mentoring	
Primarily One-to-One	7
Team Mentoring	1
Group Mentoring	1
Peer Mentoring	2

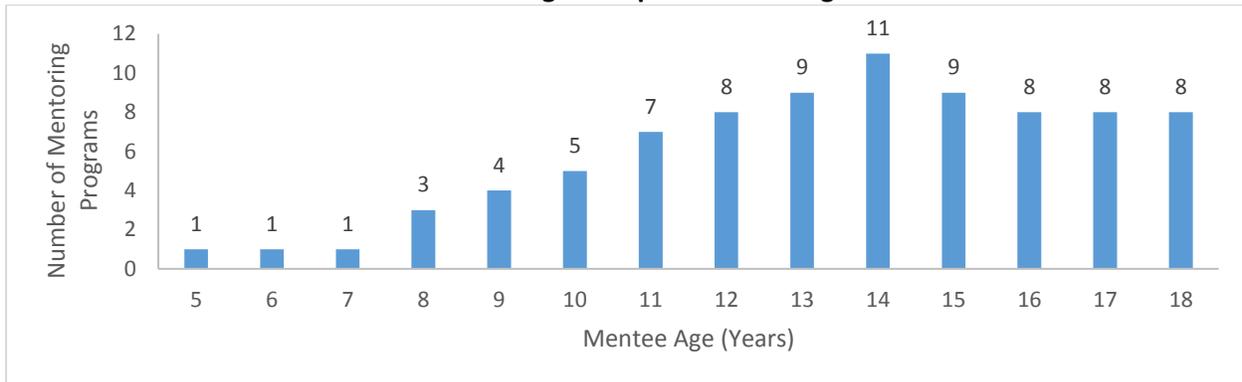
***Mentoring programs tended to serve children and youth who were low-income, identified as a racial or ethnic minority, and male.*** Mentoring programs served 44.7 youth on average. During key informant

interviews, nine programs described their service population as being primarily children and youth that identified as a racial or ethnic minority, most commonly African American, Hispanic or Latino, and Asian American (see Exhibit 2). Nine programs said their service population was primarily low-income children and youth. Programs most commonly served participants of middle and high school age (see Exhibit 3).

**Exhibit 2. Mentee Demographic Characteristics**

	Number of Programs (N = 11)
Majority Racial or Ethnic Minority	9
Mostly Female	1
Mostly Male	6
Both male and female	4
Low-income	9

**Exhibit 3. Mentee Age Groups Served for Ages 5 to 18**



**Programs typically had adults serving as volunteer mentors.** Mentoring programs had 28.6 volunteer mentors on average (see Exhibit 4). The average mentor to mentee ratio across the 11 programs was 2.5 mentees per mentor. Seven of the 11 programs typically had mentors aged 18 or above. Two of the remaining four programs utilized a peer mentoring model, and two allowed individuals 16 or 17 and above to serve as mentors in addition to adults.

**Exhibit 4. Mentor Characteristics**

Average Number of Mentors	28.6
Average Mentor/Mentee ratio	2.5
Mentors 18+ (Number of Programs)	7

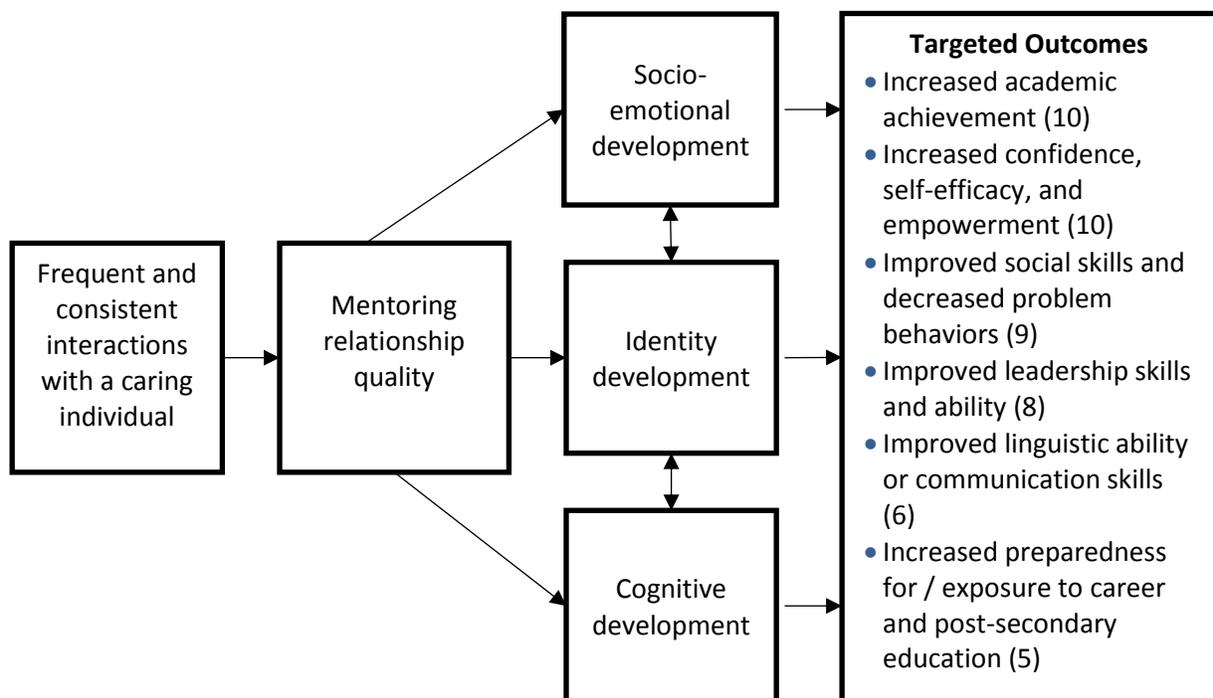
**Mentoring programs articulated a theory of change that described the mentoring relationship supporting a series of positive youth outcomes.** Across the 11 mentoring programs that participated in key informant interviews, the interviewees described the mentoring relationship and the accompanying program activities supporting the socio-emotional, identity, and cognitive development of children and youth (see Exhibit 5). The key informants described this development leading to the achievement of a series of targeted outcomes. Ten of the 11 programs targeted improved academic achievement,

increased mentee confidence, self-efficacy, and feelings of empowerment. Nine programs targeted improved social skills and decreased problem behaviors. As discussed below, most programs were collecting some form of evaluation data to assess progress toward targeted outcomes.

***Mentoring programs, representatives from business and funders, and youth practitioners expressed that mentors, youth, and the community benefited from the services provided by mentoring programs.***

In addition to the direct benefits mentees receive from participation, mentoring programs, representatives from business and funders, and youth practitioners expressed that mentors, youth, and the broader community also benefit from the work of mentoring programs. They noted that mentoring relationships provide an opportunity for mentors to learn about themselves, have a positive impact in the lives of youth and children, improve their understanding of different backgrounds and cultures, improve self-esteem and feelings of accomplishment, and enhance their own personal relationships and networks. They noted that the Montgomery County community benefits from improved outcomes for youth and families. Business leaders and funders, in particular, noted that business and funder involvement in mentoring can enrich the lives and careers of employees, establish or improve community connections, and increase a business or funders’ community profile.

**Exhibit 5. Montgomery County Mentoring Programs’ Theory of Change for Positive Youth Outcomes**



Note: The number of mentoring programs is in parentheses in the “Targeted Outcomes” box with a total of 11 possible programs.

## 4. Identification of Mentoring Program Best Practices and Their Use in Montgomery County Mentoring Programs

### 4.1 Mentor Recruitment

The likelihood of individuals committing to volunteering increases when they are asked to serve as a mentor by someone they know (Furano, Roaf, Styles, & Branch, 1993; MacNeela 2008). Research notes the importance of recruitment strategies that realistically portray the benefits, practices, supports, and challenges of mentoring in a given program (DuBois et al., 2002a). The most common barriers to volunteering are lack of time, lack of interest, and health problems (Sundeen, Raskoff, & Garcia, 2007). Nonetheless, mentors' unfulfilled expectations or mistaken impressions can contribute to early termination of the mentoring relationship (Spencer, 2007).

***Mentoring programs encouraged mentors and program staff to assist with mentor recruitment efforts by providing them with knowledge and resources to ask associates, who meet the eligibility criteria of the program, to become mentors.*** Eight of the 11 mentoring programs that participated in key informant interviews noted that their most fruitful method of mentor recruitment was through word-of-mouth and the social networks of staff and mentors.

***Mentoring programs worked to inform potential mentors of the realistic benefits, practices, and challenges associated with the mentor role during recruitment.*** Ten of the 11 mentoring programs that participated in key informant interviews described efforts to inform potential mentors of the rewards of serving as mentor while also providing a realist description of program expectations and potential challenges that might arise in the mentor-mentee relationship.

### 4.2 Mentor Screening

A strong mentor application and screening process is critical to protect program participants from potential abuse or unsafe environments and to ensure that mentors have the appropriate temperament and commitment for making the mentoring relationship a positive experience (Kremer & Cooper, 2014). Studies of both community-based and school-based volunteer mentoring programs have shown that longer-term mentoring relationships (lasting one calendar year or academic year) that involve consistent interaction (a minimum four or more hours per month) tend to be associated with greater benefits to youth (Bayer, Grossman, & DuBois, 2015; Frecknall & Luks 1992; Grossman & Johnson, 1998; Grossman & Rhodes, 2002; Herrera et al., 2007).

***Mentoring programs required potential mentors to complete an interview and screening process to assess their suitability for serving as mentors.*** Ten of the 11 mentoring programs that participated in key informant interviews noted that mentors were required to complete an application with questions about personal background, motivation for being a mentor, and personal and professional experiences. Similarly, 10 programs required mentors to complete an in-person or telephone interview with program staff. All programs required adult mentors to complete a criminal history background check.

***Mentoring programs typically required mentors to commit to meeting with mentees face-to-face a minimum of once a week and four or more hours per month, on average, over the academic or calendar year.*** Six of the seven site-based or school-based programs required mentors to meet with mentees for one to two hours per week over the course of the academic year. The seventh program was a program targeted at addressing school behavior and socio-emotional health that required 1.5 hours of interaction each week over the course of 12 weeks. It is important to note that some targeted programs

that last less than an academic year have achieved meaningful results using mentoring (Wyman et al., 2010). Three of the four community-based programs required mentors to meet with mentees at least four hours per month and typically at least once per week over the course of the calendar year.

### 4.3 Mentee Recruitment and Screening

Mentoring programs typically have a clearly defined set of intended outcomes and target population. Therefore, mentees should be recruited based on the specific services available that might benefit them. As described in Section 4.2, mentoring relationships must last the intended duration and include a sufficient frequency of contact to have the greatest benefit to youth (Larose, Tarabulsy, & Cyrenne, 2005). To maximize the likelihood of a mentoring relationship running its intended course, all parties involved – parents or guardians, mentees, and mentors – must be committed to the success of the relationship.

***Mentoring programs utilized systems of recruitment to engage mentees whose needs align with the services offered by the program and the program’s intended outcomes.*** Seven of the 11 programs described using referral relationships with community organizations or schools to recruit mentees who met clearly defined criteria for program eligibility and intake. Two programs reported primarily recruiting mentees from other programs within the organization where a program staff person familiar with the youth and the mentoring program’s services could judge whether a youth would benefit from mentoring. Two programs also described encouraging their mentees to recruit peers who might benefit from the program.

***Mentoring programs engaged in practices to ensure that youth, parents, and guardians understood the program’s requirements and how a mentoring relationship would benefit the youth.*** All 11 programs that participated in key informant interviews reported meeting with youth to discuss program expectations; goals; the minimum length, frequency, and total hours of the mentoring relationship; and other program requirements. Eight of the 11 programs held telephone or in-person meetings with parents and guardians to explain the program, identify questions or concerns, and secure commitment before the youth began participating.

### 4.4 Pre-match Training

#### Pre-match Mentor Training Length

Pre-match mentor training is a critical component of a successful mentoring program and can positively impact match length and the perceived closeness, supportiveness, satisfaction, and effectiveness of the mentor-mentee relationship (Bernstein, Dun Rappaport, Olsho, Hunt, & Levin, 2009; Herrera, DuBois, & Grossman, 2013; Herrera, Sipe, & McClanahan, 2000; Miller, 2007; Parra, DuBois, Neville, Pugh-Lilly, & Povinelli, 2002). Pre-match training can bolster mentors’ self-efficacy and confidence as a mentor before entering the mentoring relationship — traits that have been connected to improved mentoring relationship quality and positive youth outcomes (DuBois et al., 2002a; DuBois & Neville, 1997; Hirsch, 2005; Karcher, Nakkula, & Harris, 2005; Morrow & Styles, 1995; Parra et al., 2002).

Beyond the simple provision of pre-match training, the amount of pre-match training delivered with clear outcomes in mind has been linked to higher levels of mentor effectiveness when compared to a lesser amount of poorly conceived training (Davidson & Redner, 1988; Davidson, Redner, Amdur, & Mitchell, 1990). Research has shown that mentors who received six or more hours of pre-match training felt more connected to their mentees, spent more time with their mentees, and were more likely to

continue their mentoring relationships compared to mentors who received two hours or less of training (Herrera et al., 2000; Herrera et al., 2007; Herrera et al., 2008; Jekielek et al., 2002).

***All mentoring programs provided pre-match training to mentors, but the length of pre-match training varied and tended not to meet the minimum six hours recommended as best practice.*** Ten of the 11 mentoring programs that participated in key informant interviews discussed providing pre-match training to mentors designed to prepare them to engage successfully in the mentoring relationship. The length of this training, however, varied. Only three programs that participated in key informant interviews reported providing six or more hours of training. The remaining seven programs provided between two and six hours of pre-match training.

## Pre-match Mentor Training Content

In addition to providing background on the mentoring program, program setting, and logistics, research has shown that the inclusion of specific content in pre-match training can positively impact the mentoring relationship and capacity of mentors:

- Mentoring programs should encourage mentors to reflect on their reasons for becoming a mentor, expectations, and goals for the mentoring relationship. Mentors' unclear motivations, faulty expectations, and misaligned goals can impact the early phases of the mentoring relationship and long-term mentor satisfaction and commitment (Clary and Snyder, 1999; Evans, 2005; Karcher et al., 2005; Keller, 2005; Madia & Lutz, 2004; Spencer, 2006; Strapp et al., 2014; Stukas & Tanti, 2005; Wymer & Starnes, 2001).
- Mentoring programs should provide mentors with a theoretical orientation and practical skills for building relationships with mentees according to the program's goals, philosophy, and relational approach (Karcher, Kuperminc, Portwood, Sipe, & Taylor, 2006; Karcher & Nakkula, 2010; Morrow & Styles, 1995; Sipe, 2002; Spencer, 2006).
- Mentoring programs should educate mentors about the experiences and needs of special mentee populations such as children of incarcerated parents; youth in foster care; immigrant youth; juvenile justice system or child welfare involved youth; youth experiencing behavioral, mental health, or socio-emotional challenges; and other populations (Karcher et al., 2006; Karcher & Nakkula, 2010; Madia & Lutz, 2004; Schlafer, Poelmann, Coffino, & Hanneman, 2009; Spencer, 2006; Taussig & Culhane, 2014).

***Mentoring programs covered key topic areas to equip mentors with the knowledge and skills needed to be effective mentors before entering the mentoring relationship, but the depth of coverage varied by program.*** Ten of the 11 programs that participated in key informant interviews provided mentors with pre-match training on program rules, goals, and expectations; mentor obligations and roles; theory and skills in relationship development and maintenance; and ethics and safety. In addition, all programs provided pre-match training about the needs and experiences of the mentee service population as well as the program setting, when applicable. As noted above, however, the length of pre-match training varied across programs. Therefore, the depth of the discussion on these topic areas varied by program.

## Pre-match Training for Mentees and Families

The mentoring field has historically focused most on the importance of pre-match mentor training, but in recent years more attention has been paid to the benefits of preparing prospective mentees and their families for the mentoring relationship. In particular, pre-match training can provide mentees with knowledge and expectations about the program, mentee and mentor roles and expectations, the benefits of mentorship, and a forum for setting goals for program participation (Herrera et al., 2013; Kasprisin, Single, Single, Ferrier, & Muller, 2008). Pre-match orientation and training for parents or guardians can foster their support and involvement which has been linked to positive youth outcomes (DuBois et al. 2002a; Jekielek et al., 2002; Rhodes, 2002).

***Mentoring programs varied in the extent to which they required a formal mentee orientation or training outside of the recruitment and screening process.*** Seven of the 11 mentoring programs that participated in key informant interviews provided a formal orientation or training for mentees before starting the mentoring relationship. This training tended to be conducted one-to-one with a program staff person, in a group with other mentees, together with their mentors, or with their mentors and their parent or guardians.

***Mentoring programs varied in the extent to which they required a formal parent or guardian orientation or training outside of the recruitment and screening process.*** Five of the 11 mentoring programs that participated in key informant interviews provided a formal orientation or training for parents before starting the mentoring relationship.

## 4.5 Matching and Initiating the Mentoring Relationship

### Matching Mentors and Mentees

The ability for a mentoring program to create and initiate effective mentor and mentee matches is critical for the success of the mentoring relationship. Matching based on characteristics of the mentor and mentee such as age, gender, availability, geographic proximity, interpersonal skills, and mutual interests can facilitate engagement and the long-term sustainability of the mentoring relationship (Pryce, Kelly, & Guidone, 2014). Research has indicated that matching based on race, however, does not tend to impact relationship quality or youth outcomes (DuBois, Portillo, Rhodes, Silverthorn, & Valentine, 2011; Jucovy, 2002; Liang & West, 2007; Morrow & Styles, 1995; Rhodes, Reddy, Grossman, & Lee, 2002).

Some mentoring programs allow mentors and mentees to guide or contribute to the matching process. These programs typically provide a space for potential mentors and mentees to interact, get to know each other, and then either provide preferences to program staff or initiate mentoring relationships themselves. Although the research regarding this practice is not conclusive, some support exists for the efficacy of this approach (Holt, Bry, & Johnson, 2008; Karcher, 2008; Karcher et al., 2005; Schwartz, Rhodes, Spencer, & Grossman, 2013).

***Mentoring programs that formally matched mentors and mentees tended to form matches based on interests, personality, and mentor and mentee characteristics — important criteria for sustainable and successful mentoring relationships.*** Seven programs that reported that program staff formed matches between mentors and mentees noted they used application information, interview information, conversations with mentors and mentees, and questionnaires to develop a clear understanding of youth and mentor interests, personalities, and characteristics and then used this information to create a strong match. Two programs stated that they did not consider race as a factor when matching mentors and mentees. Two community-based programs stated that they also accounted for geographic proximity when matching mentors and mentees.

***Three mentoring programs provided space for mentoring relationships to develop naturally, although program staff would facilitate connections, when needed.*** Three programs stated that they did not typically formally match potential mentors and mentees. Each of these programs was site-based or school-based and allowed potential mentors and mentees time to interact in a group setting and then initiate their own mentoring relationships or provide feedback to program staff regarding a desired match.

## Initiating the Mentoring Relationship

After a match is established, an initial meeting between the mentor, mentee, and program staff (and parents or guardians when appropriate) can help build a strong foundation for the mentoring relationship and clarify expectations, roles, responsibilities, preferences, and limitations or concerns of parents and guardians (Miller, 2007; Spencer, 2006).

***Mentoring programs typically facilitated a formal match meeting once a match was established, a good practice for successful mentoring relationships.*** Once a match was established, seven mentoring programs described hosting a match meeting. In five of these programs, the match meeting occurred as part of site-based or school-based activities. In two programs, mentor and mentee met with a program staff person, and in another case parents or guardians, mentors, mentees, and a program staff person met together to initiate the mentoring relationship.

### 4.6 Monitoring and Support

Consistent and frequent monitoring of the mentoring relationship along with support from program staff can facilitate successful mentoring relationships. Program staff monitoring and support has been associated with greater levels of mentoring relationship satisfaction, strength, and longevity (Herrera et al., 2007; Herrera et al. 2013; Herrera, Kauh, Cooney, & Grossman, 2008; Herrera et al., 2000; Martin & Sifers, 2012). Further, ongoing training can also contribute to mentoring relationship strength, quality, and longevity (DuBois et al., 2002a; Herrera et al., 2007; Herrera et al. 2013).

***Mentoring program staff checked in with mentors at least once a month and more frequently at the beginning of the mentoring relationship — a recommended best practice.*** In all mentoring programs that participated in key informant interviews, program staff reported that they were in contact with mentors at least once a month and, in some cases, more frequently. Respondents noted that typically these contacts involved conversations with mentors about the progress of mentoring activities, the quality of the mentoring relationship, and mentee or mentor challenges and needs. In two community-based programs, mentors were required to complete logs, in addition to conversations with program staff, which documented information about mentor-mentee meetings such as the date, length, and activities.

***Mentoring program staff checked in with mentees at least once a month and more frequently at the beginning of the mentoring relationship — a recommended best practice.*** In all mentoring programs that participated in key informant interviews, program staff reported that they were in contact with mentees at least once per month and, in some cases, more frequently. The programs noted that typically these contacts involved conversations with mentees about the progress of mentoring activities, the quality of the mentoring relationship, and mentee or mentor challenges and needs.

***Mentoring program staff primarily used qualitative information obtained from mentors and mentees to assess the mentoring relationship.*** All mentoring programs reported primarily using qualitative information obtained through conversations with mentors and mentees, written logs, and observations during group activities to assess the mentoring relationship. Specifically, respondents stated that they compared and contrasted the perspectives of both the mentor and mentee to plan how to support the development of each mentoring relationship. Staff used information obtained through monitoring to determine whether a mentoring relationship was experiencing significant challenges and to intervene as needed.

***Mentoring programs provided limited ongoing training opportunities.*** Eight of the 11 mentoring programs typically provided ad hoc or intermittent training to mentors after the initial pre-match training on a limited basis. These programs noted that they usually worked with mentors to determine areas of interest, identified training opportunities as they emerged, provided training on the characteristics and experiences of the program’s service population, or conducted trainings to address challenges mentors were encountering. Respondents noted that ideally they would provide additional ongoing mentor training, but they experienced limits in available program resources and mentors’ availability and willingness to participate.

#### **4.7 Closure**

Closure of the mentoring relationship is a common element of the mentoring program implementation process. In some programs, closure is a natural part of the program life cycle (for example, a school- or site- based program ending at the end of the academic year) and in other instances closure is an unplanned occurrence (for example, due to changes in mentor availability). Closure can lead to mentee feelings of sadness, anger, loss, lack of self-worth, and disappointment – especially in the case of unplanned termination of the mentoring relationship (Keller, 2005; Rhodes, Liang, & Spencer, 2009; Spencer & Basualdo-Delmonico, 2014; Spencer, Basualdo-Delmonico, Walsh, & Drew, 2014). Ineffective closure practices can exacerbate these negative emotions and can contribute to negative feelings about an otherwise well-regarded mentoring relationship (Spencer et al., 2014).

To address the difficulty mentors, mentees, and parents or guardians experience, mentoring programs must have a clear process for managing both expected and unexpected closure with sensitivity. Closure activities (for example, a special final program event or activity, exit interview, match meeting, or graduation ceremony) that formally addresses the change and encourages reflection on positive experiences can ease the transition and facilitate opportunities for continuation of the mentoring relationship in other forms (Jucovy, 2001; Lakes & Karcher, 2005; Miller, 2007; Schwartz et al. 2014; Spencer et al., 2014).

***Site-based and school-based mentoring programs had a system in place for managing expected closure and provided opportunity to mark and celebrate the transition of the mentoring relationship.***

Site-based or school-based programs tended to close out the mentoring relationship, which typically concluded at the end of the academic year, through special closing events and activities that celebrated the mentoring relationship. Respondents noted that near the end of the academic year, mentees often became sensitive to the fact that the mentoring relationship would be ending, which at times caused tension in the mentoring relationship. Respondents said they worked to ease this tension and facilitate positive closure by not waiting until the final meeting to discuss closure. Respondents also said they notified parents or guardians of closure using phone calls or a letter explaining the approaching end of the mentoring relationship and the closure process.

***Mentoring programs had a procedure in place to manage unexpected closure and rematch youth, if desired.*** Ten of the 11 mentoring programs that participated in key informant interviews described their procedures to deal with closure of the mentoring relationship. Through exit interviews or closure conversations with mentors and mentees, respondents said that they typically reviewed the reason for the closure of the relationship and encouraged both parties to express their thoughts and feelings about the situation. Respondents said they also sought feedback about the program and used the meeting as an opportunity to document and track reasons for premature closure. Respondents said that after a period of transition, they normally rematch mentors or mentees, if they are interested in being rematched. Respondents noted the importance of stressing to mentors and mentees that the new

mentoring relationship will be different from the old one. Respondents also said they notified parents or guardians of closure by involving them in closure meetings, phone calls, or letters explaining the upcoming end of the mentoring relationship and the closure process.

#### 4.8 Program Evaluation

Program evaluation is an essential organizational practice. When mentoring programs conduct strong, practical evaluations on a routine basis the resulting findings are best able to inform their program management and improve program effectiveness.

***Mentoring programs tended to engage in some form of formal process evaluation and monitoring.*** All programs that participated in key informant interviews stated that they used information from pre-and post-interviews or periodic interviews, pre-and post-surveys and program records to examine process measures such as the number of new matches, types of activities, length of matches, frequency and duration of meetings, and perceptions of the mentoring relationship to monitor program processes. Respondents reported that they used this information to examine whether the mentoring program was being implemented as intended; how the mentoring program was being experienced by mentors, mentees, and parents or guardians; and whether changes were needed to address problems.

***Mentoring programs tended to engage in some form of outcome evaluation, but the use of this information to inform program changes was limited.*** Ten of the 11 programs that participated in key informant interviews described collecting data through pre-and post- surveys, pre- and post-interviews or periodic interviews, records, and other data sources to examine program outcomes. Respondents said that they collected information such as mentees' reports of their grades, behavior and psychological functioning; teacher reports of mentees' classroom behavior or achievement; mentors' reports of mentee well-being; parent-child relationships; graduation rates; school attendance; and other outcomes that were relevant for their program design. Most respondents, however, were unable to describe concrete ways these data were used to inform program improvement or how the data were systematically analyzed to reflect on program outcomes.

### 5. Challenges, Needs, and Opportunities

This section summarizes challenges, needs, and opportunities identified by mentoring programs, youth practitioners, funders, business, and observations of the study team based on key findings.

- **Written Policies and Procedures.** Although all mentoring programs that participated in key informant interviews described having clear policies and procedures for program implementation, the extent to which all relevant policies and procedures were clearly laid out in a policy and procedure manual varied by program.
- **Resource Development and Funding.** Mentoring programs that participated in key informant interviews and participants in the youth practitioner focus group reported that limited access to funding and other resources was an ongoing challenge. They noted that this lack of resources limited the number of program staff, time to monitor and reflect on program operations, the number of youth served, and the types of program activities that could be held. In addition to access to funding, they noted that locating funding streams that mentoring programs can leverage is an area of ongoing need. They also expressed that it can be difficult to think about long-term financial stability while attending to day-to-day operations. Participants in the funder and business focus group noted that programs can benefit from having a resource development

plan. They also noted that too few programs in the social sector are able to articulate effectively why their program is a good investment while tailoring the message to a specific funder.

- **Staff Professional Development and Staff Size.** Mentoring programs that participated in key informant interviews and participants in the practitioner focus group reported their mentoring programs are often made possible by a small number of staff, often one to three individuals, who tend to be stretched to the limit to balance day-to-day operations with other responsibilities. They also noted that due to resource and time constraints their programs were not able to provide their staff with as many professional development opportunities as they would like.
- **Mentoring Program Training and Technical Assistance.** Only two programs that participated in key informant interviews noted that they had received mentoring program-specific training and technical assistance during the past 12 months, and only six described receiving training and technical assistance around broader topics such as program management, youth development, cultural competence, and evaluation. All programs, however, expressed that training and technical assistance was an area of ongoing need. Programs that participated in key informant interviews and participants in the youth practitioner focus group stated that additional training and technical assistance tailored for mentoring programs about topics such as program evaluation, resource development and sustainability, mentoring program staff training, mentor training and preparation, mentor recruitment, strategies for working with parents or guardians, and current research in youth development would be useful.
- **Community Awareness.** Mentoring programs that participated in key informant interviews and participants in the practitioner and funder and business focus groups identified a need to raise public awareness about mentoring. They expressed that increased public awareness of the benefits of mentoring to mentors, mentees, families, and the community would result in increased investment in mentoring by the public and private sectors and facilitate mentor and mentee recruitment.
- **Evaluation for Program Improvement.** As described in Section 4.8, most mentoring programs that participated in key informant interviews were engaging in some form of process and outcome evaluation. Nonetheless, few programs were able to articulate systematic ways in which the data were used to inform program improvement. Further, mentoring programs that participated in key informant interviews noted that they need to increase their capacity to effectively collect, analyze, and reflect on mentoring program data. Participants in the funder and business focus group noted that both qualitative and quantitative data on process and outcomes are important because the findings describe the effectiveness of the program to funders and can help market the program to the community.
- **Collaboration with Youth-Serving Organizations and Mentoring Programs.** Mentoring programs that participated in key informant interviews and participants in the practitioner focus group described opportunities to increase mentoring program collaboration with other youth-serving institutions. For example, cross-program referrals to better meet the needs of youth and families in the community; joint case conferences to discuss the progress of youth involved in multiple programs or systems; and data sharing across institutions. Mentoring programs that participated in key informant interviews and participants in the practitioner focus group described opportunities to increase collaboration amongst mentoring programs. For example,

mentoring programs could develop systems to receive joint training and technical assistance, referrals of mentors and mentees between programs, grant seeking, advocacy, community education, and efforts to increase public awareness. Participants in the funder and business focus group noted that displaying a willingness and capacity to collaborate with other institutions in the social service sector is critical to avoid maximize the use of available resources.

## 6. Conclusions and Recommendations

Although this in-depth qualitative study may not represent all mentoring programs that serve participants in Montgomery County, it provides several insights into trends and potential opportunities to enhance the ongoing work of mentoring programs. For instance, many programs were site-based or school-based, which may present an opportunity to expand the availability of community-based mentoring. Most programs served a primarily male and racial and ethnic minority population, which may present an opportunity to expand the availability of programs to other groups. Further, no programs systematically applied new approaches to mentoring, such as e-mentoring, which could be used to support an existing program's activities and achievement of its intended outcomes. While screening and recruitment practices tended to be consistent across programs, programs varied in the extent of pre-match training and ongoing provided to mentors, mentees, and parents or guardians. The data reveal opportunities to enhance the comprehensive of written policies and procedures, grant-seeking and funding levels, staffing, training and technical assistance, community awareness, evaluation, and collaboration.

The following recommendations for enhancing the work of mentoring programs that serve participants in Montgomery County are based upon observations provided by participants in the study and Community Science's observations and analysis:

1. **Develop a comprehensive policy and procedure manual or guide.** As describe above, mentoring programs clearly articulated their policies and procedures, but the extent to which all these policies and procedures were codified in a written manual or guide varied by program. All mentoring programs can benefit from developing such documentation. Program manuals create shared understanding for program staff and stakeholders, formalize the decision-making process, and provide a map for day-to-day operations. A comprehensive policy and procedure manual or guide also ensures continuity and consistency of operations in the face of staff turnover. A manual should be readable and accessible and consistently reviewed and revised. It should also clearly described program policies, procedures, and documentation.
2. **Create, implement, and monitor a mentoring resource development plan.** Mentoring programs noted that having limited resources has been an ongoing challenge and that they often struggled to engage in financial planning when caught up in day-to-day operations. Nonetheless, the sustainability of a program and its ability to eventually scale up operations depends upon its ability to obtain financial and in-kind resources. Mentoring programs can benefit from a process of mapping internal resources, mapping external resources, developing a resource development plan, and then monitoring the plan's implementation and outcomes. In particular, when considering external resources, programs should remember that support extends beyond funding to include in-kind donations and volunteer support. This may be especially relevant when considering opportunities to engage local corporations and businesses. Many corporations and businesses provide some form of community service or support through monetary

donations, employee programs that encourage volunteering, or the donation of equipment and supplies. Garnering the support of local businesses will be highly dependent on a program's ability to establish one-to-one connections through community education and outreach efforts and make a convincing case as to why a given business should invest in a program.

3. **Increase the amount of pre-match and ongoing training provided to mentors.** As described above, research has established a clear relationship between increased levels of mentor pre-match training and mentoring relationship outcomes. Mentoring programs, however, rarely provided six hours or more of pre-match training. Mentoring programs should increase the amount of pre-match training provided to mentors to allow sufficient time for mentors to reflect on their reasons for becoming a mentor, expectations, and goals for the mentoring relationship; provide a theoretical orientation and practical skills for building relationships with mentees; educate mentors about the experiences and needs of special mentee populations; and provide background on the mentoring program, program setting, and logistics. Mentoring programs also varied in the amount of ongoing training provided. Mentoring programs may benefit from providing increased amounts of ongoing training on topics of interest to mentors or that reflect emerging needs and challenges such as youth and child development; strategies for relationship building; and issues related to the culture, gender, race, religion, socioeconomic status, and other factors that may influence the mentoring relationship.
4. **Provide consistent pre-match training to mentees and parents or guardians.** Mentoring programs varied in the extent to which they provided pre-match training to mentees and parents or guardians outside of the initial recruitment and screening process. As noted above, pre-match training can provide mentees with knowledge and expectations about the program, mentee and mentor roles and expectations, the benefits of mentorship, and a forum for setting goals for program participation. Similarly, pre-match training with parents or guardians can help increase parental or guardian engagement which can support mentee engagement and improved outcomes. Therefore, mentoring programs might benefit from providing consistent mentee and parent or guardian training once mentees have been formally recruited and have agreed to participate in the program.
5. **Increase capacity to collect, analyze, and use data for program improvement and to monitor the mentoring relationship.** Most mentoring programs were collecting some form of process and outcome data, but the extent to which these data were used to inform program activities varied. Mentoring programs may benefit from coaching on how to collect, analyze, interpret, and report evaluation data. Evaluation findings can yield many benefits to programs, including providing information to drive improved services to children, youth, and volunteers; improved program operations; and enhanced programmatic outcomes. Evaluation results can also complement efforts to market a program to the community and attract new resources by providing evidence of effectiveness or displaying a commitment to continuous quality improvement.

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## Appendix A: Matrix of Mentoring Programs Included in the Study

**Exhibit A1: Basic Program Characteristics**

	<b>Program Description</b>	<b>Evidence-based Models or Practices Used</b>	<b>Monitoring and Evaluation</b>
<p><b>300 Rising</b> <i>Joe Henry, Co-founder, 300 Rising</i></p>	<p>300 Rising matches youth ages 13 to 18 in a one-on-one mentoring relationship with a caring adult from the community. Mentors have three to four contacts with their mentees each week with at least one face to face meeting. Mentors commit to the mentoring relationship for about 3 years on average. The mentoring relationship is designed to provide youth with improved confidence, self-awareness, personal and social-identify, relationships, and social skills.</p>		<ul style="list-style-type: none"> <li>• Reflection activities with mentors and mentees to collect feedback on the mentoring relationship, mentor and mentee needs, program activities, and opportunities for improvement.</li> </ul>
<p><b>AALEAD Mentoring Program</b> <i>Tina, Ngo, Mentoring &amp; Volunteer Programs Manager, AALEAD</i></p>	<p>The AALEAD Mentoring Program matches youth ages 10 to 18 in a one-on-one mentoring relationship with a caring adult from the community. Mentors spend a minimum of 6 hours per month with their mentee and commit to the mentoring relationship for at least 1 year. The mentoring relationship is designed to provide youth with a safe avenue to express their feelings and frustrations, improve their self-esteem, foster positive self-identity, give youth opportunities to explore new interests and develop hobbies, and motivate them to pursue higher education.</p>	<ul style="list-style-type: none"> <li>• Advancing Youth Development (AYD) for Community Youth Work</li> <li>• Elements of Effective Practice for Mentoring</li> <li>• Big Brothers Big Sisters of America Standards of Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection activities with mentors and mentees to collect feedback on the mentoring relationship, mentor and mentee needs, program activities, and opportunities for improvement.</li> <li>• Recording program attendance to monitor the number of youth participating in each program activity, workshop, or event.</li> <li>• Collecting youth report cards to monitor academic progress.</li> <li>• Monthly mentor logs completed by mentors to monitor mentoring pairs' progress.</li> <li>• Administering pre- and post-program surveys for youth and guardians to measure the outcomes of our programming. Key measures are drawn from PerformWell.</li> </ul>

	<b>Program Description</b>	<b>Evidence-based Models or Practices Used</b>	<b>Monitoring and Evaluation</b>
<b>Community Bridges Girls High School Mentoring Initiative</b> <i>Marianne Hope,</i> High School & Mentoring Program Manager, Community Bridges	The Community Bridges Girls High School Mentoring Initiative matches young women ages 14 to 18 in a one-on-one mentoring relationship with a caring adult from the community during the academic year. Mentors are expected to attend bi-monthly program activities and arrange a mutually desired schedule of contact with mentees outside of these activities. The mentoring relationship is designed to increase self-confidence, provide a venue for healthy relationship development; focus on servant leadership, facilitate effective career mapping; develop pride in identity; and contributed to positive youth development.	<ul style="list-style-type: none"> <li>• Elements of Effective Practice for Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection activities with mentors and mentees to collect feedback on the mentoring relationship, mentor and mentee needs, program activities, and opportunities for improvement.</li> <li>• Monthly mentor logs completed by mentors to monitor mentoring pairs' progress.</li> <li>• Progress toward and incidence of high school graduation.</li> <li>• Enrollment in two or four year institutions.</li> <li>• Pride in personal and social identity.</li> <li>• Self-confidence to speak up for themselves, identifying personal challenges and creating solutions to resolving them, and overcoming obstacles.</li> <li>• Capacity for healthy relationship decision making as represented by the ability to see others' perspectives clearly and integrate them with their own.</li> <li>• Commitment to servant leadership as measured by a desire to help others and become more civically engaged.</li> <li>• Articulation of future goals for college and career and identification of ways of achieving said goals.</li> </ul>

	<b>Program Description</b>	<b>Evidence-based Models or Practices Used</b>	<b>Monitoring and Evaluation</b>
<b>Full Circle Brotherhood</b>	The Full Circle Brotherhood (FCB) mentoring program brings together middle-school aged boys with participants in the Montgomery County Conservation Corps (MCCC) twice per week in a structured group setting during the academic year. The mentoring relationship is designed to encourage, support, and empower youth to lead a healthier life through positive youth development and mentorship. Program activities include recreational activities such as soccer, basketball, and kickball to increase teamwork and interpersonal skills as well as mentor-led workshops for mentees that focus on real life situations and challenges and how to address them.		<ul style="list-style-type: none"> <li>• Reflection activities with mentors and mentees to collect feedback on the mentoring relationship, mentor and mentee needs, program activities, and opportunities for improvement.</li> <li>• Recording program attendance to monitor the number of youth participating in each program activity, workshop, or event.</li> <li>• Collecting youth report cards to monitor academic progress.</li> <li>• Administering pre- and post-program surveys for youth to measure outcomes.</li> </ul>
<b>GUYS Mentoring</b> <i>Jason Miller,</i> Program Manager, Family Services Inc.	GUYS Mentoring brings together youth with adult mentors weekly in a structured group environment during the academic year. The mentoring relationship and program activities are designed to build resilience, develop pro-social skills and attitudes and minimize the influence of street gangs, bullying, negative peer pressure and drug or alcohol use. The program is designed to intervene before students reach high school to address problem behaviors associated with poor school attendance, academic and social problems that result in disconnection from school and student drop-out.		<ul style="list-style-type: none"> <li>• Reflection activities with mentors and mentees to collect feedback on the mentoring relationship, mentor and mentee needs, program activities, and opportunities for improvement.</li> <li>• Recording program attendance to monitor the number of youth participating in each program activity, workshop, or event.</li> <li>• Collecting youth report cards to monitor academic progress.</li> <li>• Administering pre- and post-program surveys for youth.</li> </ul>

	Program Description	Evidence-based Models or Practices Used	Monitoring and Evaluation
<p><b>I AM College READY</b>  <i>Morris Hudson,</i>            Chief Executive Officer, Family Learning Solutions</p>	<p>I AM College READY, formerly known as B.R.O.T.H.E.R.S, is a peer-to-peer mentoring model that partners high school students with peers in a structured group setting on a weekly basis. The program is designed to support academic development and post-secondary enrollment, career attainment. The program also works with parents to inform them of their student’s options for academic achievement and career and enable them to support their children’s efforts at attaining college or career training.</p>	<ul style="list-style-type: none"> <li>• Hudson Peer Mentoring Model</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection activities with mentors and mentees to collect feedback on the mentoring relationship, mentor and mentee needs, program activities, and opportunities for improvement.</li> <li>• Rates of attendance and incidence of in-school behavioral issues.</li> <li>• Progress toward and incidence of high school graduation.</li> <li>• Enrollment in two or four year institutions</li> <li>• Engagement in gang activity and involvement in the juvenile justice system.</li> <li>• Self-confidence to speak up for themselves, identifying personal challenges and creating solutions to resolving them, and overcoming obstacles.</li> <li>• Articulation of future goals for college and career and identification of ways of achieving said goals.</li> <li>• Knowledge of key topics related to physical and mental wellness, career skills, and social skills.</li> </ul>

	<b>Program Description</b>	<b>Evidence-based Models or Practices Used</b>	<b>Monitoring and Evaluation</b>
<b>Intergenerational Bridges</b> <i>Carol Croll, Senior Director, Heyman Interages Center</i>	<p>Intergenerational Bridges matches students ages 8 to 14 that are studying English for Speakers of Other Languages (ESOL) at school with older adult mentors. Mentors meet weekly with students during the academic year in a group setting and help them build self-confidence through social and emotional support and develop language proficiency through activities such as books or magazines, games, puzzles, conversations, art projects, writing, and help with homework.</p>		<ul style="list-style-type: none"> <li>• Reflection activities with mentors and mentees to collect feedback on the mentoring relationship, mentor and mentee needs, program activities, and opportunities for improvement.</li> <li>• Teachers rate student progress in the areas of social skills, English language, and self-esteem at mid-year and the end-of-year.</li> <li>• Mentors rate their individual student's progress in the areas of social skills, English language, and self-esteem at mid-year and the end-of-year.</li> <li>• Mentors completed surveys regarding overall program activities, the effectiveness of program management and the impact of serving as a mentor on their own quality of life.</li> <li>• Students complete a post - program survey to assess their improvement in English, their improvement in peer and adult interactions, and their satisfaction with the program.</li> </ul>
<b>Making a New United People (MANUP) Mentoring Program</b> <i>Brandon Johns, Executive Director, MANUP</i>	<p>MANUP brings together youth ages 12 to 19 with adult mentors weekly in a structured group environment. Key program activities include role playing to develop for conflict management skills, college preparatory sessions, financial management workshops, health and nutrition symposiums, workforce development tutorials, and other activities to promote education, self-empowerment, economic awareness and social responsibility.</p>	<ul style="list-style-type: none"> <li>• Advancing Youth Development (AYD)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection activities with mentors and mentees to collect feedback on the mentoring relationship, mentor and mentee needs, program activities, and opportunities for improvement.</li> <li>• Law enforcement and juvenile justice system involvement.</li> </ul>

	<b>Program Description</b>	<b>Evidence-based Models or Practices Used</b>	<b>Monitoring and Evaluation</b>
<b>Rockville Mentoring Program</b> <i>Kate Bouwkamp,</i> Community Services Program Coordinator, City of Rockville Department of Recreation and Parks	Rockville Mentoring Program matches children aged 8 to 14 in a one-on-one mentoring relationship with a caring adult. Mentors and mentees meet weekly in a structured group setting during the academic year. The mentor helps with homework for half of the session and engages in recreational activities for the other half.		<ul style="list-style-type: none"> <li>• Reflection activities with mentors and mentees to collect feedback on the mentoring relationship, mentor and mentee needs, program activities, and opportunities for improvement.</li> <li>• Recording program attendance to monitor the number of youth participating in each program activity, workshop, or event.</li> <li>• Collecting youth report cards to monitor academic progress.</li> <li>• Administering pre- and post-program surveys for youth.</li> </ul>
<b>You Have the Power!</b> <i>Robyn Glass,</i> Executive Director, Project Change	You Have the Power! (YHTP!), is a peer-to-peer mentoring model that partners high school students with middle and elementary school students in a structured group setting over a 12 week period during the academic year. The program is designed to raise awareness about the characteristics, risks, and consequences of bullying; increase participants' capacity for resilience and healthy conflict resolution; and develop self-efficacy.		<ul style="list-style-type: none"> <li>• Reflection activities with mentors and mentees to collect feedback on the mentoring relationship, mentor and mentee needs, program activities, and opportunities for improvement.</li> <li>• Recording program attendance to monitor the number of youth participating in each program activity, workshop, or event.</li> <li>• Administering pre- and post-program surveys for youth to assess their understanding of key bullying prevention concepts, conflict resolution strategies, and level of self-confidence.</li> </ul>

	<b>Program Description</b>	<b>Evidence-based Models or Practices Used</b>	<b>Monitoring and Evaluation</b>
<p><b>Youth Links</b> <i>Otoniel Perez,</i> Mentoring Coordinator, YMCA Youth &amp; Family Services</p> <p><i>Laura Brown,</i> Mentoring Recruitment Specialist, YMCA Youth &amp; Family Services</p>	<p>Youth Links matches children in need of assistance and youth in transition from foster care ages 5 to 15 in a one-on-one mentoring relationship with a caring adult from the community. The program is a collaboration through Child Welfare, the Circuit Court, Montgomery County Public Schools, the Department of Juvenile Services and the YMCA. Mentors provide youth with alternative relationship models that involve trust, support and caring. Mentors also provide mentees with an opportunity to develop basic social skills.</p>	<ul style="list-style-type: none"> <li>• Elements of Effective Practice for Mentoring</li> <li>• Big Brothers Big Sisters of America Standards of Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection activities with mentors and mentees to collect feedback on the mentoring relationship, mentor and mentee needs, program activities, and opportunities for improvement.</li> <li>• Periodic survey of mentees to assess satisfaction, benefits of mentoring, and opportunities to improve the mentoring experience.</li> <li>• Periodic survey of mentors to assess satisfaction, progress, ongoing needs, and opportunities to improve the mentoring experience.</li> <li>• Survey of guardians after at least 6 months to get the parents' perspective on the mentoring relationship and child's needs.</li> <li>• Child welfare data.</li> </ul>

**Exhibit A2: Additional Program Characteristics**

<b>Program</b>	<b>Service Location</b>	<b>Type of mentoring</b>	<b>Mentee Demographic</b>	<b>Mentor Demographic</b>	<b>Recruitment &amp; Screening</b>	<b>Pre-match Training (Hours)</b>	<b>Monitoring Frequency</b>	<b>Evaluation Type</b>	<b>Approximate Number of Youth Served</b>
300 Rising	Primarily community-based	Primarily One-to-One	Youth ages 13 to 18	Adults 18 or older	Mentors complete an application, background check, and undergo an extensive review process with program staff before being connected with mentees.	16	At least once per week	Collects process information	20

Program	Service Location	Type of mentoring	Mentee Demographic	Mentor Demographic	Recruitment & Screening	Pre-match Training (Hours)	Monitoring Frequency	Evaluation Type	Approximate Number of Youth Served
AALEAD	Primarily community-based	Primarily One-to-One	Youth ages 10 to 18	Adults 21 or older	Mentors complete an application, background check, and undergo an extensive review process with program staff before being connected with mentees.	4	At least once per month	Collects process and outcome information	20
Community Bridges	Primarily community-based	Primarily One-to-One	Young women ages 14 to 18	Adults 18 or older	Mentors complete an application, background check, and undergo an extensive review process with program staff before being connected with mentees.	3	At least once per month	Collects process and outcome information	20
Full Circle Brotherhood	Primarily school- or center-based	Team Mentoring	Middle-school aged boys	Individuals 17 or older recruited from the Montgomery County Conservation Corps	Mentors complete an application, background check, and undergo an extensive review process with program staff before being connected with mentees.	12	At least once per week	Collects process and outcome information	20
GUYS Mentoring	Primarily school- or center-based	Group Mentoring	Middle-school aged boys	Adults 18 or older	Mentors are recruited from amongst school staff.	0	At least once per week	Collects process and outcome information	60

Program	Service Location	Type of mentoring	Mentee Demographic	Mentor Demographic	Recruitment & Screening	Pre-match Training (Hours)	Monitoring Frequency	Evaluation Type	Approximate Number of Youth Served
I AM COLLEGE READY	Primarily school- or center-based	Peer Mentoring	High school aged youth	High-school students	Youth are recruited from within the school to work with other children and youth	4	At least once per week	Collects process and outcome information	50
Intergenerational Bridges	Primarily school- or center-based	Primarily One-to-One	Students ages 8 to 14	Adults age 50 or older	Mentors complete an application, background check, and undergo an extensive review process with program staff before being connected with mentees.	4	At least once per week	Collects process and outcome information	106
M.A.N.U.P	Primarily school- or center-based	Primarily One-to-One	Youth ages 12 to 19	Adults over the age of 18	Mentors complete an application, background check, and undergo an extensive review process with program staff before being connected with mentees.	6	At least once per month	Collects process and outcome information	80
Rockville Mentoring Program	Primarily school- or center-based	Primarily One-to-One	Youth ages 8 to 14	Individuals 16 or older	Mentors complete an application, background check, and undergo an extensive review process with program staff before being connected with mentees.	4	At least once per month	Collects process and outcome information	35

<b>Program</b>	<b>Service Location</b>	<b>Type of mentoring</b>	<b>Mentee Demographic</b>	<b>Mentor Demographic</b>	<b>Recruitment &amp; Screening</b>	<b>Pre-match Training (Hours)</b>	<b>Monitoring Frequency</b>	<b>Evaluation Type</b>	<b>Approximate Number of Youth Served</b>
You Have the Power!	Primarily school- or center-based	Peer Mentoring	Middle and elementary school students	High-school students	Youth are recruited from within the school to work with other children and youth	2	At least once per week	Collects process and outcome information	25
Youth Links	Primarily community-based	Primarily One-to-One	Children in need of assistance and youth in transition from foster care ages 5 to 15	Adults over the age of 18	Mentors complete an application, background check, and undergo an extensive review process with program staff before being connected with mentees.	4	At least once per month	Collects process and outcome information	56