PAVING THE WAY TO WORK

A Guide to Career-Focused Mentoring for Youth with Disabilities

National Collaborative on
Workforce & Disability for Youth
Institute for Educational Leadership

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) is composed of partners with expertise in disability, education, employment, and workforce development issues. NCWD/Youth is housed at the Institute for Educational Leadership in Washington, D.C. The Collaborative is charged with assisting state and local workforce development systems to integrate youth with disabilities into their service strategies.

Information on the Collaborative can be found at http://www.ncwd-youth.info/.

Information about the Office of Disability Employment Policy can be found at http://www.dol.gov/odep/.

Information is also available at http://www.disabilityinfo.gov/, the comprehensive federal website of disability-related government resources.

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Acknowledgements

The creation of the Mentoring Guide is rooted in the U.S. Department of Labor's Office of Disability Employment Policy's (ODEP) charge to find and promote the most effective research-based policies and practices to improve transition outcomes for youth with disabilities. Mentoring is recognized as one of the most important strategies for assisting youth in making a positive transition into adulthood. Both caring adults and peers may play a key role in mentoring. In response to the under-representation of youth with disabilities in most youth development programs, ODEP, in collaboration with the U.S. Department of Labor's Center for Faith-Based and Community Initiatives, launched an initiative to promote mentoring for youth with disabilities in 2004.

ODEP turned to the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) to provide technical assistance to the grantees supported through the initiative. NCWD/Youth immediately recognized that there were experienced, outstanding organizations that operate, support, and promote mentoring services throughout the country. The work of these organizations provides the underpinnings of this Guide. NCWD/Youth would be remiss not to acknowledge the outstanding work of the Northwest Regional Laboratory's National Mentoring Center, the National Mentoring Partnership, and Public/Private Ventures.

The Guide aims to add value to mentoring initiatives by providing specific disability-related and career preparation information relevant to mentoring. As you use this Guide, the reasons for these two choices will become clear.

The team of writers for this Guide was drawn from the NCWD/Youth partners. Joe Timmons from the National Center on Secondary Education and Transition at the University of Minnesota generated a large portion of this Guide. His colleague, Mary Mack, provided experience based upon the development of one of the few disability-specific mentoring programs, Connecting to Success, and the evaluation chapter. The Institute for Educational Leadership's Anthony Sims, Ph.D, provided the developmental lens; Rebecca Hare contributed to the research, the youth voice, and the packaging of the document; and Joan Wills provided oversight for the project and on occasion provided some text.

Preface

WHY THIS GUIDE WAS DEVELOPED

Mentoring is a trusting relationship, formalized into a program of structured activities, which brings young people together with caring individuals who offer guidance, support, and encouragement aimed at developing the competence and character of the mentee. Across the country, youth mentoring continues to garner praise and expand as a way to assist youth in navigating the sometimes difficult transition to adulthood. Indeed, what began as a simple innovative idea without a supporting research base has evolved into a thriving, multi-faceted youth strategy with an impressive body of evidence-based data, standards of practice, and program evaluation guidelines.

Yet, the picture for mentoring is incomplete. Despite all of the information available on mentoring, there is very little about mentoring youth with disabilities or about career-focused mentoring of older youth. This Guide was developed specifically to address the needs of youth with disabilities during their transition from school to work. In this Guide, "transition" is defined as the period of time that begins when a young person starts planning the move from secondary school to postsecondary school, vocational training, or the work world. Youth aged 14 to as high as 24 (depending on individual factors and program definitions) can be considered "in transition." The Guide offers a menu of choices for structuring mentoring services in an array of settings and provides a range of possible activities to be pursued by mentors and mentees. No one mentoring connection or any single mentoring program would be expected to cover the full range of options provided in this Guide, but the authors have chosen to be inclusive in listing resources, connections, and service strategies in order to be helpful to a wide array of organizations.

Many youth who participate in mentoring programs are considered vulnerable. The category of vulnerable youth is broad and includes multiple sub-categories of youth, such as those in foster care; those who are homeless, adjudicated, impoverished, or involved with drugs; those who have poor academic performance; and those with a range of disabilities, including mental health needs. One of the largest cross-segments of this population of vulnerable youth, and a principal focus for this Guide, is youth with disabilities. Although many of the youth identified as vulnerable share common issues and challenges with their non-disabled peers, there are important distinctions between the groups that affect mentoring program design and the types of supports that youth with disabilities need.

The Guide focuses on issues relevant to mentoring older youth who are transitioning into adulthood. More specifically, the Guide identifies the *Guideposts for Success* for successful transition experiences for all youth within this age group, as well as additional considerations relevant to youth with disabilities.

This Guide

- emphasizes the role of mentoring in career preparation for all youth, including youth with disabilities.
- explores how mentoring activities can support positive youth development outcomes of older youth with disabilities.
- provides background information related to understanding and working with persons with disabilities.
- provides practical information on particular types of mentoring and on how to ensure that mentoring programs and services effectively meet the needs of youth with disabilities.
- identifies resources and tools that support mentoring for career preparation and that provide support to youth with disabilities.

HOW TO USE THIS GUIDE

This Guide is intended to serve as a primary resource for individuals designing mentoring programs for youth, including youth with disabilities, in the transition phase to adulthood. The motive for developing this tool was to provide a resource for the U.S. Department of Labor's Office of Disability

Employment Policy's (ODEP's) faith- and community-based mentoring grantees, as well as similar projects, as they begin to think about how practice, research, and policy work together to make stronger, more successful youth mentoring programs that meet the needs of all youth. In addition to being a key audience, these grantees also served as a resource for materials included in this Guide. This Guide provides detailed information on how mentoring programs can support youth in achieving developmental competencies. In addition, it explains how mentoring can assist youth in achieving positive transition outcomes through activities consistent with a contextual framework called the *Guideposts for Success.* NCWD/Youth has identified these *Guideposts for Success* based on what research tells us that all youth need to transition to adulthood successfully. These *Guideposts* provide a statement of principles, a direction that will lead to better outcomes for all young people, and a way to organize policy and practice. This Guide concentrates primarily on career-focused mentoring that may be adapted for any program's specific needs. The appendices of this Guide contain information about state-driven mentoring programs and contact information for national disability organizations that have state and local affiliates. The Guide contains four tables (I, II, V, and VI), which build upon each other. These tables provide the reader with important knowledge about career awareness and youth development principles as well as related activities that mentoring programs can initiate to assist youth in achieving competencies associated with these principles. To help the reader identify the new information presented in these tables, each new section is highlighted.

The information and resources contained in this Guide are based on current knowledge in the field of mentoring. The authors recognize that mentoring practice and research are rapidly evolving, and that new standards of practice are constantly being developed to improve mentoring programs and services. In most cases, a summary of the available research for each chapter has been placed in the back of the relevant chapter as the first exhibit.

- **Chapter 1 — An Overview of Career Focused Mentoring Programs** introduces the concept of mentoring, shares relevant findings of what youth need to succeed in the workplace, and provides information about types of mentoring.
- **Chapter 2 — A Developmental Context and the Role of Mentoring** identifies developmental issues related to adolescence and young adulthood and explains how mentoring can assist older youth in achieving the developmental competencies of **learning, connecting, working, thriving,** and **leading**.
- **Chapter 3 — The Disabilities Context** provides an overview of information that mentoring programs need in order to serve youth with disabilities effectively, including disability awareness and disability etiquette, categories of disabilities, relevant legal guidance, and issues related to access and accessibility.
- **Chapter 4 — Mentoring Settings and Approaches** provides information about program settings, types of mentoring models, and ways to include career preparation in the models.
- **Chapter 5 — Operating Mentoring Programs** provides an overview of the nuts and bolts of operating a mentoring program, including resources and strategies to promote the inclusion of youth with disabilities, and a focus on career preparation.
- **Chapter 6 — Useful Program Evaluation** provides an overview of evaluating youth-mentoring programs that focus on career preparation.
- **Chapter 7 — Marketing** provides a discussion of how to market mentoring programs to a variety of audiences.

The Guide includes sample materials, references, and resources, including links to electronic or web-based resources. Many of the examples have been drawn from the ODEP-funded mentoring grant projects.

CHAPTER 1

An Overview of Career-Focused Mentoring Programs

PURPOSE

The purpose of this chapter is twofold:

1. To summarize lessons learned from research about the benefits of mentoring;

2. To provide a career preparation framework for use in mentoring programs.

THE VALUE OF QUALITY MENTORING PROGRAMS

Well-structured mentoring relationships can be instrumental in assisting youth who are moving from one stage of personal development to another. For generations, family and neighborhood networks served as the primary source of mentors for young people. Today, these networks have expanded to include caring adults and other youth who volunteer in schools, community-based organizations, and businesses. Well-structured mentoring relationships help vulnerable youth in two principal ways:

- Assists them in navigating the complexities of adolescence and young adulthood; and

- Engages youth and connects them to productive academic, community, and social life choices.

The establishment of a supportive adult or peer relationship through mentoring is critical to the ability of youth to link to the world of work or to education and training, and to engage in other productive activities that help them grow. Research shows that mentoring can increase an individual's chance of having a productive and satisfying life. The ability of youth to have these positive experiences, however, depends a great deal on having access to caring adults that are ready, willing, and able to be involved. Unfortunately, while vulnerable youth, older adolescents, and young adults are in the greatest need of caring adults, they are the least likely to have access to them.

Mentoring a youth is not terribly difficult. By and large, youth appreciate mentors who are supportive, caring, and willing to assist them with activities that support academic, career, social, or personal goals. Trust is crucial to all mentoring relationships. Youth in mentoring relationships are not as likely to connect with or trust someone who seeks to cure or solve perceived problems, who assumes a parental role, or who is judgmental or overly critical.

While mentoring takes many forms, there are four common characteristics around which mentoring programs should be organized:

- Mentors and mentees should make a long-term commitment (generally, at least a year);
- Mentors should focus on building trust and respect with their mentees;
- Mentees and mentors should set high, clear, and fair expectations for themselves and their mentoring partner; and
- Mentors and mentees should meet or communicate with enough regularity to develop a strong relationship.
  - At a minimum, mentors and mentees should meet at regular intervals for at least four hours per month for at least a year (MENTOR/National Mentoring Partnership, 2004).
  - For e-mentoring, 30 to 45 minutes of online time each week for at least one school year is recommended (Institute on Community Integration, 2003, pg. 57).

The research identifying these indicators of quality mentoring programs is based upon a range of programs, most of which serve a spectrum of vulnerable youth. Research also shows that less successful mentors adopt an authoritative role and emphasize behavior change more than developing mutual trust and respect.

Youth with disabilities are represented (and in some cases are prevalent) in all of the vulnerable youth subgroups (such as those with low income, those in foster care, and those attached to the juvenile justice system). These youth often have additional indicators of distress as well as special support requirements that warrant attention. The recruitment, screening, and training of volunteer mentors should be done carefully to support the specific needs of each individual youth.

A STUBBORN DILEMMA

In order for youth with disabilities to be self-sufficient and healthy, to have good family and social relationships, and to contribute to their community and society generally, they may need family, educational, social, and economic supports. Without adequate supports, youth in transition who have disabilities are more likely than their peers without disabilities to experience the following:

- live in poverty and be dependent on public assistance.
- have chronic health problems, and lack comprehensive health insurance.
- be unemployed or underemployed.
- be dependent on family members for housing and finances.

Compared to other youth, youth with disabilities face significant challenges. They are:

- twice as likely to drop out of high school and half as likely to attend or finish college. Those who do finish high school are more likely to have taken a less rigorous course load than their non-disabled peers.
- more likely to develop mental health impairments.
- more likely to have unintended pregnancies.
- four times more likely to become involved in the juvenile justice system. (National Collaborative on Workforce and Disability for Youth, 2005)

Many youth with disabilities have not had the same opportunities as their peers without disabilities to be exposed to necessary career preparation options. In the past, the career planning process for youth with disabilities often did not reflect the values of personal choice and self-determination. Rather, many youth with disabilities were relegated to passive roles in their own career-planning process. This often resulted in very few options being recommended or offered; options that reflected the low expectations of advisors; options that featured perceived needs for protection and support; and options driven primarily by community availability rather than by self-determination. As a result, many youth have not had the opportunity to pursue career options that they found motivating and satisfying.

These stubborn realities are largely reversible if this group of vulnerable youth is provided access to the same career-preparation and work-based learning opportunities as their peers without disabilities. Mentoring can play a key role in helping youth with disabilities achieve success and break this longstanding pattern.

A CAREER PREPARATION FRAMEWORK

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) conducted an extensive literature review of research, demonstration projects, and effective practices covering a wide range of programs and services. This study included lessons from youth development, quality education, and workforce development programs. Core commonalities were identified across these three disciplines, programs, and institutional settings. The review also revealed the fact that no single institution or organization could provide the full range of services needed for successful transition; rather, it highlighted agency interdependence and the need for communities, states, the federal government, and multiple organizations at all levels to collaborate with one another in order to facilitate quality transitions for all youth.

The applicable literature suggests that all youth need the following:

- Access to high quality standards-based education regardless of the setting;
- Information about career options and exposure to the world of work, including structured internships;
- Opportunities to develop social, civic, and leadership skills;
- Strong connections to caring adults;
- Access to safe places to interact with their peers; and
- Support services and specific accommodations to allow them to become independent adults.

There are five categories, referred to as *Guideposts for Success* (Table I), which can help steer families, service providers, educators, government programs, mentoring organizations, and youth themselves through the transition processes. These *Guideposts,* which serve as the basis for this Guide, are built on the following basic values:

1) Highest expectations for all youth, including youth with disabilities;

2) Equality of opportunity for everyone, including nondiscrimination, individualization, and inclusion and integration;

3) Full participation through self-determination, informed choice, and participation in decision-making;

4) Independent living, including skill development and, where necessary, long-term supports and services;

5) Competitive employment and economic self-sufficiency, with or without supports; and

6) Individualized transition-planning that is person-driven and culturally and linguistically appropriate.

MENTORING IN SUPPORT OF THE *GUIDEPOSTS*

Remember that the *Guideposts* are built upon the recognition that families, community institutions, and government agencies must all be involved in helping youth transition into the adult world. Mentors can play important roles in helping youth make their way through this process. Details regarding what mentors can do to assist youth in a range of career awareness and preparation activities will be discussed in Chapters 2 and 4.

Mentoring can help youth gain the experiences needed to make quality transitions, consistent with the *Guideposts,* from childhood into adulthood. A variety of mentoring strategies should be considered based upon age and stage appropriateness and, for youth with disabilities, the type and severity of disability.

Although hybrids of mentoring models exist, the following four basic types of mentoring models will be covered in this Guide:

- **Traditional One-to-One —** A model of mentoring in which one adult is paired with one young person. Typically, there will be an extensive matching process to ensure a strong relationship, and it is expected that the commitment will be for one year or longer.
- **Peer —** A mentoring model in which peers from a shared or similar developmental stage provide support and advice to mentees. Peers can be close in age or farther apart, depending on the circumstances.

- **Group —** This form of mentoring matches one or more adults with a group of youth in a structured setting. This could include an individual or group of adult volunteers working with several youth in a school or a faith-based program, or a group of employees from one company working with students from a local school in a work-based mentoring program.

- **E-mentoring —** A contemporary model commonly used in schools in which one (or more) youth is matched with a mentor. The youth and mentor regularly exchange e-mail messages for a designated prolonged period of time. In ideal circumstances, e-mentoring includes occasional face-to-face meetings to provide a more personal connection. In many instances, a program coordinator (often a teacher) will monitor all correspondence and meetings.

Each type of mentoring, and its concomitant strengths and limitations, will be discussed in detail in Chapter 4. It should be noted that a scarcity of evidence-based research exists relating to age and to mentoring youth with disabilities. The authors of this Guide have extrapolated from non-mentoring research and also consulted with mentoring, workforce development, and youth development experts in order to provide practice-based strategies to augment the sparse nationally recognized research.

TABLE I: GUIDEPOSTS FOR SUCCESS

GENERAL NEEDS	SPECIFIC NEEDS
School-Based Preparatory Experiences 1	In order to perform at optimal levels in all education settings, all youth need to participate in educational programs grounded in standards, clear performance expectations, and graduation exit options based upon meaningful, accurate, and relevant indicators of student learning and skills. The following are necessary components of all educational programs: • Academic programs that are based on clear state standards; • Career and technical education programs that are based on professional and industry standards; • Curricular and program options based on universal design of school, work, and community-based learning experiences; • Learning environments that are small and safe, including extra supports such as tutoring, as necessary; • Supports from and by highly qualified staff; • Access to an assessment system that includes multiple measures; and • Graduation standards that include options. In addition, youth with disabilities need to do the following: • Use their individual transition plans to drive their personal instruction, and use strategies to continue the transition process post-schooling; • Have access to specific and individual learning accommodations while they are in school; • Develop knowledge of reasonable accommodations that they can request and control in educational settings, including assessment accommodations; and • Be supported by highly qualified transitional support staff that may or may not be school staff.

TABLE I: GUIDEPOSTS FOR SUCCESS

GENERAL NEEDS	SPECIFIC NEEDS
Career Preparation and Work-Based Learning 2	Career preparation and work-based learning experiences are essential in order for youth to form and develop aspirations and to make informed choices about careers. These experiences can be provided during the school day or through after-school programs, and will require collaborations with other organizations. All youth need information on career options, including the following: • Career assessments to help identify students' school and post-school preferences and interests; • Structured exposure to postsecondary education and other life-long learning opportunities; • Exposure to career opportunities that ultimately lead to a living wage, including information about educational requirements, entry requirements, income and benefits potential, and asset accumulation; and • Training designed to improve job-seeking skills and workplace basic skills (sometimes called "soft skills"). In order to identify and attain career goals, youth need to be exposed to a range of experiences, including the following: • Opportunities to engage in a range of work-based exploration activities such as site visits and job shadowing; • Multiple on-the-job training experiences, including community service (paid or unpaid) that are specifically linked to the content of a program of study and school credit; • Opportunities to learn and practice their work skills (so-called "soft skills"); and • Opportunities to learn first-hand about specific occupational skills related to a career pathway. In addition, youth with disabilities need to do the following: • Understand the relationships between benefits planning and career choices; • Learn to communicate their disability-related work support and accommodation needs; • Learn to find, request formally, and secure appropriate supports and reasonable accommodations in education, training, and employment settings.
Youth Development and Leadership 3	Youth development is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them gain skills and competencies. Youth leadership is part of that process. In order to control and direct their own lives based on informed decisions, all youth need the following: • Mentoring activities designed to establish strong relationships with adults through formal and informal settings; • Peer-to-peer mentoring opportunities; • Exposure to role models in a variety of contexts; • Training in skills such as self-advocacy and conflict resolution; • Exposure to personal leadership and youth development activities, including community service; and • Opportunities that allow youth to exercise leadership and build self-esteem. Youth with disabilities also need the following: • Mentors and role models, including persons with and without disabilities; and • An understanding of disability history, culture, and disability public policy issues, as well as their rights and responsibilities.

TABLE 1: GUIDEPOSTS FOR SUCCESS	
GENERAL NEEDS	**SPECIFIC NEEDS**
Connecting Activities 4	Young people need to be connected to programs, services, activities, and supports that help them gain access to chosen post-school options. All youth may also need one or more of the following: • Mental and physical health services; • Transportation; • Tutoring; • Financial planning and management; • Post-program supports thorough structured arrangements in postsecondary institutions and adult service agencies; and • Connection to other services and opportunities (e.g., recreation). Youth with disabilities may need one or more of the following: • Acquisition of appropriate assistive technologies; • Community orientation and mobility training (e.g., accessible transportation, bus routes, housing, and health clinics); • Exposure to post-program supports such as independent living centers and other consumer-driven community-based support service agencies; • Personal assistance services, including attendants, readers, interpreters, or other such services; and • Benefits-planning counseling, including information regarding the myriad of benefits available and their interrelationships so that youth may maximize those benefits in transitioning from public assistance to self-sufficiency.
Family Involvement and Supports 5	Participation and involvement of parents, family members, and/or other caring adults promotes the social, emotional, physical, academic, and occupational growth of youth, leading to better post-school outcomes. All youth need parents, families, and other caring adults who do the following: • Have high expectations that build upon the young person's strengths, interests, and needs and that foster each youth's ability to achieve independence and self-sufficiency; • Remain involved in their lives and assist them toward adulthood; • Have access to information about employment, further education, and community resources; • Take an active role in transition planning with schools and community partners; and • Have access to medical, professional and peer support networks. In addition, youth with disabilities need parents, families, and other caring adults who have the following: • An understanding of the youth's disability and how it affects his or her education, employment, and daily living options; • Knowledge of rights and responsibilities under various disability-related legislation; • Knowledge of access to programs, services, supports, and accommodations available for young people with disabilities; and • An understanding of how individualized planning tools can assist youth in achieving transition goals and objectives.

EXHIBIT 1.1: RESEARCH FINDINGS AND IMPLICATIONS

There is a growing body of solid research regarding the value of mentoring programs. Sipe (1996), in her study of mentoring research conducted by Public/Private Ventures (PPV), found that mentoring has the following advantages:

- Mentoring approaches show promise in the prevention of substance abuse;
- Mentoring relationships appear to reduce *some* negative youth behaviors; and
- Participating in mentoring promotes positive social attitudes and relationships.

Overall, PPV found that youth participating in mentoring relationships experience positive academic returns. Youth participating in mentoring programs *experienced fewer unexcused absences from school, demonstrated more positive attitudes toward school, and were more likely to pursue higher education* than their peers who did not have mentors. Research findings, nearly all positive, concerning the impact and efficacy of mentoring approaches indicate that young people who perceive high-quality relationships with their mentors experience the best results.

Jekielek, Moore, and Hair (2002) found through a synthesis of research that youth who participate in programs that include stand-alone mentoring or mentoring as one component of a comprehensive intervention have the following positive outcomes, compared with similar youth:

- Significant reductions in school absence;
- Higher college participation;
- Better school attitudes and behavior;
- Less drug and alcohol use;
- Lower likelihood of aggressive behaviors;
- Lower likelihood of committing misdemeanors or felonies and major offenses;
- More positive attitudes toward their elders and toward helping; and
- Improved parental relationships and support from peers.

Mentoring's Benefits to Others

In-school mentoring programs have been shown to improve the performance of students, support teachers in the classroom, improve staff morale, make connections to the community at large and to the business community, increase volunteer involvement in other areas, and serve as a selling point to parents who have a choice in schools. In community or faith-based organizations, mentoring programs have improved the connections youth have to the organization; increased organization membership, community involvement, and civic engagement and interest; made connections to the business community; and made organizations more visible and vibrant.

Other evaluation studies have returned similar findings. Overall, success in individual mentoring relationships depends on many factors, including compatibility, availability, and willingness on the mentor's and the mentee's parts to enter into a give-and-take relationship. The amount and quality of support and assistance from mentoring program staff also contribute to the likelihood of success.

Mentors and employers also benefit from participating in mentoring. Pardini (n.d.) found that mentoring has the following positive effects:

- Mentors gain personal and professional satisfaction from helping a student;
- Mentors gain recognition from their peers;
- Mentors gain improved interpersonal skills;
- Mentoring focuses the mentor outside of himself or herself; and
- Mentoring promotes deeper understanding of teen and societal problems.

And when mentors are recruited from local companies, those companies enjoy the following benefits:

- Mentoring builds employee morale, thereby improving company morale;
- Mentoring develops the same skills needed for successful and effective company managers;
- Mentoring enhances the image of the company;
- Mentoring allows for participation by the company in the total educational process;
- Mentoring recognizes the competence of employees;
- Mentoring prepares employees to take on greater responsibilities in the corporation;
- Mentoring helps the company revitalize the community; and
- Mentoring assists in the development of a competent future workforce.

Disability-Related Research

Research findings on students with disabilities who drop out of school suggest that these students leave school after a prolonged period of disengagement and alienation. A 2002 study identified four broad intervention components as common critical elements that promote student success and

> enhanc[e] student motivation to stay in school and work hard: (a) opportunities for success in schoolwork, (b) a caring and supportive environment, (c) clear communication of the relevance of education to future endeavors, and (d) addressing students' personal problems. (Thurlow, Sinclair, & Johnson, 2002)

EXHIBIT 1.1: RESEARCH FINDINGS AND IMPLICATIONS

While work experiences are beneficial to all youth, they are particularly valuable for youth with disabilities. One of the most important findings from the research shows that work experiences (either paid or unpaid) for youth with disabilities during high school help them acquire jobs at higher wages after they graduate. Also, students who participate in occupational education and special education in integrated settings are more likely to be competitively employed than students who do not participate in such activities (Blackorby & Wagner, 1996; Colley & Jamison, 1998; Luecking & Fabian, 2000; Rogan, 1997).

Unfortunately, many young people with disabilities do not have the opportunity to participate in structured high-quality programs designed to help them make informed choices about what careers they may want to pursue (Luecking & Fabian, 2000).

More Research Needed

Although research has demonstrated that mentoring can have a dramatic effect on a young person's life, there is little data that provides specific information regarding the value of mentoring for youth with disabilities. A review of 15 years of research on various types of mentoring identified a broad array of demographic and risk factors for youth in mentoring programs, but disability status was not one of those factors (Sipe, 1999). Another national survey identified several characteristics important to mentoring relationships, such as academic performance, duration and quality of interaction, race, and socioeconomic factors, but these studies did not address the disability status of mentors or mentees (McLearn, Colasanto, Schoen, & Shapiro, 1999). As a result of this gap in mentoring research there is a critical need for the following:

- Information regarding the impact of mentoring on the lives of youth with disabilities;
- Research-based evidence of effective mentoring practices in meeting the needs of youth and mentors with disabilities; and
- Data that will help policy makers to identify the resources and practices needed to improve mentoring outcomes for all youth, including youth with disabilities.

Jekielek, Moore, and Hair (2002) also called for more research in order to refine the knowledge base. They note the following needs:

- To examine the nature of the relationship between mentoring and increased academic achievement;
- To determine the impact, if any, of mentoring on specific social and behavioral problems related to delinquency;
- To determine whether mentoring has a positive impact on self-esteem; and
- To examine the impact, if any, of mentoring on youth employment and postsecondary education.

CHAPTER 2

A Developmental Context and the Role of Mentoring

PURPOSE

The purpose of this chapter is twofold:

1. To highlight challenges that youth face as they transition to adulthood; and

2. To explain how mentoring programs can help support older youth in navigating challenges and achieving youth development and leadership competencies.

DEVELOPMENTAL CONTEXT OF YOUTH IN TRANSITION

Today, the transition period from childhood to adulthood is longer than any other generation has experienced. The age range of 14 to 24 years old was chosen as the focus of this Guide in recognition of this shifting dynamic. While a clear linear path of a youth's development does not exist, there are broad patterns of cognitive, emotional, interpersonal, and physical development that mentoring programs for youth and young adults need to be aware of in designing their programs. The literature relating to youth development identifies the following as phases or stages (the developmental context) in which youth must achieve competence as they mature toward adulthood:

- Development of social competencies;
- Building of supportive relationships;
- Engagement in the community; and
- Establishment of independence.

Social competencies comprise one set of skills and knowledge that youth need in order to navigate the transition into adulthood effectively. Making career choices and preparing for work have been identified as key areas in which youth need to develop knowledge during this period. Obviously, the youth's interests and the types of activities the youth will enjoy and benefit from will vary as the youth matures and gains experience. To foster achievement of the competencies identified above, mentoring programs that serve this age range should include opportunities for youth to engage in constructive peer relationships as well as one-on-one interchanges.

CHALLENGES

Many vulnerable youth who reach the age of majority may no longer qualify for services that they received as minors. The development toward adulthood is not an easy one for most youth: they increasingly look outside the family to their peers for approval in order to

establish their independence, and this struggle for self-definition sometimes leads to risky or even deadly behavior. At the same time, programs and services for adolescents and young adults often lack financial resources or are plagued with inconsistencies, systems gaps, and challenges. A mentoring program cannot solve all such challenges but there are some specific challenges that can be "tackled" in the program design.

Although no mentoring program can resolve all challenges youth face, well designed mentoring programs can help youth with disabilities in the following ways:

- Communicating with parents or other family members who may not recognize a youth's emerging independence or who lack high expectations for the youth's transition into adulthood;
- Aiding in the improvement of academic skills;
- Promoting opportunities for youth to explore career interests;
- Improving and increasing socialization opportunities with their peers; and
- Providing information and guidance about how to navigate the adult service system.

Mentors can also help guide youth through the sometimes awkward developmental stages that accompany the transition into adulthood. Mentoring organizations can become strong voices within their communities and states as well as nationally to identify and advocate for the reduction of systems gaps in the delivery of services. In order to support the dual goals of improving direct mentoring services and system improvement strategies, an organizing framework for mentoring is needed. What follows is such a framework.

BUILDING ON YOUTH DEVELOPMENT AND YOUTH LEADERSHIP COMPETENCIES

During the review of definitions and current research regarding youth development and youth leadership, some common competencies and outcomes emerged. The Forum for Youth Investment developed a model that organizes these common competencies and outcomes into five developmental areas — key components to positive youth development: **working, learning, thriving, connecting,** and **leading** (Ferber, Pittman, & Marshall, 2002).

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) has chosen to use these developmental areas as an effective framework for organizing activities designed to foster positive youth development and youth leadership. Further, NCWD/Youth has identified the additional supports and services youth with disabilities may need in each of the developmental areas. [While mentoring relates most directly to the "connecting" development area, it also can play a major role in supporting each of the other youth development competencies.] What follows is an overview of these developmental competencies and suggestions regarding the types of activities that mentoring programs can do or link with other organizations to assist youth in achieving the competencies.

Working: Positive attitudes, skills, and behaviors around vocational direction characterize this area of development. Young people should be actively involved in activities that will expose them to the world of work and offer the opportunity to practice not only the actual skills needed for a particular career but also the work-readiness skills needed for finding and maintaining employment. Meaningful engagement in one's own career development process is of major importance in order to make informed choices. Youth with disabilities need activities that support career goal-setting and -planning, as well as networking with other individuals in particular fields. Some youth may need assistance in finding and acquiring the supports and accommodations they need to participate meaningfully in education, training, and the workplace.

Learning: Positive basic and applied academic attitudes, skills, and behaviors characterize this area of development. Often, supporting this competency area requires something as simple as giving young people the opportunity to use the skills they have acquired in school or other training programs in a different context. Youth should be encouraged to develop not only a higher aptitude for academic achievement but

also the ability to approach learning with a strategy for achieving success. Youth with disabilities need to learn how to develop and use their personal development plans and to identify the educational and training supports related to specific careers. These youth may also need tutorial assistance and information about service learning, a teaching approach that combines community service with academic curricula to meet community needs.

Thriving: Attitudes, skills, and behaviors that are demonstrated by maintaining optimal physical and emotional well-being characterize this area. Not only must a young person have intellectual and social competencies to achieve success in adulthood; he or she must also have the wherewithal to maintain his or her physical and emotional health at its highest level. This includes having the ability to identify environments and situations that would potentially compromise one's physical health. However, the core of this area of development is the ability to identify and assess those situations that enhance one's physical and mental health. Thriving is the optimal relationship between physical and emotional well-being, as determined by each youth's particular circumstances and range of abilities. Youth both with and without disabilities may need information on community resources related to social, recreational, and physical and mental health needs.

Connecting: This area refers to the development of positive social behaviors, skills, and attitudes. Relationships with elders, peers, supervisors, family, and other community members commonly influence these behaviors, skills, attitudes, and tolerance of diversity. The level to which a young person has developed in this area will also dictate how he or she continues to build varied relationships later on in life and balance the demands of work and personal life. Further, maintaining these relationships in a way that will positively benefit the young person is the goal of this area of development. For youth with disabilities, connecting may include additional factors such as learning to access and use an array of support services, including assistive technology, transportation services, workplace accommodations, and other services to promote independent living.

Leading: This area centers on the development of positive skills, attitudes, and behaviors around civic involvement and personal goal-setting. Youth who are civically engaged in a positive manner, willing to participate in public activity, and able to navigate the civic arena are likely to become adults who participate in civic upkeep. In this case, the term "civic" can refer to an entire city, a neighborhood, a community, or any other setting relating to a public environment. Ideally, a youth who develops the inner strength and vision to set and meet goals will create a Doppler Effect of benefits: as the youth gains personal benefit from leadership experiences, so will his or her surrounding peers, co-workers, and environment.

For each of the five youth development competency areas discussed previously, the table that follows details a set of suggested activities that mentors can either perform themselves or collaborate with others to provide.

Table II aligns the *Guideposts for Success* framework with the youth development and youth leadership competencies described above. Table II illustrates the relationship between each *Guidepost* and each developmental competency area, and provides specific examples of mentoring strategies that can be implemented to assist youth in achieving the competencies.

The developmental areas of "Thriving" and "Leading" both fall under the Youth Development and Youth Leadership *Guidepost* and are combined for the conceptual framework of this table. Each of these developmental areas focuses on the skills, attitudes, and behaviors youth need to support optimal physical, emotional, and civic health.

TABLE II: MENTORING FOCUS STRATEGIES		
GUIDEPOST	**DEVELOPMENTAL AREA**	**MENTORING STRATEGIES**
School-Based Preparatory Experiences	**Learning** is based on positive basic and applied academic attitudes, skills, and behaviors.	• Assisting in the development of a personal development plan. • Identifying resources and supports needed for educational and training enrichment. • Identifying career preparatory needs to include in transition plans. • Providing tutoring support and informal academic self-appraisal. • Exploring service-learning opportunities.
Career Preparation and Work-Based Learning Experiences	**Working** focuses on the positive attitudes, skills, and behaviors necessary to meet expectations in jobs, careers, and vocational development.	• Promoting career exploration activities and tools. • Providing information on networking with individuals in a particular field. • Promoting activities to support career goal-setting and planning. • Providing information on job shadowing, workplace visits, and tours.
Youth Development and Leadership	**Thriving** centers on attitudes, skills, and behaviors that are demonstrated by maintaining optimal physical and emotional well-being.	• Exploring problem solving and conflict resolution. • Sharing information on community resources related to social, recreational, and physical and mental health needs. • Promoting the role of social, recreational, and sports activities. • Assisting with developing and implementing strategies for balancing work, school, and life.
	Leading is the area of development that centers on positive skills, attitudes, and behaviors around civic involvement and personal goal-setting.	• Promoting youth leadership development experiences. • Promoting community activities and volunteerism. • Promoting youth activities that encourage group participation as well as collaboration with other individuals and groups.
Connecting Activities	**Connecting** refers to the development of positive social behaviors, skills, and attitudes.	• Providing information on resources for self-sufficiency. • Promoting work and life balance. • Encouraging cultural activities that promote understanding and tolerance. • Providing information on community services.

EXHIBIT 2.1: RESEARCH FINDINGS AND IMPLICATIONS

In 1989, the Carnegie Council on Adolescent Development described a well-developed youth as one possessing "five characteristics associated with being an effective human being — [that he or she] will be an intellectually reflective person, a person en route to a lifetime of meaningful work, a good citizen, a caring and ethical individual, and a healthy person" (Pittman, Irby, & Ferber, 2000, pg. 18). The year before, the Grant Foundation recommended that all youth receive

> more constructive contact with adults who can help them guide their talents into useful and satisfying paths; opportunities to participate in community activities that they and adults value, especially giving service to others; special help with particularly difficult problems; and [employment experiences] that offer a path to accomplishment and to career opportunity. (Pittman, Irby, & Ferber, 2000, pg. 19)

These concepts helped frame the youth development movement that began in the 1990s.

In the past and present, most mentoring programs "[have] address[ed] specific risk areas or problem behaviors such as school dropout rates, youth violence, adolescent pregnancy, and drug and alcohol use" (Foster, 2001, pg. 2). More recently, however, because of the increased emphasis on assets and positive growth, in the context of this framework "mentoring is generally viewed as one component of a more comprehensive youth development strategy" (Foster, 2001, pg. 2).

Other research notes that late adolescence and young adulthood — from approximately age 16 to age 24 — is a pivotal time in the lives of young adults (Furstenberg, Kennedy, McCloyd, Rumbaut, & Settersten, 2003). The transition from adolescence to young adulthood involves changes in areas of cognitive, emotional, interpersonal, and physical development. For most, the period represents the merger of a number of developmental milestones and challenges directly connected to adult life.

The major milestones commonly cited in the literature (Osgood, Foster, Flanagan, & Ruth, 2004; Furstenberg, Kennedy, McCloyd, Rumbaut, & Settersten, 2003; National Federation for Catholic Youth Ministry, 2001; Shelton, 1983; Carnegie Council on Adolescent Development, 1995) to characterize this phase of development include development of competencies, building supportive relationships, community engagement, establishing independence, and youth leadership and development.

In addition to intellectual and emotional development at this stage, Havighurst (1952) identified work and relationships as important developmental areas while other researchers (Super 1963; Pittman, Irby, & Ferber, 2000) highlighted the importance of identifying and resolving work and career choices.

According to Connell, Gambone, and Smith (2000), a primary purpose of youth development initiatives is to improve the long-term life chances of young people

- to become economically self-sufficient;
- to be healthy and have good family and social relationships; and
- to contribute to their community.

To achieve these outcomes, the authors say that youth must be productive, that they must make connections with adults and peers, and that they must successfully navigate through the challenging circumstances that coincide with adolescence and young adulthood. On connecting with adults and peers, Connell, Gambone, and Smith added that

> [r]elationships with both adults and peers are the source of the emotional support, guidance and instrumental help that are critical to young people's capacity to feel connected to others, navigate day-to-day life and engage in productive activities. In supportive relationships with adults and peers, youth experience high, clear and fair expectations, a sense of boundaries, respect and the sense of another person giving of themselves. (2000, pg. 8)

Further Research and Disability-Related Issues

While this stage of adolescence and adulthood has long been considered a critical one, very little research has been devoted to discerning the factors associated with successfully navigating milestones. Two themes have emerged from the very limited research available on the transition to adulthood for youth in general, which have important implications for vulnerable populations.

First, the process of moving from adolescence to young adulthood has become longer, more complex, and less orderly in recent years. For these reasons, the transition to adulthood is now more challenging for all youth. The second theme concerns the large share of youth in the general population who increasingly rely on the resources of their families as they make this transition (Osgood, Foster, Flanagan, & Ruth, 2004, pg. 3). The Carnegie Council on Adolescent Development characterized this time as one when many youth feel isolated from adults who may provide guidance. These youth spend most of their time with peers who are going through the same rough

times and poor decision making often leads to harmful or lethal activities (Carnegie Council on Adolescent Development, 1990). This period is also characterized by uncertainty and searching, and can be particularly difficult for non-college-bound youth who must navigate without the structure of post-secondary education. In this light, it is especially problematic that governmental assistance for vulnerable youth populations typically ceases just as youth are entering the transition to adulthood.

Disability-Related Research Issues

Some disability-specific research indicates that mentoring can help youth with disabilities achieve goals that are part of the transition process including academic achievement, career awareness, connecting with the adult world, leadership and social skill development, and development of skills related to overcoming societal barriers (Rhodes, Grossman, & Resch, 2000; Sword & Hill, 2002; Moccia, Schumacher, Hazel, Vernon, & Dessler, 1989). A study of youth with mild disabilities in middle school substantiates the claim that mentoring can help these youth "have higher self esteem, higher grade point averages, better attendance and fewer suspensions" (Campbell-Whatley, 2001, pg. 212). Still, these findings do not adequately address how youth with disabilities fare in mentoring programs with non-disabled peers. Additional studies are needed to validate and inform mentoring practice so that youth with disabilities gain optimal benefit from a relationship with a caring and supportive adult or peer.

CHAPTER 3

The Disabilities Context

PURPOSE

This purpose of this chapter is to help those who work in mentoring programs serving youth with disabilities understand the following disability-related concepts and information:

1. Labels, language, and portrayal.

2. Disability definitions.

3. Accommodations and assistive technology.

4. Legislation relevant to people with disabilities.

People with disabilities face many barriers and, like many minority groups, have fought for equal access "to education, to employment, to public facilities and services, to transportation, to housing, and to other resources needed to more fully realize their rights as citizens" (Tan, 1995, n.p.).

The major barriers to achievement by people with disabilities in our society, however, continue to be attitudinal barriers, stereotypical thinking, and assumptions about what people can and cannot do. Stereotypes flagrantly and incorrectly limit the range of an individual's ability. The truth is that the range of abilities of persons within any disability group is enormous.

> Attitudinal barriers are ideas, fears, and assumptions that impede meaningful communication between people with and without disabilities and prevent people with disabilities from participating fully in society. Most attitudinal barriers are passively learned; unlearning them takes effort and interaction (Miller, n.d., ch. 3).

LABELS, LANGUAGE, AND PORTRAYAL

Labels and language have long reflected society's views of disabilities as abnormal. Although this is changing, some people and institutions continue to focus on individuals' disabilities rather than their abilities and by doing so foster segregation. In the media, people with disabilities have been portrayed as "broken" and treated with pity, scorn, sorrow, or anger. Or, on the other hand, they have been treated as though they had superpowers. Labels have often been

> used to define a person's potential and value …. When we hear a person's label, we (mistakenly) think we know something important about him, and we give great weight to the label, using it to determine how/where a person will be educated, what type of job he will/won't have, where/how he'll live, and more. In effect, a person's future is

often cast by others, based on the label. (Snow, 2004.)

The notion of People First Language came about as a result of people with intellectual disabilities being offended by being referred to as "the retarded," as if their condition was the ultimate indicator of who they were as individuals. People First Language emphasizes that people with disabilities are "people first," rather than being defined primarily by their disability. So, instead of "the blind kid" or "Billy, the 'retarded' boy," someone might speak of "the boy who is blind," or "Billy, the student with an intellectual disability."

Utilizing the principle of People First Language and engaging in the use of positive language allows individuals with disabilities to be seen for their own potential and for what they have to contribute to society. At the same time, positive language usage challenges stereotypical thinking associated with negative language, labels, and stigmas of disability. Familiarity and interaction between people with and without disabilities promotes this idea. Using People First Language is part of the larger effort of changing perceptions of people with disabilities; while it takes effort initially, it quickly becomes habit.

THINGS YOU SHOULD KNOW WHEN WORKING WITH YOUTH WHO HAVE DISABILITIES

- Youth with disabilities are, first and foremost, youth. Like all youth, they face the complexities of adolescence and are deeply affected by people and events around them. Issues related to friendships, sexuality, family, and other relationships are profoundly important.
- Youth with disabilities know their needs and can usually express them to others.
- Some youth with disabilities take more time to perform certain activities. Whether an activity involves traveling somewhere, communicating through speaking or writing, performing specific work tasks, reading, or solving a problem, adults who work with youth with disabilities must understand that a youth's time in responding does not mean that the individual is incompetent or unintelligent, lacks understanding, or is ignoring you. Although you may be able to perform a task for a youth with a disability more efficiently than the young person can complete it, resist the urge to help. If the young person would like your assistance, he or she will ask you for it.
- Some youth with disabilities take medication. Some medication may affect how they interact with others, and the effects may vary from day to day or hour to hour. Youth that are supposed to be taking medication may sometimes choose not to take it for a variety of reasons. Self-medicating (using illicit drugs or alcohol) is also common.
- Some youth with disabilities have more than one disability. Sometimes, a disability may contribute to mental health impairment.
- Some youth with disabilities have difficulties with testing and assessment. Youth are commonly given tests that are normed for "average" students who do not have disabilities. Students with learning disabilities, attention problems, visual impairments, or other disabilities often cannot access these materials as readily as their peers without disabilities; hence, their scores may not be valid or reliable. Doing poorly on tests is not necessarily a reflection of intelligence.

PEOPLE FIRST LANGUAGE

People First Language is so important to me because it's a simple principle: We're all people, first and foremost. We have a disability; the disability does not have us. We don't label people, we label inanimate items and jars. We'll say a car engine is defective...or a toaster is defective. Would we say a person is 'defective' and try to replace it? I don't think so. A good friend of mine uses these categories: the 'Good, the Bad & the Ugly.' For instance: Good: 'He is a person with autism.' Bad: 'He's autistic.' Ugly: 'Rain Man, etc.' Good: 'He has a learning disability.' Bad: 'He's disabled.' Ugly: 'He's slow.' You get the picture. The person is what the focus should be on first, and the disability last, if at all; never-ever the other way around.

—J. Paul Chase,
National Youth Leadership Network Access for All Committee

MODELS OF DISABILITY

Throughout history, different models of disability have been used to explain and sometimes justify the treatment (or mistreatment) of people with disabilities. These models were and are frameworks or lenses for how society views and treats people with disabilities. People with disabilities have been viewed as deserving of pity, helpless, and in need of care. Or, sometimes they are seen as "supercrips" — people who are inspirational and super human, achieving the incredible in spite of their disability. These portrayals are perpetuated in the media and pop culture of the time. As times and attitudes have changed, so has the model of disability depicted in the media and accepted in society. With the rise of the Disability Rights movement and the passage of the Americans with Disabilities Act, the perception of disability has shifted from one in which a disability is equated with sinfulness, or where an individual with a disability needs to be "fixed," to one that includes disability as a part of diversity. As a result, there has been an additional push for society, mainstream culture, and government to ensure the full participation of people with disabilities in everyday life.

As young people with disabilities are developing and struggling with issues of self-esteem, disability disclosure, body image, and other personal issues, it is important for them to understand the perceptions society may have of them.

Table 3, following, illustrates the various models of disability, defines them, and gives examples cited from the media, society, and pop culture. Be aware that although society is moving toward an inclusive view of disability, old views are slow to disappear. On any given day, a youth with a disability may encounter people who perceive him or her through any of the various models below.

For additional information on the shift in disability policy, please refer to *Emerging Disability Policy Framework: A Guidepost for Analyzing Public Policy* by Robert Silverstein and the Center for the Study and Advancement of Disability Policy, 85 IOWA L. REV. 1691 (2000). For a more in-depth history of the Disability Rights Movement and Disability Culture, mentors may want to read *No Pity: People with Disabilities Forging a New Civil Rights Movement* by Joseph Shapiro (Three Rivers Press, 1994).

DISABILITY DEFINITIONS

Many public school students with disabilities receive special education services funded through the Individuals with Disabilities Education Act (IDEA) by the U.S. Department of Education, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446 (IDEA). As youth prepare to transition to adulthood, additional services may be accessed through an array of federally supported programs such as Vocational Rehabilitation (VR) services, the Workforce Investment Act (WIA), the Developmental Disabilities Assistance and Bill of Rights of 2000 (DD) and Social Security's Supplemental Security Income (SSI) programs. Each state has offices and staff that provide services to promote employment and independent living for youth and adults who have disabilities. More specific information about each of these federal resources can be found at the end of this chapter.

Eligibility for any of these services may depend on whether or not an individual has been determined to have a disability. Each program above has somewhat different eligibility criteria, and an individual who may qualify for one service or resource may not qualify for another. Because program criteria can be complicated and confusing, parents and youth must be prepared to spend time learning about the particulars of various programs and services that will best meet their needs.

This Guide is intended to familiarize the reader with descriptions and characteristics of common disabilities that older youth may have. It is divided into two sections. The first lists those categories listed in IDEA that define disabilities that determine eligibility for services in public schools. The second describes hidden or non-apparent disabilities: conditions that may or may not be identified, yet can profoundly affect the life of an individual. Neither of the two lists nor any other resource can serve as an adequate substitute for talking to young people with disabilities about their disabilities. As mentioned earlier, many youth with disabilities know their needs and in many cases have had to communicate them for most of their lives. Because of this experience, many young people with disabilities have as much expertise in the area (if not even more knowledge) than the professionals who work with them.

TABLE III: MODELS OF DISABILITY IN OUR CULTURE		
MODEL	**DEFINITION**	**EXAMPLE(S)**
Moral Model	People with disabilities are afflicted by the devil, or their disability is the result of a sin or punishment for wrongdoing by them or their family. In other words, the "external" disability represents a spiritual or internal "defect."	• Captain Hook *(Peter Pan)* • Quasimodo *(The Hunchback of Notre Dame)* • Dr. Claw *(Inspector Gadget)* • King Richard III *(Shakespeare's Richard III)*
Medical Model	People with disabilities are broken and need to be fixed. For example, people who were unable to walk were often forced to wear heavy braces or undergo experiments and radical treatments to make them "whole" or "normal" again.	• *One Flew Over the Cuckoo's Nest*
Charity Model	People with disabilities are tragic and deserve pity and protection from the demands of society. The term "handicap" came from the image of a person with a disability during the Industrial Revolution, who had a "cap in hand" to beg in the streets.	• Laura in *The Glass Menagerie* • *Pollyanna* • Tiny Tim from *A Christmas Carol* • Oompa Loompas from *Charlie and the Chocolate Factory*
Social/Civil Rights Model (1980-1990s)	Under this model, systems, laws, policies, environments, and relationships that continue to keep people with disabilities isolated from society all need to change. This model promotes "inclusion," "full participation," "self-sufficiency," and "independent living."	• David Rappaport in *The Wizard* (1980s television show) • Daniel Day Lewis in *My Left Foot* • Paul Wellstone • Ed Roberts
Cultural Minority Model (1990s-present)	People with disabilities join together and form a separate cultural group similar to those that arise from ethnicity, race, or religion. The cultural minority model emphasizes the need to appreciate the differences that come out of being a person with a disability, as one would appreciate differences in ethnicity, race, or religion. Out of this model came the assertion that people should embrace the idea of a "disability culture" and be "Disabled and Proud!"	• Linda from Sesame Street • Actor Mitch Longley from Las Vegas • Actor Robert David Hall from CSI • Christopher Snow, a character in Dean Koontz's novels
Film references used in the above table come from <http://www.disabilityfilms.co.uk>.		

IDEA Disability Categories

1. **Autism:** A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects [an individual's] educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if [an individual's] educational performance is adversely affected primarily because the child has a serious emotional disturbance as defined below.

2. **Deafness:** A hearing impairment so severe that the [individual] cannot understand what is being said even with a hearing aid.

3. **Deaf-blindness:** A combination of hearing and visual impairments causing such severe communication, developmental, and educational problems that the [individual] cannot be accommodated in either a program specifically for the deaf or a program specifically for the blind.

4. **Hearing impairment:** An impairment in hearing, whether permanent or fluctuating, that adversely affects [an individual's] educational performance but that is not included under the definition of deafness as listed above.

5. **Mental retardation:** Significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior, manifested during the developmental period, which adversely affects [an individual's] educational performance.

6. **Multiple disabilities:** A combination of impairments that causes such severe educational problems that the [individual] cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

7. **Orthopedic impairment:** A severe orthopedic impairment that adversely affects educational performance. The term includes impairments such as amputation, absence of a limb, cerebral palsy, poliomyelitis, and bone tuberculosis.

8. **Other health impairment:** A condition of limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, rheumatic fever, asthma, hemophilia, and leukemia, which adversely affects educational performance.

9. **Emotional Disturbance** (also known as Serious Emotional Disturbance [SED]): A condition characterized by one or more of the following, displayed over a long period of time and to a marked degree, that adversely affects [an individual's] educational performance:

   - An inability to learn that cannot be explained by intellectual, sensory, or health factors.
   - An inability to build or maintain satisfactory interpersonal relationships with peers or teachers.
   - Inappropriate types of behavior or feelings under normal circumstances.
   - A general pervasive mood of unhappiness or depression.
   - A tendency to develop physical symptoms or fears associated with personal or school problems.
   - SED includes schizophrenia, but does not include students who are socially maladjusted, unless they have a serious emotional disturbance. (See below for more information.)

10. **Specific Learning Disability (SLD):** A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. This term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. This term does not include [individuals] who have learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; or environmental, cultural, or economic disadvantage. (See below for more information.)

11. **Speech or language impairment:** A communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects [an individual's] educational performance.

12. **Traumatic Brain Injury (TBI):** An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects [an individual's] educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma. (See below for more information.)

13. **Visual impairment, including blindness:** An impairment in vision that, even with correction, adversely affects [an individual's] educational performance. The term includes both partial sight and blindness.

In most states, eligibility for special education services continues to age 21, but services will cease if the youth graduates or otherwise leaves the public school system. Beginning around age 16, individuals may seek to include services through VR or WIA to assist with issues related to employment, job training, or postsecondary education.

HIDDEN OR NON-APPARENT DISABILITIES

Up to 75% of youth with disabilities have what are called hidden or non-apparent disabilities. These include mental health or emotional disorders; specific learning disabilities; attention deficit hyperactivity and attention deficit disorders; acquired and traumatic brain injuries; and other chronic health conditions. Hidden disabilities are not readily apparent when observing a young person; in fact, many of these conditions have not been diagnosed or have not been recognized or acknowledged by the individual or his or her parents.

Unfortunately, the frustrations and functional limitations caused by hidden disabilities can lead to harmful, unsafe, or illegal behavior. Unemployment or underemployment, teen pregnancy, drug or alcohol abuse, and involvement with the juvenile or adult justice system are common outcomes for youth with hidden disabilities. Diagnosing or treating the disability is usually necessary to optimize educational and vocational outcomes.

Because so many youth with disabilities have learning disabilities, mental health disorders, or other hidden disabilities, it is important for workforce development programs, including mentoring programs, to learn how to serve these individuals effectively. Teachers, WIA staff, and vocational rehabilitation counselors can provide assistance and specific resources to help this population. What follows are general descriptions of hidden disabilities that can guide the work of youth service practitioners.

MENTAL HEALTH OR EMOTIONAL DISORDERS

The most common mental health problems faced by youth involve depression, anxiety, and maladaptive behaviors. Other more serious mental health problems, such as schizophrenia, psychosis, and bi-polar disorder, are less common but may be present in youth who would clearly benefit from mentoring services and exposure to career preparation activities.

Depressive Disorders: Young people with clinical depression (defined as depression lasting more than a few weeks) often have multiple symptoms, including a depressed mood or irritability, difficulty enjoying normally pleasurable activities, overeating or lack of appetite, difficulty sleeping at night or wanting to sleep during the daytime, low energy, physical slowness or agitation, low self-esteem, difficulty concentrating, and recurrent thoughts of death or suicide. Like many mental health problems, untreated depression can make education or career planning difficult. Fortunately, depression is one of the most treatable of all medical illnesses.

Anxiety Disorders: There are a number of anxiety disorders that interfere with school performance or attendance and with job training or work. Generalized Anxiety Disorder (GAD) is characterized by six months or more of chronic, exaggerated worry and tension that is unfounded or much more severe than the normal anxiety most people experience. People

with GAD are often pessimistic and worry excessively even though there may be no specific signs of trouble. These anxieties may translate into physical symptoms including insomnia, eating problems, and headaches. Young people with GAD may have social anxieties about speaking in public or working in public areas.

Conduct Disorders: Conduct disorders are a complicated group of behavioral and emotional problems in youth manifested by a difficulty following rules and behaving in a socially acceptable way.

Youth with conduct disorders may exhibit some of the following behaviors: aggression to people and animals, destruction of property, deceitfulness, lying, stealing, or other serious violations of rules. They are often viewed by other youth, adults, and social agencies as bad or delinquent, rather than mentally ill.

Many youth with conduct disorders have other conditions affecting mental health, and self-medication (through illicit drugs and alcohol) is common. Early and comprehensive treatment is usually necessary to avoid ongoing problems that impede academic growth or vocational planning. Without treatment, many youngsters with conduct disorder are unable to adapt to the demands of adulthood and continue to have problems with relationships and holding a job. They often break laws or behave in an antisocial manner.

Chemical Dependency: Although not always considered a disability, chemical dependency is relatively common among youth with hidden disabilities, and can cause serious problems. Chemical dependency is defined as "the continued use of alcohol or drugs which causes disturbance in important areas of functioning where use continues despite adverse consequences" (Mental Health Association of Central Virginia, n.d.). This term includes alcoholism, drug dependency, or both. Youth who use alcohol or drugs while undergoing assessment often end up with poor or invalid results.

SPECIFIC LEARNING DISABILITIES

Specific Learning Disabilities (SLD) affect an individual's ability to interpret what he or she sees and hears or to link information from different parts of the brain. These differences can show up as specific difficulties with spoken and written language, coordination, self-control, or attention. SLDs may include developmental speech and language disorders, academic skills disorders, motor skill disorders, and other specific developmental disorders. It is important to note that not all learning problems are necessarily SLDs; some youth simply take longer in developing certain skills.

Such difficulties may impact a youth's ability to learn to read, write, or do math. In some individuals, many overlapping learning disabilities may be present. Others may have a single, isolated learning problem that has little impact on other areas of their lives. *It is important to note that having an SLD does not indicate deficits in intelligence. Many people with SLDs have very high IQs.*

SLD is a broad term that covers a pool of possible causes, symptoms, treatments, and outcomes. Partly because learning disabilities can show up in so many forms, it is difficult to diagnose or to pinpoint the causes.

Helping Young People with Specific Learning Disabilities

Because SLDs are often hidden, screening, testing, and identifying youth with SLDs takes insight and persistence. Collaborating with professionals who specialize in SLDs is valuable. The collaboration should include a process for youth service practitioners to screen for possible SLDs that may lead to referral for further services. Specialists may include psychologists and others who are licensed to make disability determinations. Keep in mind that all persons with SLDs can learn; efforts must be made to find methods of teaching that work for each individual.

OTHER HIDDEN DISABILITIES

Attention Deficit/Hyperactivity and Attention Deficit Disorder: Attention Deficit/Hyperactivity Disorder (AD/HD) refers to a family of related chronic neurobiological disorders that interfere with an individual's capacity to regulate activity level (hyperactivity), inhibit behavior (impulsivity), and attend to tasks (inattention) in developmentally appropriate ways. The core symptoms of AD/HD

include an inability to sustain attention and concentration, and developmentally inappropriate levels of activity, distractibility, and impulsivity.

Attention Deficit Disorder (ADD) is another type of attention deficit, minus the hyperactivity component. Generally, individuals with ADD may experience problems paying attention to details, staying focused, and organizing and finishing tasks.

Acquired and Traumatic Brain Injuries (TBI): The Brain Injury Association distinguishes between acquired and traumatic brain injuries. A traumatic brain injury is an insult to the brain, not of a degenerative or congenital nature but caused by an external physical force. Long-term effects of brain injuries, depending upon severity, can include mild, moderate, or severe impairments in one or more areas, including cognition; speech-language communication; memory; attention and concentration; reasoning; abstract thinking; physical function; psychosocial behavior; and information processing.

Chronic health conditions: Many youth have chronic health problems that may not be considered disabilities per se but can still have an immense impact on an individual's life. Professionals and volunteers who work with youth should be aware of diseases like diabetes, asthma, epilepsy, or AIDS and how they can affect an individual's day to day life.

ACCOMMODATIONS AND ASSISTIVE TECHNOLOGIES

Providing Accommodations Accommodations are modifications or alterations made to a classroom, a workplace, or another environment that allow access to people with disabilities. Accommodations should be individualized and may include, for example,

> allowing a student with a learning disability extra time to complete an assignment or a test, providing amplification equipment for a student with a hearing impairment in a classroom, or providing a special keyboard in a workplace for someone with dexterity problems. Federal laws require that accommodations be provided to people with disabilities who need them in the classroom, at work sites, and in most public places. (Timmons, Podmostko, Bremer, Lavin, & Wills, 2004, chap. 2, pg. 9)

TABLE IV: COMMON ACCOMMODATIONS IN CLASSROOMS, ASSESSMENT SETTINGS, AND WORKPLACES

Presentation Accommodations	Information read aloud
	Sign language
	Braille
	Large print
	Directions clarified
	Assistance from another person
Presentation Equipment Accommodations	Magnification
	Amplification
	Noise buffer
	Templates
	Audio/video cassettes
	Lighting/acoustics
	Computer or other machinery
Response Accommodations	Communication device (symbol boards, talking boards)
	Computer or other machinery
	Spell checker
	Brailler
	Tape recorder
	Calculator
Scheduling Accommodations	Extended time
	Extra breaks
	Multiple sessions
	Time beneficial to individual (such as around medication schedule)
Setting Accommodations	Number (individual may work better alone or in small groups)
	Place (individual may work better at home or at an off-site setting)
	Proximity (individual may need to be closer to instructor, blackboard, restrooms, etc.)

Adapted from Thurlow, House, Boys, Scott, and Ysseldyke (2000).

There are federal laws that address the legal aspects of accommodations; these include the Americans with Disabilities Act, IDEA, Section 188 of the Workforce Investment Act, and Section 504 of the Rehabilitation Act. Within many communities, teachers and rehabilitation professionals have expertise in developing accommodations for individuals with disabilities, and all states have assistive technology centers (discussed below).

The Job Accommodation Network (JAN) is a service of the Office of Disability Employment Policy (ODEP) of the U.S. Department of Labor. JAN's mission is to facilitate the employment and retention of workers with disabilities by providing employers, employment providers, people with disabilities, their family members, and other interested parties with information on job accommodations, self-employment, and small business opportunities and related subjects. JAN represents the most comprehensive resource for job accommodations available. For more information, refer to (http://www.jan.wvu.edu).

ASSISTIVE TECHNOLOGY

Assistive technology is a specific type of accommodation. As defined by the Assistive Technology Act of 2004, assistive technology refers to "any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities." The range of support can include computer screen readers and magnifiers, closed captioning, alternative keyboards, and other special software and equipment that makes information devices more accessible. It can also include mobility devices and other independent living equipment that is specially designed to increase an individual's ability to perform daily living or work related skills. There are dozens of non-profit and for-profit organizations that manufacture or sell assistive technology equipment and nearly all of them have web sites. Each state has an organization responsible for promoting and supporting the use of assistive technologies: a listing of state contacts can be found at http://www.resna.org/taproject/at/statecontacts.htm.

FEDERAL LEGISLATION AND PEOPLE WITH DISABILITIES

Federal laws define disabilities in different ways, depending on a person's age or situation or the purpose of the particular piece of legislation. According to the Americans with Disabilities Act (1990), a person has a disability if she or he has a physical or mental impairment that substantially limits one or more of the major life activities — work, independent living, and mobility are major life activities. A specific physical or mental "skill" (like visually identifying objects or solving math problems) can be measured and compared to others and typically (sometimes arbitrarily) a person is considered to have a disability based on such a measurement.

Eligibility for certain services may be dependent on which definition of disability is used. It is clear, however, that effective and individualized education and training can go far to allow access to people with disabilities and promote independence. Moreover, individuals who cannot perform certain tasks one way may be able to perform them in another way through the right accommodations and assistive technology. In many cases, barriers preventing access to a building, a book, a program, a mode of transportation, or a piece of equipment can be easily removed. And, because 20% of the American population has some form of disability (U.S. Census Bureau, 2002), providing access, accommodations, and assistive technology is a good investment for society as a whole to make.

Federal Law and Transition-Aged Youth Transition is the period of time that a youth spends moving from secondary school to postsecondary school, vocational training, or the work world. During this time, youth with disabilities may be protected by or accorded services through several federal laws. The Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA), the Vocational Rehabilitation Act (VR), and the Workforce Investment Act (WIA) are five of the most important laws passed in order to guarantee the rights of young people with disabilities to participate fully in education, work, and society in general. These federal laws have increased access, led to greater understanding of accommodations, and made assistive technology much more common.

The ADA and Section 504 are general laws designed for all people with disabilities, not just youth. Section 504 specifically prohibits discrimination on the basis of disabilities in federally funded programs. The ADA, passed in 1990, goes farther and prohibits discrimination by all public and most private entities regardless of whether they receive public funds. States and local communities have a wide range of educational and vocational programs for youth that are designed to help them become independent adults. Schools, local workforce development organizations, and state vocational rehabilitation agencies have substantial discretion in how they support transition services, so it is helpful to have an understanding of the systems that support youth with disabilities.

One important point about the information that will be discussed below is that several federal programs require that services provided to a recipient be based upon individualized plans. The initials abound — IEP (Individual Education Program), ISS (Individual Service Strategy), and IPE (Individualized Plan for Employment) are three — but they all share three common characteristics.

1. These plans dictate the commitment of an agency or organization to provide fiscal or other forms of support for a specific service.

2. The individualized plans must reflect the needs of the individual young person.

3. Each plan details allowable activities that, in whole or in part, support the Guideposts and the Youth Development and Youth Leadership Competencies (see Chapter 2).

The information contained in these plans may be useful to mentoring programs both in matching mentors and mentees and in identifying the youth's individual needs. Thus, mentoring programs need to establish linkages with the organizations responsible for developing these various plans. Doing so will allow mentoring programs to serve youth better and may additionally provide access to a potential funding stream to support the program. Information included in these plans is considered confidential and cannot be viewed by others without a signed release of information.

IDEA and Transition. IDEA is the basis for all special education services provided in public schools. IDEA requires that eligible youth with disabilities receive a free, appropriate public education that includes preparing them for further education, employment, and independent living. Special education is not a place. It is a set of instructional techniques and services tailored to meet the individual needs of each student eligible for services. Special education can occur in a variety of settings, and IDEA mandates that students receiving special education services should be fully integrated into the general education curriculum to the extent possible.

Specific language within IDEA makes it clear that educators, parents, and students must consider adult outcomes as they plan for students' school experiences. "Transition services" is the term used in IDEA to describe a coordinated set of activities for [an individual] with a disability. This coordinated set of activities

1. focuses on improving the academic and functional achievement of the youth with a disability to facilitate the [student's] movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

2. is based on the individual youth's needs, taking into account the youth's strengths, preferences, and interests; and,

3. includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

VR and Transition. Vocational rehabilitation services can provide education and other training services to youth and adults with disabilities when the disabilities substantially limit life activities. Vocational rehabilitation services can also support independent living, personal assistance, the purchase of assistive technologies, and medical care — as impacted by the disability. Priority for funding services goes to individuals with the most significant disabilities, a

practice sometimes referred to as "order of selection." Youth with disabilities who are not eligible for VR services should consider WIA services (see below).

WIA and Transition. WIA programs provide workforce services for youth and adults. WIA programs are coordinated statewide but provided in local areas supported by community organizations that can provide a wide variety of employment services.

WIA youth services provide year-round services for enrolled youth, and may include the following: tutoring and study skills training; dropout prevention; leadership development opportunities; community service opportunities; adult mentoring; and comprehensive guidance and counseling leading to employment outcomes that make the best use of the individual's skills and abilities. Not all of these services need to be provided by a single agency. To prevent overlap and duplication of services, mentoring programs need to be fully informed about which WIA agency provides which type of youth service, including other mentoring activities in their local community.

Developmental Disabilities and Transition. Youth with developmental disabilities may be eligible for services covered by the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act). The DD Act established eight areas of emphasis for programs: Employment, Education, Child Care, Health, Housing, Transportation, Recreation, and Quality Assurance. The primary responsibility to provide local services is based on plans developed by State Councils on Developmental Disabilities and Protection and Advocacy Agencies. Currently, youth leadership is a high national priority and mentoring is recognized as a key component of leadership development services. There are several nationally funded projects promoting youth leadership, and local mentoring programs should contact the State Developmental Disabilities Councils to determine the best ways to collaborate with these programs.

Social Security and Transition. Some youth with disabilities may be eligible for services and resources from the Social Security Administration, including income supplements, work incentives, medical supports, and resources for education and training services. There are several national demonstration programs in the latter category, some of which are specifically focused on youth.

Applying for Social Security benefits or services is an involved process and should not generally be viewed as a mentoring activity for mentoring programs. However, a mentoring program can help connect youth with others who have the relevant expertise. One possibility is holding a group activity session, possibly including parents, and inviting a Benefits Planning expert in to help young people learn about how Social Security resources can be used to promote self-sufficiency and independence. WIA-funded workforce offices, also called One-Stops, and Social Security offices can provide resources for this kind of activity. Some states also have specialized staff called Disability Program Navigators, who are experts in issues related to disability and Social Security.

In some relationships, a mentor may be able to assist an individual in exploring how to use some Social Security programs as a tool for maximizing self-sufficiency. These include the Student-Earned Income Exclusion, which supports the ability of transition-aged youth to work and keep income supplements; the Plan for Achieving Self Support (PASS), which allows a person with a disability to set aside income and resources for a specified period of time to achieve a work goal; and the Ticket to Work and Self-Sufficiency Program, designed to remove many of the barriers that previously influenced people's decisions about going to work because of concerns over losing health care coverage. For more information about these programs, go to the Social Security Administration's website at (http://www.ssa.gov/work).

Independent Living and Transition. Many youth and adults with disabilities will benefit from receiving services to foster independent living (IL). Title VII of the Rehabilitation Act provides support to "promote a philosophy of independent living, including a philosophy of consumer control, peer support, self-help, self-determination, equal access, and individual and system advocacy, in order to maximize the leadership, empowerment, independence, and productivity of individuals with disabilities, and the integration and full inclusion of individuals with disabilities into the mainstream of American society."

All states have IL centers, usually in major cities. IL centers can provide information and support to mentoring programs through their familiarity with many disability-related resources. These include education, rehabilitation, and Social Security programs; transportation; housing; assistive technology; and disability rights and responsibilities. A growing number of these centers are becoming involved in youth development and youth leadership initiatives.

For more information contact the following organizations:

National Organization on Disability at (http://www.nod.org)

Office of Disability Employment Policy at (http://www.dol.gov/odep/pubs/fact/comucate.htm)

National Center on Workforce and Disability/Adult at (http://www.onestops.info)

Memphis Center for Independent Living at (http://www.mcil.org)

Table V builds on the alignment between the *Guideposts* and five developmental areas (detailed in Table II on page 2-4). It includes developmental objectives that mentors can consider as they plan mentoring services for all youth, and specific considerations relevant to working with youth with disabilities. An important feature of Table V is the attention to specific mentoring objectives to meet the needs of youth with disabilities. It should be noted that no single mentoring relationship or program is expected to incorporate all activities listed. The activities listed here and elsewhere in this Guide are intended as suggestions and ideas.

TABLE V: SUPPORT THAT MENTORS PROVIDE TO YOUTH

	Developmental Area	Mentors can help all youth reach these developmental objectives:	Mentors can help youth with disabilities with specific needs such as the following:
School-Based Preparatory Experiences	**Learning** is based on positive basic and applied academic attitudes, skills, and behaviors.	• Develop improved basic math, reading, and creative expression skills • Improve critical thinking and problem-solving skills • Improve self-assessment of academic skills and areas of need for further education and training	• Learning how to use their individual transition plans to drive their personal instruction, including obtaining extra supports such as tutoring, as necessary; identifying strategies and supports to continue the transition process post-schooling. • Accessing specific and individual learning accommodations while they are in school. • Developing knowledge of reasonable accommodations that they can request and control in educational settings, including assessment accommodations. • Identifying highly qualified transitional support staff, who may or may not be school staff.
Career Preparation and Work-Based Learning Experience	**Working** focuses on the positive attitudes, skills, and behaviors necessary to meet expectations in jobs, careers, and vocational development.	• Develop an understanding of the world of work • Identify work readiness skills • Identify strategies to complete educational requirements or training • Identify individual strengths and potential opportunities for meaningful work	• Understanding the relationships between appropriate financial and benefits planning and career choices. • Accessing supports and accommodations for work and community living, and learning to request, find, and secure appropriate supports and reasonable accommodations at work, at home, and in the community. • Learning to communicate their support and accommodation needs to prospective employers and service providers. • Accessing multiple opportunities to engage in work-based exploration activities such as site visits, job shadowing, internships, and community service.
Youth Development and Leadership	**Thriving** focuses on attitudes, skills, and behaviors that are demonstrated by maintaining optimal physical and emotional well-being.	• Demonstrate an ability to articulate personal values • Demonstrate a sense of responsibility to self and others • Demonstrate an ability to assess situations and avoid unduly risky conditions and activities • Demonstrate knowledge and practice of good nutrition, physical exercise, and hygiene • Demonstrate daily living skills	• Participating in mediation and conflict resolution training. • Participating in team dynamics and project management training. • Learning about or improving self-advocacy and conflict resolution skills to fortify leadership skills and self-esteem. • Learning anti-peer pressure strategies. • Learning how to access reliable information sources.

TABLE V: SUPPORT THAT MENTORS PROVIDE TO YOUTH

	Developmental Area	Mentors can help all youth reach these developmental objectives:	Mentors can help youth with disabilities with specific needs such as the following:
Youth Development and Leadership	**Leading** is the area of development that centers on positive skills, attitudes, and behaviors around civic involvement and personal goal-setting.	• Promote youth leadership development experiences • Promote community volunteerism • Promote youth activities that encourage group participation as well as collaboration with other individuals and groups	• Participating in voter registration and voting in local, state, and federal elections. • Participating in town hall meetings. • Engaging in community volunteerism, such as organizing a park clean-up or building a playground. • Participating in a debate on a local social issue. • Training to become a peer mediator. • Participating in a letter-writing campaign. • Arranging to meet with local and state officials & legislators. • Participating in a youth advisory committee of the city, school board, training center, or other relevant organization. • Participating in learning activities or courses about leadership principles and styles. • Engaging in activities to serve in leadership roles such as club officer, board member, team captain, or coach. • Identifying mentors and role models, including persons with and without disabilities. • Developing an understanding of disability history, culture, and disability public policy issues as well as their rights and responsibilities.
Connecting Activites	**Connecting** refers to the development of positive social behaviors, skills, and attitudes.	• Demonstrate effective interpersonal skills in relating to adults and peers (e.g., conflict resolution and active listening) • Demonstrate a knowledge of key community resources	• Locating the appropriate assistive technologies. • Identifying community orientation and mobility training (e.g., accessible transportation, bus routes, housing, and health clinics). • Gaining exposure to post-program supports such as independent living centers and other consumer-driven community-based support service agencies. • Identifying personal assistance services, including attendants, readers, interpreters, or other such services. • Obtaining benefits-planning counseling, including information regarding the myriad of benefits available and their interrelationships, so that the youth may maximize those benefits in transitioning from public assistance to self-sufficiency. • Locating mentoring activities that connect youth to adult mentors. • Providing tutoring activities that engage youth as tutors or in being tutored. • Engaging in research activities that identify resources in the community to allow youth to practice conversation and investigation skills. • Writing letters to friends, family members, and pen pals. • Attending job and trade fairs to begin building a network of contacts in the youth's career field of interest. • Participating in mock interviews and role-playing other workplace scenarios. • Providing positive peer and group activities that build camaraderie, teamwork, and a sense of belonging.

EXHIBIT 3.1: ETIQUETTE

- When introduced to a person with a disability, it is appropriate to offer to shake hands. People who have limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting.)
- Remember that people with disabilities, like all people, are experts on themselves. They know what they like, what they do not like, and what they can and cannot do.
- If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions. Do not insist or be offended if your offer is not accepted.
- Don't be afraid to ask questions when you're unsure of what to do.
- Usually people with disabilities do not want to make the origin or details of their disability the first topic of conversation.
- Avoid asking personal questions about someone's disability. If you must ask, be sensitive and show respect.
- People with disabilities may be accompanied by a personal assistant or a sign language interpreter. Always direct your communication to the individual with a disability and not to the companion.
- Use a normal speaking tone and style. If someone needs you to speak in a louder voice, he or she will ask you to do so.
- 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.
- Be aware that many people can have disabilities that are not apparent. Just because you cannot see a disability does not mean it doesn't exist.
- Be considerate of the extra time it might take a person with a disability to get some things done.
- 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 he or she said.
- Speak calmly, slowly, and directly to a person who has a hearing impairment. 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.
- 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.
- 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.
- Avoid terms that imply that people with disabilities are overly courageous, brave, special, or superhuman.
- Respect all assistive devices (e.g., canes, wheelchairs, crutches, communication boards, service dogs, etc.) as personal property. Unless given specific and explicit permission, do not move, play with, or use them.
- Don't pet a guide or companion dog while it's working.
- Make community events available to everyone. Hold them in wheelchair accessible locations.
- When planning a meeting or other event, try to anticipate specific accommodations a person with a disability might need.
- Relax. Anyone can make mistakes. Offer an apology if you forget some courtesy. Keep a sense of humor and a willingness to communicate.

CHAPTER 4

Mentoring Settings and Approaches

PURPOSE

This chapter will address the following topics:

1. Mentoring program settings.
2. Types of mentoring programs.
3. Potential outcomes for Career Preparation Mentoring initiatives for older youth, including those with disabilities.
4. Information on training and education resources.

Mentors play a wide variety of roles. First and foremost, a mentor's role is to be caring and supportive. Listening, engaging in conversation, or participating in recreational activities may comprise the whole extent of the relationship (especially at first). Many youth desire a relationship with a caring adult or an older or more experienced peer that does not include confrontation, authority, control, or moralizing. At an appropriate time later on, the relationship may evolve into a more substantial one that can include activities that can help youth develop competencies in the developmental areas of learning, working, leading, thriving, and connecting. (See Chapter 2 for further explanation of youth development and youth leadership competencies.)

It is important to note that a mentoring program design should not unnecessarily segregate youth with disabilities. It is acceptable to match a mentor with a disability to a mentee with a disability if it is done with the youth's specific needs in mind. However, it is not acceptable to match a mentor and mentee if it is done only because both have disabilities.

MENTORING PROGRAM SETTINGS AND DESIGNS

Mentoring can occur in various settings: in schools, in workplaces, or within faith-based or community organizations. Mentoring programs generally use one of four models (or a combination thereof) and can be administered in any of the settings. Program monitoring and supervision by professional staff are essential. As discussed previously in Chapter 1, the following are the four basic types of mentoring models:

- Traditional One-to-One Mentoring (an adult mentor and a youth mentee)
- Peer Mentoring (usually an older youth mentor paired with a younger youth mentee)
- Group or Team Mentoring (one or more adult mentors and two or more youth mentees)

- Electronic or E-mentoring (use of e-mail for primary contacts often combined with one of the three other types)

TRADITIONAL ONE-TO-ONE MENTORING

An example of this type of mentoring is one that most people are familiar with — Big Brothers Big Sisters. This 100-year-old organization serves 200,000 youth aged five to 18 years old in all 50 states. Its primary model provides one-to-one matching of adult (or older youth) mentors to youth mentees in school or community settings. In school settings, "Bigs" (mentors) meet with their "Littles" (mentees) each week during the school year in a somewhat structured relationship. In the community, Bigs meet with their Littles two to four times a month in less structured activities. This model has been replicated in thousands of other sites with a great deal of success (Big Brothers Big Sisters, 2004).

Recruitment, screening, and training of one-to-one mentors can be difficult and more costly than other models. Because the relationship is more autonomous and often more intense, extreme care must be taken to ensure the safety of participants (both mentees and mentors); therefore, screening and supervision are essential.

Traditional Mentoring in Schools School-based programs typically use volunteers to spend time with individual youth in schools during or immediately after the school day. Mentors spend time in classrooms, in the library or media center, or in other available places in the building. Although the mentor may spend time tutoring or helping the youth with academic work, there is generally an expectation for more significant relationship-building and friendship than in a typical tutoring situation.

Teachers, social workers, or other school staff usually supervise the relationship and can direct the mentor in working toward goals identified by the youth or by adults, including parents, who know the youth. School-based activities may include having lunch, attending school programs, going to recess, and going together on field trips. As mentioned above, the relationship should have a fun component to it, and the youth should not view the mentor as another authority figure there to control him or her.

When mentors are working with youth with disabilities, it may be useful to have some specific orientation or training that will help them to

ONE-TO-ONE MENTORING

Partners for Youth with Disabilities (PYD) Mentor Match Program is a one-to-one face-to-face mentorship program specifically focused on youth with disabilities between the ages of six and 24 years old. Mentors and mentees agree to a one-year commitment, see each other at least once per month, and have phone contact once per week. Matches also have the option of connecting electronically through Partners Online, PYD's online mentoring program. Through Partners Online, mentors and mentees can email each other and also receive support from other participants through chats and forums. The outcomes and goals for this program vary depending on the match (primarily to develop a trusting friendship between a youth with a disability and a successful adult with a disability for a role modeling relationship). Goals typically include increased independent living skills, improved relationships, improved self-confidence, improved disability awareness, and improved self-advocacy skills.

PYD has found that one-to-one mentoring enables the development of trusting relationships and allows for consistency. Having a mentor with a disability provides the youth with a unique perspective that he or she may not be able to get from educators, family members, or other adults. The task of recruiting mentors with disabilities is best achieved through word of mouth, volunteer fairs, and referral sources (such as Massachusetts Rehabilitation, Independent Living Centers, schools, etc.). Mentors are prepared for working with their mentees through a three-hour group training (with supplemental training sessions available online) and through regular check-ins with PYD mentoring staff. An online training is also available for mentees to help them understand the expectations of being in a mentoring relationship. PYD provides quarterly recreational activities in which all mentors and mentees can meet and have fun together.

PYD has noted the need for mentoring programs that are not currently serving youth with disabilities to become more inclusive of youth with disabilities. Through spending time building relationships with disability-specific referral sources, providing lots of support to mentors and mentees, developing a comprehensive training for mentors, and educating mentoring staff, youth with disabilities can thrive in general mentoring programs.

understand the individual's situation better. Care must be taken to ensure confidentiality and privacy (for example, volunteers should not be allowed to view student records). Other parts of this Guide provide additional information about working with youth who have disabilities.

School-based mentoring programs should not minimize the need for training. Even if a mentor is not serving in a tutoring role, it would be useful for him or her to have some understanding of the learning needs of youth in general and of his or her mentee in particular. School staff must ensure that the time the youth spends with a mentor does not interfere with classroom time or other academic activities, and that mentors have well-defined roles when working in a classroom or other school setting.

Traditional Mentoring in Faith-based or Community Organizations In the community, one-to-one mentoring looks different than it does in schools. In faith- or community-based programs, the mentor and youth make joint decisions on where and when to meet and what types of activities to engage in. The goals of these mentoring programs may include an emphasis on personal growth, career development, lifestyle enhancement, community service, or spiritual fulfillment. (Note: Faith-based organizations that are **not** receiving government funding may also add elements of spirituality and worship to a mentoring relationship. Organizations that **do** receive government funding must be aware that there are restrictions placed on proselytizing activities.)

Mentors in community programs have relative autonomy; therefore, they must have a clear understanding of the concepts of interpersonal support, guidance, mutual exchange, sharing of wisdom, coaching, and role modeling, while at the same time maintaining the level of trust needed to sustain the relationship (Peer Resources, 2002). Mentors in community-based programs must be committed not just to working with youth, but also to participating in scheduled training sessions.

Traditional Mentoring in the Workplace A workplace mentor can serve as a role model with regard to workplace behaviors, attitudes, and skills for young people who lack work experience. According to Connecticut LEARNS, many youth have had limited exposure to adults in work settings and "may fail to realize that their school behavior may be unacceptable in the workplace …. The workplace mentor, as a respected adult who is neither parent nor teacher, can help students learn appropriate workplace lessons and behavior" (2000, pg. 1).

Recruiting workplace mentors is not usually difficult; many people are happy to volunteer to mentor others if it can be a part of their regular job duties. It is important, however, to provide appropriate training and supervision, especially if the mentee has had limited work experience. Workplace mentors who work with students in work programs should have a collaborative relationship with school personnel and opportunities to provide them with objective feedback and information about the mentoring experience and the youth's performance.

PEER MENTORING

In some situations, mentoring can be most effective when peers work together. By definition, peers are people from a like group where members have "equal standing." Peer mentoring is designed to match participants who share a great deal in common. Closeness in age can be an important part of peer mentoring, but a successful match can be made even if there is a significant age difference. Peer mentoring in schools most commonly takes the form of students mentoring students (from the same school or district); however, peer mentoring is also used in the community as well as in the workplace.

Peer Mentoring in Schools School-based peer mentoring typically matches an older student with a younger student. High school students may work with middle or elementary school students. College seniors or juniors often work with freshman. Whatever the case, the goal is to use the mentor's experience and knowledge to influence the mentee in a positive way. Academic, personal, vocational, or social issues are usually the basis for initiating a peer mentoring relationship that might extend for a few weeks, a semester, or a school year.

Longer-term mentoring with a tutoring component is also commonly used. Students are matched based on a mentee's academic needs. Typically, such tutoring

sessions are combined with other activities (recreational or social) that allow the peers to interact personally. Students who serve as peer mentors in this setting may receive school credit or some other form of recognition as part of planned community service. These activities may be incorporated into the school day or held after school.

At-risk students are most likely to be matched with a peer mentor. In schools, young people with behavior or emotional problems may benefit from time spent with older youth who can relate to the mentee while also serving as a role model. In other situations, a mentee who has a physical disability may benefit from spending time with someone with a similar (or completely different) disability.

In any school-based mentoring program, it is useful for everyone involved to have clear, written goals and expectations that set boundaries and responsibilities for all activities related to the relationship. From the outset, it is important that all parties know when the mentoring relationship is to begin and end since ending such a relationship can be very hard on the mentee and the mentor.

In some settings, connecting with a peer may be required when students enter a new educational program. These relationships often begin with orientation to the school and academic programs as the primary purpose. These relationships may end quickly when orientation is completed or may continue depending on the needs of the student. Colleges commonly use these peer connections, but unless the relationship is designed to be long-term, this is not true mentoring.

Peer Mentoring in Faith-Based or Community Organizations Community-based peer mentoring can look a lot like school-based mentoring. The major difference is the location and the administration of the mentoring activities. Churches, synagogues, temples, mosques, YMCAs, YWCAs, Boys and Girls Clubs, recreation centers, and other community organizations often sponsor and operate peer-mentoring programs. These programs are likely to be held after school, at night, on weekends, and during the summer. They engage in many of the same types of activities found in schools.

Tutoring activities can serve as a good starting point for these types of mentoring relationships. Contact with local teachers often leads to the development of collaborative relationships among the young people involved, the school, and the community organization. Schools can sometimes assist such mentoring programs by providing instructional materials to support tutoring efforts. Community agencies may have additional activities that support the mentoring relationship. Field trips and recreational and athletic activities can supplement or enhance the mentoring relationship. Activities with a religious or spiritual

PEER-TO-PEER MENTORING

I first entered Youth Mentors Inc. in the summer of 2002. There was a workshop at Sugarloaf Mountain. A group of kids from the Franklin, Oxford, and Androscoggin area got together and we developed a group called Youth Mentors Inc. From that weekend on we met once every month. We started developing a way we could do mentoring to kids who were in the Elementary Schools. As we were meeting we came up with ways we could spend time with our mentee and what we could do with them. We discussed how many hours a week we would spend with them. I have learned so much, met new people, and had a chance to be like the kids in the Big Brother/Big Sister.

I was assigned to be a mentor for a girl who is in the eleventh grade in a school in another town. We met each other at a Youth Mentors Inc. meeting back in the beginning of the school year. I called her once a week or so and we talked about stuff like school and what's going on. We talked about our plans after we graduate from high school. I told her about my plans to go to college and she told me about her plans to go to college. Being involved in Youth Mentors Inc. changed my life by helping me learn to see someone else's point of view. We learned how to have to compare notes with each other on what we had in common and our likes and dislikes.

Another way Youth Mentors has changed my life is by giving me the opportunity to go to places and events I have not been to before. I went to weekend workshops in Rome, Maine, the Hilton Garden Inn in Auburn and University of Maine Farmington to learn more about mentoring and how we can change someone's life."

—A Youth Mentor, Mentors Inc.

focus are allowed, depending on the rules and regulations of funding sources.

Other community-based programs serve youth with histories of delinquent behaviors and match youth with role models promoting positive behaviors. Because of the lack of after-school supervision, many community programs focus on constructive activities with peer mentors as catalysts. School districts may provide transportation directly to community agencies after school.

Recruitment, training, and supervision of community-based mentors should be carefully planned since community agencies can have less control of, or contact with, participants. The safety of all participants is paramount. Both mentors and mentees should know what is inappropriate contact or conversation and how to report indiscretions to program administrators. Written goals and objectives can help maintain focus on mentees' needs and allow for evaluation and follow-up as the relationships grow.

Specific program models for this type of mentoring are available. Big Brothers Big Sisters has a program for adolescents called High School Bigs, which utilizes schools or community agencies to match juniors or seniors with younger students.

Work-Based Peer Mentoring Employees who are new to a company or business (or who have been promoted) are often provided with a mentor by their employer. These peer mentors are not supervisors, but are usually individuals who can orient their mentees to the company or the new position and assist them in managing work and social issues found in an organization. Business-based peer mentoring can be used for entry-level positions requiring limited training or education all the way up to executive positions.

For young people, including those with disabilities, business-based peer mentoring consists of formal or informal activities that help the mentee gain experience both doing a job and having social success in a work setting. Peer mentors in the workplace do not take the place of job coaches but rather serve as natural supports that help an individual adjust to a new work situation. Youth service practitioners who provide vocational assistance to youth with disabilities can work with employers to develop peer-mentoring activities (activities not necessarily designed exclusively for youth with disabilities). Peer mentors can improve morale, educate others about disabilities, and uncover hidden skills.

GROUP MENTORING

Group mentoring has become more common, especially in settings in which recruiting a sufficient number of volunteers for one-to-one mentoring is difficult. In this model, one adult is matched with two or more youth, and activities are conducted in small groups. Unlike one-to-one mentoring, many group mentoring relationships focus more on peer interaction, with the mentor acting as a facilitator. Consequently, fewer group mentoring relationships result in a deep connection between mentor and mentee than do one-to-one mentoring relationships (Herrera, Vang, and Gale, 2002).

The ratios of mentors to mentees in group mentoring may range from 1:2 to 1:15 (MENTOR/National Mentoring Partnership, 2004). Evidence suggests that smaller groups — those with mentor-mentee ratios of 1:4 or less — are more successful than larger groups, especially in community settings (because of scheduling and logistical problems). Some dynamics of group mentoring that should be considered include diversity (for example, in terms of gender, race, religion, and disability), geography, the youths' interests and personalities, peer influence, and the cost of activities. Higher ratios — one mentor to five or more mentees — work best in situations in which socialization and peer engagement are the primary goals. The need to promote socialization opportunities for vulnerable youth gives mentoring organizations an opportunity either to sponsor or to partner with appropriate organizations and groups that promote recreational, teambuilding, and other learning activities.

Team Mentoring Some group mentoring models involve more than one mentor working with one group of mentees. Team mentoring allows mentors to work together or separately, depending on the circumstances. (If mentors work separately, they should communicate regularly to share information and ideas.) Ratios in team mentoring are similar to

group mentoring. With strong mentoring skills and sufficient training, a team can work with entire classrooms for specific periods of time. However, volunteers should always have sufficient supervision and should not be expected to be disciplinarians.

Group Mentoring in Schools In schools, group mentors engage in similar activities as traditional mentors, but with two or more students. The number of students in this situation should be carefully considered because some adults who are perfectly comfortable in one-to-one relationships may have difficulty with a larger group, especially if the students have problems with concentration or behavior.

Group Mentoring in Faith-Based or Community Organizations This model is often used when the pool of volunteers is smaller than the pool of youth who need mentors. As mentioned above, some adults are better in one-to-one relationships (as are some youth), and each relationship should be monitored to ensure that the mentor can support all mentees without showing partiality or favoritism. On the flip side, some adults and youth prefer to be in a group setting where interaction with others is more important than a strong one-on-one relationship with any one person.

Typically, outcomes in group mentoring in the community result in "improvements in youth's social skills, relationships with individuals outside of the group and to a lesser extent academic performance and attitudes" (Herrera, Vang, & Gale, 2002).

Group Mentoring in the Workplace When a group of individuals begins a school-sponsored work experience or regular employment, the employer often will ask a more experienced employee to serve as a mentor to the group. This mentor's role is virtually the same as in peer mentoring, and starts with orientation and with assistance managing work and social issues found in the organization. Direct supervision is usually not part of the mentor's role. Rather, mentoring is used as part of a management strategy to ensure that all new employees acclimate positively to the workplace.

e-MENTORING IN IOWA

In 1999, the Oskaloosa (IA) High School "School-Within-a-School" program began a long-term relationship with a large local company, Musco Lighting. After beginning with less than a dozen students in the pilot year, over 40 students were matched with Musco employees in e-mentoring relationships during the 2004-05 school year. Students in the program were considered at risk of dropping out of school and most have limited work experience and skills.

Officially called eMentoring, the program was established in cooperation with the Iowa Department of Vocational Rehabilitation Services, and it supports students who may have had behavior or mental health disorders, learning disabilities, or other cognitive impairments. The program focused on three goals: 1) to develop a caring relationship with an adult; 2) to improve reading, writing, and communication skills using technology; and 3) to explore real world careers.

According to teacher Dana Price, the students also learned about ways of dealing with the workplace environment, and they explored different ways of handling life pressures. She also said that although the program took several hours a week in administrative activities, the program was well worth it. Many students found success and gained self-esteem because of the time, advice, and support the mentor had provided.

Below are comments some students have made about the program:

- It makes my day to be able to come to school and write to my mentor instead of just doing work all day.
- I love it. My mentor gave me advice and it worked!
- I like getting advice that is not from my teachers or my parents or my friends. My mentor can be objective.
- This helps me stay in school because I don't want to let my mentor down.

Ms. Price told of one boy who was immobilized as far as job hunting went. His low reading and math abilities made him fearful that he would screw up. His e-mentor helped him process all of the jobs he was capable of and gave him pointers for completing applications and doing interviews. He also gave him a job lead. Although that job lead didn't pan out, it gave him the confidence to go forward and apply for the job he did get.

Musco employees are also happy with the program. Many have been e-mentors since the beginning of the program, and recruiting new mentors is not difficult because of the positive stories shared throughout the company. The highlights of each year include two or three face-to-face meetings that include company and school tours, as well as an end-of-the-year celebration activity for all participants.

This relationship can be short- or long-term, and some mentees in the group may need more support than others.

Team Mentoring in the Workplace Many employers form various teams that incorporate experienced employees working with less experienced ones in a mentoring capacity. These teams can be closely related in terms of job duties and skills, or can be made up of disparate members from different disciplines. When there are youth, including youth with disabilities, included in these situations, it is helpful to have appropriate training related to youth development. See, for example, "Youth Development & Youth Leadership: A Background Paper" (National Collaborative for Workforce and Disability for Youth, 2004)) or materials from the National Youth Employment Coalition, available online at http://www.nyec.org. Mentors in these circumstances should have expectations that match those of management.

E-MENTORING

Electronic mentoring or e-mentoring uses e-mail as the primary communication vehicle between mentors and mentees. While e-mentoring can limit the depth of the relationship shared between the mentor and mentee, it also offers advantages in terms of time commitments and flexibility.

E-mentoring in Schools This setting is the most popular for conducting e-mentoring. Most often, a classroom or a portion of a class is matched with a group of adults from an organization (such as a business, a corporation, or a civic group), and regular correspondence is maintained between the pair. E-mail exchanges are made with some monitoring by the supervising teacher. Classroom lessons may be incorporated into the correspondence depending on the age of the students, the student's needs, and the subject being taught. Some English classes may read a book along with their mentors and discuss it through e-mail. Other participants may focus on vocational issues, science and technology, or the arts. Face-to-face meetings with mentors are valuable elements in e-mentoring and should be scheduled (at a bare minimum) in the beginning and at the end of the program. Many face-to-face meetings are scheduled in conjunction with other events at the school or at the mentors' place of business. If at a business, mentees can job shadow, take tours, or have a meal with their mentors. At the school, the mentor can attend class, take part in recreational or art activities, or have lunch.

According to the Institute on Community Integration, youth involved in e-mentoring can improve reading and writing skills and gain more comfort using technology (2003, pg. 2). Some youth who participate in school-based e-mentoring may also have opportunities for work experiences and internships, which may lead them to develop a more realistic understanding of the business world. Because a company may have many employees involved with e-mentoring, it is likely to develop stronger connections with the education community.

E-mentoring in Faith-Based or Community Organizations and in the Workplace E-mentoring in the community and in the workplace is nearly always part of another mentoring model. Mentors and mentees use e-mail to supplement their face-to-face relationships, and to keep in touch when they are not able to meet in person. In the workplace, e-mail can be used to ask and answer questions that come up throughout the workday. E-mail may also be used to schedule meetings, change plans, and coordinate activities.

MENTORING FOR CAREER PREPARATION

It is clear from the above discussion that there is a wide array of settings and program approaches that can be utilized to help meet the needs of youth. However, where the focus of the mentoring is to be directly linked to career preparation and centered on older youth, any program model utilized should incorporate activities that support the Guideposts outlined in Chapter 1 and the five areas of youth development outlined in Chapter 2.

Determining What a Mentor Can Do As noted above, a mentor's primary role is to serve as a trusted, caring adult. Although some relationships do not extend beyond this, these relationships can still be beneficial to the youth. This is especially true in situations where the mentor spends limited time in contact with an individual mentee (such as in e-mentoring or in some school-based or group mentoring setting).

When a mentor has extended contact with an

individual mentee (more than a few hours per month) and the bond of trust is strong, the relationship can move beyond the companionship phase and lead into activities that can help the youth in reaching developmental objectives. These activities can be formal and structured, or more informal with less structure.

Table VI lists some mentoring objectives and activities that support the *Guideposts* and the corresponding five areas of development. It is an expansion of Table II and Table V in previous chapters.

School-Based Preparatory Experiences — Learning Because youth who need mentors may also need academic assistance, a mentor can help in the developmental area of Learning. Learning objectives can be addressed in school, in the community, or online. With the assistance of teachers or counselors, a mentor can help by providing tutoring for specific classes or upcoming tests. The mentor can also help with classroom projects, service learning, or public performances or arts activities. Mentors can also demonstrate the importance and value of life-long learning that impacts personal growth and career opportunities.

Career Preparation and Work-Based Learning Experiences — Working Because many youth have limited work and work-preparation experience, a mentor can serve a valuable role in these areas. In a school or community-based setting, a mentor can assist a young person in utilizing the Internet to conduct searches to discover the duties and qualifications of particular jobs, in writing resumes and cover letters, in conducting mock interviews, and in developing strategies for a job search. In work-based situations, mentors can provide assistance with soft skills (such as dressing appropriately, speaking to adults, and getting organized) as well as with specific job skills and duties. Mentors can also help youth with setting educational and career planning goals, arranging informational interviews, and setting up internships or other work experiences.

Youth Development and Leadership — Leading and Thriving The leading and thriving developmental areas both fall under one *Guidepost* because the acquisition of skills, attitudes, and behaviors included in these two developmental areas support both positive youth development and leadership. Because all youth need opportunities to develop self-assurance and confidence, mentors can help them learn how to become positively engaged in community life, to engage in healthy and safe lifestyles, and to learn life skills, such as problem-solving, conflict resolution, negotiation, or money management. Modeling behavior that can demonstrate a sense of responsibility is a role that every mentor can play.

Connecting Activities — Connecting Because all youth need opportunities to develop positive social behaviors, skills, and attitudes, mentors can provide motivation for a youth to develop quality relationships with adults and peers and to develop an understanding of how to access community resources, which can be a valuable source of support. With an awareness of others, of cultural differences, and of self-responsibility, youth can take major steps toward becoming mature adults.

The *Guideposts for Success* provide a contextual framework to organize activities that support youth development and positive transition outcomes. Table VI builds on Table V (see page 3-13) by outlining activities mentors can do to assist the youth in achieving developmental objectives.

DISABILITY-SPECIFIC PROGRAM ACTIVITIES

The information in Table VI is not meant to be exhaustive, but rather provides a good starting point for any organization interested in mentoring programs for older youth. When considering mentoring strategies for youth with disabilities, keep in mind the isolation many youth with disabilities experience. Hence, group activities need to be a part of mentoring services. One way to accomplish this is to partner with an Independent Living Center, another disability advocacy group, or with any youth group with youth leadership programming. This can promote acquisition of knowledge and skills such as self-advocacy; independent living; transportation skills; financial and benefits planning (e.g., medical and income support); an understanding of disability history, law, culture, policies, and practices; and an understanding of community resources.

TABLE VI: MENTORING ACTIVITIES THAT SUPPORT YOUTH IN MEETING DEVELOPMENTAL OBJECTIVES

School-Based Preparatory Experiences

GUIDEPOST: School-Based Preparatory Experiences

DEVELOPMENTAL AREA: Learning is based on positive basic and applied academic attitudes, skills, and behaviors.

Mentors can help ALL youth reach these developmental objectives:

- Develop improved basic math, reading, and creative expression skills
- Improve critical thinking and problem-solving skills
- Improve self-assessment of academic skills and areas of need for further education and training

Mentors can help youth WITH DISABILITIES with specific needs such as the following:

- Learning how to use their individual transition plans to drive their personal instruction, including obtaining extra supports such as tutoring, as necessary.
- Accessing specific and individual learning accommodations while they are in school.
- Developing knowledge of reasonable accommodations that they can request and control in educational settings, including assessment accommodations.
- Identifying highly qualified transitional support staff, who may or may not be school staff.

Mentoring activities that support the achievement of developmental objectives:

- Tutoring
- Coaching
- Recreation
- Helping develop a personal development plan
- Helping youth apply academic skills to community needs
- Helping youth identify and access learning and assessment accommodations
- Helping youth to identify highly qualified support staff in school and community settings
- Monitoring the youth's grades and helping youth perform his or her own informal assessment of skills
- Developing a showcase of work that highlights the youth's learning experience(s) (e.g., an essay, a painting, a portfolio, or algebra exam)
- Locating relevant preparation courses for GED, ACT, SAT, etc., and supporting the youth's participation in them
- Helping the youth learn about college and scholarship opportunities

Career Preparation and Work-Based Learning Experiences

GUIDEPOST: Career Preparation and Work-Based Learning Experiences

DEVELOPMENTAL AREA: Working focuses on the positive attitudes, skills, and behaviors necessary to meet expectations in jobs, careers, and vocational development.

Mentors can help ALL youth reach these developmental objectives:

- Develop an understanding of the world of work
- Identify work readiness skills
- Identify strategies for completing educational requirements or training
- Identify individual strengths and potential opportunities for meaningful work

Mentors can help youth WITH DISABILITIES with specific needs such as the following:

- Understanding the relationships between appropriate financial and benefits planning and career choices.
- Accessing supports and accommodations for work and community living, and learning to request, find and secure appropriate supports and reasonable accommodations at work, at home, and in the community.
- Learning to communicate their support and accommodation needs to prospective employers and service providers.
- Accessing multiple opportunities to engage in work-based exploration activities such as site visits, job shadowing, internships, and community service.

Mentoring activities that support the achievement of developmental objectives:

- Participating in career exploration activities, including career interest assessments, job shadowing, job and career fairs, and workplace visits and tours
- Planning and setting career-related goals
- Finding varied internships and work experience, including summer employment, to learn and practice work skills (soft skills)
- Assisting with exposure to entrepreneurship training
- Networking with other young people with similar interests
- Practicing mock interviews
- Attending work readiness workshops
- Arranging for visits from representatives of specific industries to speak to youth participants about the employment opportunities and details of working within their industry
- Providing assistance with job searches, including preparing resumes and writing cover letters
- Conducting visits to education or training programs
- Providing job coaching
- Participating in learning activities using computers and other current workplace technology

CONTINUED ON PAGE 4-10

TABLE VI: ACTIVITIES THAT SUPPORT YOUTH IN MEETING DEVELOPMENTAL OBJECTIVES

GUIDEPOST: Youth Development and Leadership

DEVELOPMENTAL AREA: Leading is the area of development that centers on positive skills, attitudes, and behaviors around civic involvement and personal goal setting. **Thriving** centers on attitudes, skills, and behaviors that are demonstrated by maintaining optimal physical and emotional well-being.

Youth Development and Leadership

Mentors can help ALL youth reach these developmental objectives:

- Demonstrate an ability to articulate personal values
- Demonstrate a sense of responsibility to self and others
- Demonstrate an ability to assess situations and avoid unduly risky conditions and activities
- Demonstrate knowledge and practice of good nutrition, physical exercise, and hygiene
- Demonstrate daily living skills
- Promote youth leadership development experiences
- Promote community volunteerism
- Promote youth activities that encourage group participation as well as collaboration with other individuals and groups

Mentors can help youth WITH DISABILITIES with specific needs such as the following:

- Participating in mediation and conflict resolution training.
- Participating in team dynamics and project management training.
- Learning about or improving self-advocacy and conflict resolution skills to fortify leadership skills and self-esteem.
- Learning anti-peer pressure strategies.
- Learning how to access reliable information sources.
- Identifying mentors and role models, including persons with and without disabilities.
- Developing an understanding of disability history, disability culture, and disability public policy issues as well as of their rights and responsibilities.
- Participating in voter registration and voting in local, state, and federal elections.
- Participating in town hall meetings.
- Engaging in community volunteerism, such as organizing a park clean-up or building a playground.
- Participating in a debate on a local social issue.
- Training to become a peer mediator.
- Participating in a letter-writing campaign.
- Arranging to meet with local and state officials and legislators.
- Participating in a youth advisory committee of the city, school board, training center, or other relevant organization.
- Participating in learning activities or courses about leadership principles and styles.
- Engaging in activities to serve in leadership roles such as club officer, board member, team captain, or coach.

Mentoring activities that support the achievement of developmental objectives:

- Tutoring
- Coaching
- Engaging in problem solving, conflict resolution, and self-advocacy training
- Providing opportunities to practice skills in communication, negotiation, and personal presentation
- Participating in sports and recreational activities
- Providing training in life skills, such as how to manage money, find transportation, shop on a budget, buy a car, and obtain insurance
- Assisting youth in the creation of a community resources map related to physical and mental health, personal physicians, insurance companies, parks, grocery stores, drug stores, etc.
- Engaging in meal planning and preparation activities

Table VI augments the previous tables in this Guide by adding examples of potential activities mentors may engage in to meet objectives that promote positive youth development consistent with the *Guideposts* and the competency areas, described earlier.

TRAINING AND EDUCATION RESOURCES

Providing mentors and mentees with tools that center on activities related to career preparation can help career-focused mentoring programs achieve positive program outcomes. Additionally, mentoring programs may want to consider adding other opportunities for mentees by including both one-on-one and group mentoring experiences. Creating opportunities "outside the box" can be important in meeting the developmental needs of adolescents and young adults (e.g., developing leadership skills, connecting to the community, and establishing strong positive peer relationships). Such activities may be sponsored by the mentoring organization or in concert with a community partner.

What follows are education and training resources organized by the five developmental areas and, where possible, by age. General resources are listed first, followed by disability-specific resources. While they do

TABLE VI: ACTIVITIES THAT SUPPORT YOUTH IN MEETING DEVELOPMENTAL OBJECTIVES

GUIDEPOST: Connecting Activities
DEVELOPMENTAL AREA: Connecting refers to the development of positive social behaviors, skills, and attitudes.

Connecting Activities

Mentors can help ALL youth reach these developmental objectives:

- Demonstrate effective interpersonal skills in relating to adults and peers (e.g., conflict resolution and active listening)
- Demonstrate a knowledge of key community resources

Mentors can help youth WITH DISABILITIES with specific needs such as the following:

- Locating the appropriate assistive technologies.
- Identifying community orientation and mobility training (e.g., accessible transportation, bus routes, housing, and health clinics).
- Gaining exposure to post-program supports such as independent living centers and other consumer-driven community-based support service agencies.
- Identifying personal assistance services, including attendants, readers, interpreters, and other services.
- Obtaining benefits-planning counseling, including information regarding the myriad of benefits available and their interrelationships so that they may maximize those benefits in transitioning from public assistance to self-sufficiency.
- Locating mentoring activities that connect youth to adult mentors.
- Providing tutoring activities that engage youth as tutors or in being tutored.
- Mentoring others.
- Preparing research activities identifying resources in the community to allow youth to practice conversation and investigation skills.
- Writing letters to friends, family members, and pen pals.
- Attending job and trade fairs to begin building a network of contacts in one's career field of interest.
- Participating in mock interviews and role-playing other workplace scenarios.
- Providing positive peer and group activities that build camaraderie, teamwork, and a sense of belonging.

Mentoring activities that support the achievement of developmental objectives:

- Tutoring
- Coaching
- Problem solving
- Recreation
- Engaging in cultural activities that promote understanding and tolerance
- Providing peer and group activities that promote service and civic engagement
- Providing training in accessing available transportation, assistive technology, mental and physical health services, and benefits planning services

not cover the full age range, they do provide guidance for a substantial range of objectives across more than one of the developmental areas.

GENERAL RESOURCES

The 4-H Youth Development Department at Purdue University developed the Four-Fold Youth Development Model (http://www.four-h.purdue.edu/fourfold) encompassing 47 development skills that youth need to become healthy and successful adults (Barkman & Machtmes, 2000). Based on an extensive literature search of both theoretical and empirical research, the model was created by combining four existing skill models: the SCANS Workforce Preparation Model developed by the U.S. Department of Labor, the National Network for Science and Technology Science Process Skill Model, Iowa State University's Targeting Life Skills Model, and the Search Institute's Internal Assets. Practitioners designing programs can use the website to identify skills sets and corresponding activities that match a particular development skill they want to target in their program, and can download an evaluation instrument from the website, enter their own data, have it analyzed, and print a report. This resource was developed to be a cost effective, easy-to-use, and reliable means of measuring youth outcomes.

The Innovation Center for Community & Youth Development (http://www.theinnovationcenter.org) has worked closely with the 4-H Council and other youth development organizations to develop an array of curriculum and other resources for peer-to-peer and group mentoring programs.

The National Youth Employment Coalition (NYEC) has as a part of its mission to promote evidence-based youth development and workforce development programs. NYEC has a variety of tools, including PEPNet, an information base for identifying and promoting what works in youth employment and development. PEPNet has also developed an index of effective practices, with 500 examples of how programs are meeting the needs of youth. EDNet, another tool developed by NYEC, is a self-assessment tool that identifies criteria common to effective education programs and schools created by a national group of educators, practitioners, policymakers, and researchers. The second edition of the self-assessment tool is now available free at (http://www.nyec.org).

The National Council for Economic Education has recently released a report on the status of financial literacy of youth and young adults in the United States. Recommendations on personal finance curricula and other means to strengthen students' understanding of basic financial concepts are provided in the report, which is available at (http://www.ncee.net).

Community Mentoring identifies, trains, assists, and supports community volunteers who are willing to make a commitment to developing a healthy relationship that will support youth in foster care and assist them in their transition from foster care to adulthood. (A significant percentage of youth in foster care are also youth with disabilities.) They have prepared downloadable resources for other programs to access at (http://www.communitymentoring.org).

The National Mentoring Center, which is supported by the Office of Juvenile Justice and Delinquency Prevention, has announced the availability of "Sustainability Planning and Resource Development for Youth Mentoring Programs." This 178-page guide features a comprehensive look at how youth mentoring programs can create their own custom resource development plans. Subjects covered include planning strategies, corporate giving, foundations, government grants, individual giving, local events, the ethics of fundraising, and board involvement. "Sustainability Planning and Resource Development for Youth Mentoring Programs" is available at (http://www.nwrel.org/mentoring/pdf/sustainability.pdf).

Learning

The Juvenile Mentoring Program (JUMP) (http://www.ojjdp.ncjrs.org/jump/oview. html) supports one-to-one mentoring projects for youth at risk of failing in school, dropping out of school, or becoming involved in delinquent behavior, including gang activity and substance abuse. JUMP's goal is to reduce juvenile delinquency, gang participation, and the high school drop-out rate of at-risk youth through academic performance improvement.

Infed.org (http://www.infed.org) is a London-based non-profit organization geared towards promoting the ideas of informal education and lifelong learning. Its Learning Mentors program, which focuses on working with youth in secondary education, has shown a great deal of promise as an innovative practice for youth with and without disabilities.

The California Polytechnic Institute (http://sas.calpoly.edu/asc/ssl/notetaking.systems.html) provides information on active listening, class participation, and note-taking techniques that mentors can use when working with youth to determine the most effective learning style.

Working

Public Private Ventures (PPV) is an "action based research, public policy and program development organization." In addition to providing materials centered specifically on mentoring programs, PPV's website (http://www.ppv.org) stores a wealth of material on training programs designed to assist a range of vulnerable youth in preparing to join the workforce or participate in further education. There are also materials available on partnerships between faith-based and secular organizations and institutions (both public and private) to address the needs of at-risk and high-risk populations, especially youth.

Career Voyages (http://www.careervoyages.gov) is a career exploration site for youth designed to provide information on high growth, high demand occupations along with the skills and education needed to attain those jobs. Other target audiences include parents, career advisors, and those interested in making a career change. There are examples of sample plans of study and information on different education options, career clusters, and apprenticeships.

The Finance Project (http://www.financeprojectinfo.org/WIN/jobready_curricula.asp) provides an excellent resource for curricula and training materials related to job readiness from a wide array of organizations. Some materials are free, while others are not. The Project focuses particular attention on the workforce development system, low-skilled workers, and welfare-to-work programs.

Boys and Girls Club CareerLaunch.net (http://careerlaunch.net) provides internship and training information for youth, and includes an available e-pak (or online storage system) where youth can store resumes, cover letters, and previous job searches. In addition, the site includes career interest surveys and links to other web-based resources.

Connecting

The Texas Workforce Board has a series of training packets called "Community Resource Mapping: Knowing Your Youth Services Landscape," which was produced as part of the Texas Workforce Commission Youth Program Initiative and which focuses on youth as mappers and how to give them a strong role in identifying the resources available to them. Another guide, "Windows on the Workplace: Mentoring, Youth, and WIA," gives WIA Youth Service providers tips on mentoring strategies and offers tools and supports for both youth and the mentors they're partnered with. All documents are available at http://www.twc.state.tx.us/svcs/youthinit/ypi.html.

Tolerance.Org is a web project developed by the Southern Poverty Law Center geared towards fighting hate and promoting tolerance with a focus on youth. It features online resources and ideas, an expanding collection of print materials, and downloadable public service announcements to focus on improving tolerance in schools and communities. A tool developed by the group, "101 Ideas to Promote Tolerance for Youth" (http://www.tolerance.org/101_tools/101_tools.pdf) includes activities for schools, homes, and communities that mentors and youth can engage in to promote cultural tolerance and diversity.

The Corporation for Enterprise Development (http://www.cfed.org) fosters sustainable economic well-being for people with disabilities by providing information on asset-building and economic opportunity strategies that bring together community practice, public policy, and private markets in new and effective ways.

Leading

The mission of the **Points of Light Leadership Institute** (formerly the Prudential Leadership Institute) is to help create stronger communities and a stronger nation by giving as many young people as possible the ability and desire to make meaningful, lifelong contributions to their communities by teaching leadership and encouraging participation in community service activities. Information about various teaching modules and experiential exercises are available on their web-site (http://www.pyli.org). The site also contains service project ideas for older youth, including information on building partnerships, campus-based programs, and team building and problem solving.

Youth on Board (http://www.youthonboard.org) is a visionary grassroots nonprofit organization founded in 1994 that prepares youth to be leaders in their communities and strengthens relationships between youth and adults by providing publications, customized workshops, and technical assistance.

Thriving

The Resource Center for Adolescent Pregnancy Prevention (ReCAPP) works to prevent teen pregnancy through the practice and modeling of social skills geared to help young people behave in a sexually responsible manner. Their website (http://www.etr.org/recapp/practice/youthskillsindex.htm) contains fact sheets, worksheets, and answer sheets that adults can use when working with youth on hygiene, health related advocacy, anger management, listening skills, tolerance, and other relevant issues. Also available are monthly learning activities to use with young people to practice safe decision-making.

Healthy People in Healthy Communities (http://www.healthypeople.gov) is a program developed out of the U.S. Department of Health and Human Services to help people identify significant risks to their health and well-being and make responsible decisions in response to these risks. Their goal is creating partnerships to improve the overall health of communities, and their guide contains information about starting and engaging in activities within the community.

Prentice Hall's Student Success: Fitness and Well-Being resource (http://www.prenhall.com/success/Fitness/index.html) provides information on stress management, nutrition, drug and alcohol abuse, physical and mental health, and relationships that mentors can use when working with youth transitioning from secondary to postsecondary education or to employment.

Plus/Minus/Implications (http://www.mindtools.com/pmi.html) is a tool that can be used in assisting young people with making decisions and selecting a course of action from multiple options through the use of positive and negative subjective scoring.

DISABILITY-SPECIFIC RESOURCES

The 411 on Disability Disclosure: A Workbook for Youth with Disabilities, developed by NCWD/Youth, is designed to assist a young person with learning about disability disclosure issues. Potential mentors can use this Handbook as a training tool for working with youth with disabilities. Hard copies are available by e-mailing *contact@ncwd-youth.info*; copies are also available at (http://www.ncwd-youth.info).

YOUTHHOOD.ORG (http://www.youthhood.org) is a youth-informed website built by the National Center on Secondary Education and Transition at the University of Minnesota. It is designed to help young adults plan for their transition from high school through different online activities that can be done alone or in collaboration with a teacher, mentor, or family member.

The Transition to Independence Project provides information and training modules (http://tip.fmhi.usf.edu/training_modules.htm) on assisting people with emotional and/or behavioral difficulties (EBD) in making a successful transition to adulthood. It focuses on the key domains of education, employment, living situation, and community life.

The Do-It Project provides information on working with young people to promote work-based learning opportunities and to encourage work experience. The Project provides tip sheets, benefits-related information, and a Guide called "Access for the Future: Preparing College Students with Disabilities for Careers." These and other resources are available at (http://www.washington.edu/doit).

The Consumer Quality Initiative (http://www.cqi-mass.org/youth_peer.html) is a project that trains young adults with mental illness to provide guidance and support to adolescents at an Intensive Residential Treatment Program (IRTP). The mentor, who is an older youth with mental health needs, works with younger youth to help them set educational and vocational goals and assists them with identifying resources that will support them in achieving those goals.

The STAR Program (http://www.dhmc.org/webpage.cfm?site_id=2&org_id=143&morg_id=0&sec_id=0&gsec_id=10778&item_id=10778) assists teens with meeting the challenges that both adolescence and chronic health conditions pose. The program targets adolescents 13 years of age and older who have chronic medical conditions including but not limited to cancer, diabetes, Crohn's disease/colitis, asthma, juvenile rheumatoid arthritis, seizure disorders, spina bifida, cystic fibrosis, cardiology conditions, and cerebral palsy, and pairs them up with a mentor with a similar disability.

E-Buddies (http://www.e-buddies.org) pairs people with and without mental retardation in e-mail friendships. E-Buddies agree to e-mail each other at least once a week for one year — more often if desired. E-Buddies is free for students and for people with mental retardation and other developmental disabilities.

Benefits planning issues can be quite confusing for youth with disabilities who receive Social Security or other public assistance. This is especially true when looking at how potential employment can impact one's benefits. The Social Security Administration currently has three universities responsible for providing core training and technical support to the **Benefits Planning Assistance and Outreach program.** These include the Benefits Assistance Resource Center at Virginia Commonwealth University (http://www.vcu-barc.org), the Northeast Work Incentives Support Center at Cornell University (http://www.workincentives.org), and the SSA Training and Technical Assistance Center at the University of Missouri at Columbia (http://www.rcep7.org/ssa).

The Institute for Community Inclusion's ***Stories of Success: Using Networking and Mentoring Relationships in Career Planning for Students with Disabilities and Their Families*** (http://www.communityinclusion.org/publications/text/to12text.html) discusses how to develop personal networks and the process of building career mentoring relationships.

Healthy and Ready to Work helps young people with special health care needs optimize their health potential. Youth and young adults require an understanding of their health needs and involvement in their health care decision-making. The HRTW website (http://www.hrtw.org) contains materials related to short- and long-term goal setting, public and private insurance plans, and other products designed to help youth access quality information about health care when transitioning from a pediatric to an adult system of care.

MedLinePlus.Org (http://www.medlineplus.org) is a website operated by the National Institute of Health to provide information on different disabilities, conditions, and illnesses including treatment options, news and updates, and an easy-to-use medical encyclopedia.

EXHIBIT 4.1: RESEARCH FINDINGS AND IMPLICATIONS

School-Based Mentoring Programs are administered, monitored, or supported by school staff, and take place during or immediately after the school day. Most mentoring activities take place on school grounds.

According to Herrera (1999), school-based mentoring

- has many benefits that make it a strong complement to the traditional community-based approach.
- First, it may attract volunteers who, because of their jobs, families, age or other life circumstances, would not volunteer in community-based programs...
- Second, because youth are referred by teachers instead of parents, the approach has the potential to reach youth whose parents lack the time, energy or inclination to involve their son or daughter in more intensive mentoring. Youth in community-based programs are typically referred by a parent who takes the initiative to contact the agency and go through the application process. Youth from families facing extreme stress and crisis may not have this kind of advocate. Yet, these are the youth who are in most need of the benefits that mentoring can provide.
- Third, mentoring in the school context may enable...staff to supervise matches more easily, effectively and inexpensively. Case management in community-based programs can be challenging because it is time-consuming to contact families. When youth and mentors meet in one location, this process is simplified. Teachers and other school personnel can also assist with supervision.
- Fourth, the school-based approach links the mentor to the school environment, making education a salient part of the mentoring relationship. This may help mentors to foster youth's academic improvement. (Herrera, 1999, pg. 1-2)

There are some limitations to school-based mentoring. According to Jucovy, school-based mentoring can be

- better suited for elementary schools than for middle and high schools; limited in the range of new experiences that mentors can provide to youth; and, limited in their ability to provide a youth with a mentor for an extended period of time. (2000, pg. 3)

Faith-Based or Community-Based Mentoring Programs are any programs that are run outside of schools or the workplace. According to MENTOR/National Mentoring Partnership (2004), faith-based mentoring:

- offers young people the chance to develop a relationship with one or more adults who become friends, role models and advocates for them;
- is based in a house of worship and reflects the values and beliefs of that religion;
- typically occurs after school hours and/or on weekends;
- can take several forms, including career exploration, life skills development, game playing and going to sports, entertainment or cultural events;
- can serve young people from the congregation or from throughout the local community; and
- requires mentor screening and ongoing support and supervision. (2004, pg. 3)

MENTOR/National Mentoring Partnership finds community-based mentoring serves in much the same way as it:

- offers young people the chance to develop a relationship with one or more adults, other than parents and teachers, who become friends, role models and advocates for them;
- often takes place outside of specific sites, when mentors and mentees plan activities, such as going to the movies, going to a park, etc.;
- can take several forms, including tutoring, career exploration, life skills development, game playing and going to sports, entertainment or cultural events;
- typically asks the mentor for a commitment of at least one year;
- involves a higher level of risk management since activities take place in the community without outside supervision; and
- requires mentor screening and ongoing support and supervision. (2004. pg. 4)

Workplace mentoring connects an experienced, established employee with an intern, a new employee, or an employee who is taking on a new job. Workplace mentors are generally not direct supervisors to the mentee.

According to MENTOR/National Mentoring Partnership, workplace mentoring can help a young person who is still in school and needs exposure to the world of work as it:

- offers young people the chance to develop a relationship with one or more employees who become friends, role models and advocates for them;
- typically takes place at the workplace, either during or after school hours;
- can take several forms, including tutoring, job shadowing, career exploration and game playing;

EXHIBIT 4.1: RESEARCH FINDINGS AND IMPLICATIONS

- typically asks the mentor for a commitment of at least one year; and
- requires mentor screening and ongoing support and supervision. (2004, pg. 3)

Peer Resources describes workplace mentoring as a deliberate, conscious, voluntary relationship

- that may or may not have a specific time limit;
- that is sanctioned or supported by the corporation, organization, or association (by time, acknowledgement of supervisors or administrators, or is in alignment with the mission or vision of the organization);
- that occurs between an experienced, employed, or retired person (the mentor) and one or more other persons (the mentees);
- that typically takes place between members of an organization, corporation, or association, or between members of such entities and individuals external to or temporarily associated with such entities;
- in which mentors are generally not in a direct, hierarchical or supervisory chain-of-command;
- in which the outcome of the relationship is expected to benefit all parties in the relationship (albeit at different times) for personal growth, career development, lifestyle enhancement, spiritual fulfillment, goal achievement, and other areas mutually designated by the mentor and partner;
- that benefits the community within which the mentoring takes place;
- that includes activities taking place on a one-to-one, small group, or by electronic or telecommunication means; and
- that typically focused on interpersonal support, guidance, mutual exchange, sharing of wisdom, coaching, and role modeling. (2002, pg. 1)

Connecticut LEARNS describes workplace mentors who work with students (paid employees or interns) and who do the following:

- contribute to the design, development and objectives of the student's individual internship or work-based learning plan;
- provide the student with an overview of the business, division functions and workplace rules, policies and procedures (including work-ethic issues, the organizational culture, unwritten rules and the social aspects of work);
- explain the organization's goals to the student and discuss how each division contributes to the achievement of goals;
- help the student understand his or her job responsibilities;
- help the student learn about other career opportunities within the organization and the student's chosen career cluster(s);
- assist the student in identifying and developing specific occupational, technical skills and the core academic and employability skills (see appendix A);
- help the student see connections between classroom learning and the workplace;
- point out the differences between school and work environments, including acceptable behavior and performance expectations;
- help build the student's self-esteem and confidence by providing opportunities for success in the workplace and positively reinforcing accomplishments;
- guide the student in work-related decision making, goal setting, prioritizing and scheduling;
- provide feedback necessary for the student to perform effectively, highlighting strengths and opportunities for growth and correcting inappropriate behavior;
- seek out the student's opinions and suggestions;
- formally or informally evaluate the student's work performance;
- coach the student to continuously improve work performance and encourage ongoing self-assessment;
- help the student to resolve conflicts, clarify issues and cope with stressful situations;
- make suggestions concerning appropriate work assignments, internship specifications, training and supervisory staff;
- act as a liaison between workplace and school staff, mediating when necessary and maintaining communication with school staff concerning student's progress (may share this responsibility with workplace managers);
- encourage the student to continue educational, personal and professional development;
- increase the student's awareness of career resources, networking opportunities and professional associations; and
- model behaviors that lead to workplace success, including respectful communication and cooperation with colleagues. (2000, pg. 9-10)

Electronic mentoring or e-mentoring uses e-mail as the primary communication vehicle between mentors and mentees. It

typically is used in school settings but can also be work or community based.

According to the Connecting to Success website, e-mentoring shares some of the most important traits of traditional mentoring:

- a caring relationship;
- fostering of the young person's skills by a more experienced person;
- ongoing, regular communication;
- trust, warmth, and support;
- clear boundaries of the parameters of the mentoring relationship; and
- administration by an organization that oversees the mentoring relationship (Institute on Community Integration, 2004., formatting retained from original).

Connecting to Success finds that e-mentoring differs from traditional mentoring in several ways:

- communication occurs mostly through e-mail;
- relationships are often time-limited;
- screening and monitoring procedures may differ;
- mentors can often engage in e-mentoring during their work day; and
- e-mentoring offers the convenience of communicating online (Institute on Community Integration, 2004, formatting retained from original).

Connecting to Success also describes several ways to approach e-mentoring. E-mentoring can be:

- a situation in which various mentors provide guidance to a group of people (classrooms sometimes recruit experienced professionals to guide complex school projects);
- one-to-one mentoring in which each young person has a mentor;
- project-based learning in which a mentor works with a student to complete a project;
- curriculum-based mentoring in which the teacher posts discussion questions relevant to curriculum for the mentor and mentee to discuss;
- unstructured interaction in which mentor and mentee allow the relationship to unfold in keeping with common interests; and
- any combination of the above (Institute on Community Integration, 2004).

CHAPTER 5

Operating Mentoring Programs

PURPOSE

This chapter provides the following resources:

1. A game plan or strategy for organizing and managing mentoring programs.

2. Resources and information for career preparation mentoring services.

3. Disability-specific resources.

Chapter 4 addressed the content of mentoring programs; this chapter addresses the business management aspect of the program (how to operate a mentoring program). As mentoring programs grow and come to be recognized as an essential component of the youth "transition system," many nuts-and-bolts issues related to the management of high-quality mentoring programs have emerged that need to be addressed. This chapter draws heavily from several national resources that reflect the "best-of-the-best" materials within the mentoring system in this country. This chapter is intended to build upon the lessons learned from others by providing examples of program supports that focus on career preparation and strategies for working with youth with disabilities.

The National Mentoring Center has published *Foundations of Successful Youth Mentoring: A Guidebook for Program Development* (Garringer, Fulop, & Renick, 2003). Its research shows that mentoring programs that have incorporated the following five foundations are likely to have long-term success:

1. Strong Agency Capacity

2. Proven Program Design

3. Effective Community Partnerships

4. Sustainable Resource Development

5. Useful Program Evaluation

Two organizations have led the way in helping to organize the body of knowledge for this chapter:

The **National Mentoring Center (NMC)** is a part of the Northwest Regional Education Laboratory (http://www.nwrel.org/mentoring).

The **National Mentoring Partnership (NMP)** is a coalition of over 20 corporations and non-profit organizations and is an advocate for the expansion of mentoring and a resource for mentors and mentoring initiatives nationwide (http://www.mentoring.org/).

The first four components are described in further detail in this chapter. Program Evaluation is described thoroughly in Chapter 6. Chapter 7 centers on marketing strategies that permeate all five of these foundations.

FOUNDATION #1: STRONG AGENCY CAPACITY

There are multiple organizational development resources that an organization can use to guide a process of board and staff reflection to assess the capacity of the institution. According to Garringer, "proper organizational structure and resources are crucial to quality services" and should consist of these ten components:

1. A written statement of purpose and a long-range plan;
2. Consistent support from the parent agency and board;
3. A shared understanding of roles and responsibilities with partner organizations;
4. Qualified and trained staff;
5. Agency reflects the diversity of the community and youth served;
6. Written policy and procedures manual that reflects recognized quality assurance standards;
7. Access to training and technical assistance services;
8. Community awareness of the agency and program;
9. Written long-term funding and sustainability plans; [and]
10. Use of evaluation data for agency purposes (2002).

A written statement of purpose must work in tandem with an organization's program development plans. Basing operating policies and procedures on the organizational mission will make clear who is being served and why.

For programs serving older youth with disabilities, staff development and technical assistance activities should include building staff competencies in career awareness and working with youth with disabilities. Mentoring programs are community resources and, as such, must ensure that community awareness and program composition reflect core values regarding racial, ethnic, ability, and gender diversity.

Program development should begin with a needs assessment and a "resource map" — an environmental scan of the community that searches for what already exists (or does not exist) in mentoring, career awareness, work programs, etc. Organizations interested in preparing to serve youth with disabilities may want to look at resources such as the Self-Assessment Guide by NCWD/Youth (http://www.ncwdyouth.info/promising_Practices/#using_guide), which inquires about an organization's readiness to provide the following:

- Access to high quality standards-based education regardless of the setting;
- Information about career options;
- Exposure to the world of work;
- Opportunities to develop social, civic, and leadership skills;
- Strong connections to caring adults;
- Access to safe places to interact with their peers; and,
- Support services and special accommodations to allow youth with disabilities to become independent adults.

Qualified and Trained Staff. To be successful, mentoring programs must ensure that staff members are available to perform a variety of functions. One person can fill multiple roles, but a team approach works best when recruiting mentors. Table VII shows the variety of tasks and activities that must be performed. Many of these activities may overlap but formal delineation of roles is necessary to ensure that no task goes undone. The program coordinator, who is involved in all phases of the program, must have adequate time to engage in required activities. The beginning of a program or mentoring cycle can be very time-consuming and success often hinges on the ability of the director and coordinator to focus on the program.

- **Administrative board:** any group of paid staff or volunteers that provides advice or guidance to the program director and coordinator but does not take an active role in day-to-day operations.
- **Program director:** the individual who oversees the program and takes responsibility for its overall operation. May or may not be involved in the day-to-day activities. May be a school principal, assistant principal, teacher, social worker, counselor, clergy member, or community-based organization (CBO) administrator or youth service provider.
- **Program coordinator:** the individual who is most heavily involved in the day-to-day operation of the program. Should be active in all phases and familiar with all principle participants, including youth and mentors. The program coordinator should have dedicated time set aside each week to focus on program activities. May be a teacher, counselor, social worker, clergy member, or CBO staff person.
- **Partner organization:** an individual or group that provides key elements to the operation of the program. May be the main source of mentors and the provider of resources and space to conduct mentoring activities. The partner organization is often a local business or civic group that is interested in career development activities for youth. It may also be a faith-based organization or CBO that focuses on Youth Development/Youth Leadership programming.
- **Technical assistance provider (TAP):** an individual or group with special expertise in operating mentoring programs. A TAP may be local or remote and provide assistance on an ongoing basis or only at startup. The TAP may provide services for no fee or on a fee for service basis.

When planning or starting mentoring programs, it can be quite useful to include youth, parents, and potential mentors in organizational or evaluation activities.

TABLE VII: THE ROLES OF PROGRAM PARTICIPANTS AND PARTNERS

↓ TASK OR ACTIVITY ↓	ADMINISTRATIVE BOARD	PROGRAM DIRECTOR	PROGRAM COORDINATOR	PARTNER ORGANIZATION	TA PROVIDERS	YOUTH & FAMILIES	MENTORS
Program Setup and Design	X	X	X		X	X	
Program Administration	X	X	X		X	X	
Management Information System—Design and Reporting		X	X		X	X	
Establishing Community Partnerships	X	X	X	X			X
Recruiting Mentors			X	X			X
Screening Mentors			X	X			
Training Mentors			X		X	X	
Recruiting Youth			X	X			
Developing Program Curriculum		X	X	X	X	X	
Setting Program Goals		X	X	X			
Matching Mentors and Youth			X	X			
Monitoring Mentoring Relationships			X	X			
Resource Development	X	X	X	X	X	X	X
Program Evaluation		X	X	X	X	X	X
Dissemination of Outreach Materials			X	X	X	X	X

FOUNDATION #2: PROVEN PROGRAM DESIGN

Proven Program Design allows organizations to utilize established practices that have been shown to work well with others. If the mentees include youth with disabilities, program design should include training and activities that are based on practices used by national organizations that take into account each individual's situation and preferences.

Recruiting Mentors Recruiting skilled volunteer mentors is usually the most difficult and time-consuming part of starting and sustaining a mentoring program. However, the activity of recruiting mentors can lead to increased visibility in the community and may help in forming partnerships and alliances with public and private organizations that did not exist before.

Networking with other area programs that have had success in recruiting mentors can be helpful. Sometimes it is appropriate to utilize youth themselves in the recruitment process; testimonials from previous participants can illustrate the value of mentoring to others. Whatever activities take place, it is important to paint a realistic picture of the mentoring experience. There is nothing worse than a mentor who quits because he or she was misled about the expectations of the role.

When recruiting, be clear about how the skills and experiences of the mentor will be used to engage the youth and the desired outcomes to be achieved. Seek mentors with special skills or experiences that connect best with the youth in the program. Same race or cross race matches each have benefits, but should not be made arbitrarily. Language and other cultural issues are valid considerations when making matches.

When a group of youth is to be matched individually with a group of volunteers, it is worthwhile to have the matches made by someone who knows each youth well and who has spent some time with the volunteers. While application information, such as participants' interests and backgrounds, can be used to make some preliminary decisions, personal contact by program administrators is often worthwhile. See the Exhibits at the end of this chapter for example forms for use in recruitment and other tasks.

Examples of other resources to assist with recruitment include MentorYouth.com (http://www.mentoryouth.com), Big Brothers Big Sisters (http://www.bbbsa.org), and the National Mentoring Center's guide, *Recruiting Mentors* (http://www.nwrel.org/mentoring/topic_recruiting.html).

Screening Mentors Mentors should be screened to determine if the volunteer has the personal characteristics needed to be a mentor and if the volunteer can safely work with children and youth. Screening is done by looking at the volunteer's thoroughly completed application; conducting interviews; doing reference checks; and checking driving records, criminal records, and child abuse registries. Agencies should be as diligent in screening volunteers as they are in screening paid staff, particularly if the mentors will be spending time alone with the youth.

Despite the overwhelming need for mentors, it is reasonable to turn down a volunteer if the applicant does not have the attributes, skills, and personality to be effective. Mentors are more effective if they:

- have experience or interest in working with youth;
- are patient and tolerant of youthful behavior;
- are good listeners;
- are not judgmental or moralistic;
- are tolerant of diversity; and,
- have a history of staying committed.

If an applicant is deemed not qualified, it may be appropriate to engage him or her in other volunteer activities rather than turn him or her away completely.

Agencies and organizations that recruit volunteers to work with youth should have policies in place that protect the organization in case of illegal or inappropriate behaviors by volunteers (or by the youth themselves). The Risk Management Resource Center (RMRC) provides free information to help government entities and nonprofit organizations manage their risks effectively. They provide a Volunteer Risk Management Tutorial, (http://www.nonprofitrisk.org/tutorials/ns_tutorial/intro/1.htm).

Training Mentors An important but often overlooked part of mentoring programs is the training of mentors. Because of time and access, many program administrators hurry past training in an attempt to connect the mentor with the mentee quickly so that they can begin spending time together. This rush can be detrimental in the long run because the mentor may be unprepared to handle some of the unpredictable situations that may arise, or the mentor may be unable to engage the youth in a long-term relationship.

According to Fulop, mentoring programs "should have a structured training program for mentors, mentees and [if appropriate] parents/caregivers that includes: a) an overview of the program; b) clarification of roles, responsibilities and expectations; c) discussion of how to handle a variety of situations; and d) concepts and strategies to help build the relationship between the mentors and youth" (2003, pg. 5).

The amount of training needed is dependent on several factors:

- The amount of time the mentor will be spending with the youth;
- The amount of time the mentor and mentee are not supervised;
- The range of activities;
- The experience of the mentor; and,
- The extent of the youth's needs.

This last factor demands particular attention. Because of privacy and confidentiality, mentors should have only limited access to background information concerning the youth. However, mentors should, if appropriate, have a thorough understanding of the impact of poverty, culture, disability, or other factors that affect the youth's life.

When the mentees are youth with disabilities, training should include elements of disability etiquette and sensitivity. Mentors should understand that youth with disabilities are youth first and that a disability is only a part of the youth's life. Mentors should never enter the relationship with any intention of "fixing" a disability (for instance, by getting involved with medical issues). Mentors should also never treat the individual with a disability with pity.

Long-term mentoring programs may involve specific activities that require additional preparation time for the mentor. These activities may include academics, work activities, social skills development, or others that correspond to what is being taught in a classroom or at a worksite. On-going training my include group meetings and activities with other mentors and may even include mentees in some circumstances.

Training Curriculum for Mentors The National Mentoring Center (NMC) offers training curricula through online learning, tutorials, and publications. These include *Mentoring Program Development: A Start-up Toolkit, the Generic Mentoring Program Policy & Procedure Manual,* and NMC's Training Curriculum, *Strengthening Mentoring Programs. Strengthening Mentoring Programs* includes 10 interactive modules on the following topics: targeted mentor recruiting; screening mentors; making and supporting the match; forming and maintaining partnerships; measuring outcomes; and jumpstarting mentors. These all can be found at (http://www.nwrel.org/mentoring).

The National Mentoring Partnership also offers training curricula through their own online resources and includes information on program planning and design, management, operations, evaluation, and after school programming. Their materials are available at (http://www.mentoring.org/program_staff/index.php).

FOUNDATION #3: EFFECTIVE COMMUNITY PARTNERSHIPS

This Guide's focus is on career-based mentoring. Hence, it is crucial that mentoring programs develop partnerships with public, private, or governmental entities that are involved in workforce development. By collaborating with and drawing on the expertise of businesses, colleges, workforce centers, and other organizations (e.g., chambers of commerce or service clubs), partnerships can do the following:

- Promote mentoring as an integral service strategy and getting involved with other mentoring organizations and networks of youth service providers;

- Provide referrals of youth that can benefit from participation in mentoring (e.g., to educational institutions including alternative schools, high schools, and postsecondary institutions, especially disability support service units; to juvenile justice centers; to mental health programs; and to churches, disability advocacy organizations, neighborhood centers, and others);

- Provide mentors (e.g., individuals from churches; civic, service, and business organizations; disability advocacy groups; neighborhood centers; and others); and,

- Connect youth to the world of work and to career and technical training (e.g., through workforce boards, One-Stop Centers, business organizations, and educational institutions).

In some instances it may be necessary to work with more than one individual in a particular institution in order to accomplish specific mentoring program goals. Programs will need to make choices based on which partnerships are most compatible with the host organization and based on which organizations will generate the most reliable source of mentors.

Building partnerships requires time and attention on the part of the program lead staff and key volunteers supporting the program. Persistence and a consistent presence on the part of these individuals are required for partnerships to thrive, but the payoff can be substantial.

Programs focused on career preparation mentoring must become familiar with the culture of the employer community. The following is adapted from Jucovy (2001, pg. 9-10):

Forming Linkages With Businesses

The strategies for connecting with businesses in order to recruit their employees to serve as mentors are not very different from the partnership-building approaches that are most effective with any organization. Building relationships is a key factor in developing effective partnerships with corporations, and the groundwork for building these relationships can be accomplished by doing a little research.

1) Learn what kinds of issues the corporation's employee volunteers are currently involved in. They might, for example, be focusing their efforts on education or environmental issues, on children, youth, or the elderly.

2) Learn how the corporation's volunteer efforts are organized. Corporate employee volunteer programs generally fall into two broad categories:

Top-Down Programs: Corporate-sponsored volunteer programs operate with varying levels of internal support. The corporation might simply promote volunteering by posting opportunities. Or it might actively encourage volunteering through, for example, group projects and recognition of volunteers. It might also sponsor volunteer efforts through financial support, including paid time off that employees use in volunteer activities. Nonprofit agencies that want to connect with a corporate-sponsored volunteer program could begin by connecting with a manager in the corporation's community relations or public affairs department.

Bottom-Up Programs: In employee-driven-volunteer programs, employees determine priorities and choose volunteer projects, while the company's role is to promote, support, and recognize the efforts of its employees. Nonprofits that wish to develop relationships with employee-driven programs should start by connecting with interested employees and allowing them to build the internal support in the corporation.

3) Decide whether there is a good fit between your agency's mission and goals and the priorities, policies, and procedures of the corporation. If there is not, it is probably a good idea to begin looking for a different corporate partner.

4) Establish a personal contact. Then start building the relationship.

5) Be concise and clear about what you are requesting. Identify how many volunteers are needed, what they will be doing, whether particular skills are needed to do the work, where and when the work will be done, how frequently employees will be expected to

volunteer, and the length of commitment expected.

6) Be prepared to talk about the benefits to the employees and the corporation. Corporate volunteers are looking for the opportunity to make meaningful contributions to the community, and corporations and their employees are increasingly interested in the impact their contributions will have on the clients served. In addition, corporations benefit from their employees' volunteer activities in a number of ways. These include the following:

   - An enhanced reputation in the community;
   - Increased employee morale and loyalty to the company;
   - Improved employee teamwork; and,
   - Increased employee job satisfaction.

If you do recruit mentors through local businesses, make things as easy as possible for the potential volunteers. Hold orientations, intake interviews, and training sessions at the place of business during lunch time or at other convenient hours. Mentoring organizations can also participate in networks with other mentoring organizations in their community and the state. Many states have formal mentoring partnership organizations that organizations can join; these are listed in Appendix 2.

FOUNDATION #4: SUSTAINABLE RESOURCE DEVELOPMENT

Because there is no stand-alone ongoing federal grant-in-aid source of funds for mentoring programs on the local or state levels, mentoring organizations must be creative in maintaining and developing sources of income to fund their programs. There are sources of federal monies that designate mentoring as an allowable activity, and a growing number of state and local communities that are adopting mentoring as a personal signature initiative as witnessed by the growing placement of mentoring coordinating organizations in states (see Appendix 1).

The passage of the Workforce Investment Act (WIA) has helped to spur interest in youth mentoring in the employment and training world because of its emphasis on incorporating youth development principles into the design of workforce preparation programs. A 2004 report from the President's Task Force on Disadvantaged Youth helped to spur federal interest in mentoring programs because of its recommendations regarding the desirability of expanding mentoring programs. Within the disability advocacy community, mentoring is a natural extension of the desire to build the next round of leaders with disabilities to ensure that voices of people with disabilities continue to be heard. There are multiple disability-focused organizations that can be tapped to help support a mentoring program. A list of national organizations that have state or local chapters can be found in Appendix 2. Finally, there are many local, state, and national foundations that are willing supporters of mentoring services.

Developing a Resource Plan

In order to develop a resource strategy related to career preparation, your organization will need to be able to answer the following questions:

- Within your "community" (i.e. local or state government, United Way, state or local foundations) have you identified any dedicated funding streams that explicitly support mentoring programs?
- Have you identified and affiliated with any national, state, or local network of mentoring programs? If so, what is that network doing to promote expansion of mentoring services?
- What criteria are they using in their promotional materials that could assist you with your sustainability efforts?
- Within your "community," what organizations have you identified that need to be your partners?
- What was the basis for that determination?
- Are you connecting with your local WIB, employers, the One-Stop system, the school system, and disability-related organizations such as VR, Centers for Independent Living, etc?
- What are the generally accepted criteria used by funders within your "community" to award and sustain mentoring programs?

FOUNDATION #5: USEFUL PROGRAM EVALUATION

Useful Program Evaluation includes the design and implementation of an evaluation plan and the use of evaluation data for program enhancement. Program evaluation can ensure that your program will operate more efficiently, gain increased marketability, and produce more positive outcomes for youth. Program Evaluation will be discussed in-depth in the next chapter.

Resources Supporting Career-Focused Mentoring for Youth With Disabilities

Foundation #1: Strong Agency Capacity

NCWD/Youth has published a paper identifying key knowledge, skills, and abilities (KSAs) that youth practitioners need in order to serve *all* youth based upon youth development and workforce development principles. It provides a listing of the special knowledge required to support youth with disabilities. It can be accessed (http://www.ncwd-youth.info/assets/background/ksa.doc).

Foundation #2: Proven Program Design

Two resources from **NCWD/Youth** can assist in the training of mentors and staff. First, *The Guideposts for Success* can be a useful tool for helping steer youth through the complicated maze of transition (http://www.ncwd-youth.info/resources_&_Publications/guideposts/index.html). Second, *Youth Development & Leadership: A Background Paper* (http://www.ncwd-youth.info/assets/background/youthdevelopment.doc) assists youth service practitioners, administrators, and policy makers in defining, differentiating, and providing youth development and youth leadership programs and activities, which are important components of the Workforce Investment Act (WIA).

E-MENTORING IN MINNESOTA

The SUMIT (Skills Uniquely Marketable in Technology) Program is a collaborative effort between the St. Paul (MN) Public Schools and community and business partners. Students in the program spend half of their school day on-site and the other half in their regular school setting. Generally comprised of juniors and seniors who have significant disabilities, the class is used in preparation for work experiences, employment, or college classes.

The course includes intensive work-based computer application training and career exploration training in technology fields that may lead to internships in business settings. SUMIT students learn video editing, word processing, data entry, graphic design, animation, telecommunications, and spreadsheet accounting along with individualized assistive technology techniques. SUMIT instructors have developed work-experience opportunities for students to produce publicity videos, animated cartoons and PowerPoint presentations, greeting cards, stationery, calendars, and other documents for district teachers and others outside the school system.

A big part of the program is an e-mentoring partnership that began in 2002 with employees at the Institute on Community Integration (ICI) at the University of Minnesota. ICI is a research and training group that supports individuals with disabilities and their families throughout the country. In the partnership, ICI volunteers are matched with SUMIT participants for the purpose of establishing relationships that combine personal connections with career related discussions via e-mail and occasional face-to-face meetings.

In each weekly e-mail, the students ask career related questions that the e-mentors respond to. The questions focus on career decision making, practical job seeking tips, and human relations concepts like dealing with conflict at work. The highlight of the SUMIT e-mentoring program is a year-end celebration at the university. Students have breakfast with the e-mentors, spend time at their workstations as a job shadow, and finally, take a tour of the university.

SUMIT students routinely say that e-mentoring is an important part of their school work. They think of their mentors as friends who listen and help them understand work issues and, to an extent, disability issues. As one student recently wrote, "Thank you for helping me think about my future. I feel more confident about going on to college and getting a job. I don't worry so much anymore about whether my vision will keep me back."

For more information about the SUMIT e-mentoring activities, contact Stephanie Fitzgerald at 615-603-4987 or stephanie.fitzgerald@spps.org.

Connecting to Success (CTS), sponsored by the Institute for Community Integration at the University of Minnesota, has developed materials that "guide community organizations, schools, businesses, and state agencies in developing programs and forming e-mentoring partnerships." The CTS website and training materials, available online at (http://ici.umn.edu/ementoring), focus specifically on serving youth with disabilities, but can be used as a resource for any group engaged in mentoring programs. The CTS manual addresses the training needs of program coordinators, employer-liaisons, teachers, mentors, and youth mentees; in addition, it

- provides background information and research features that are useful when seeking program funding;
- can be used to help integrate youth with disabilities into established mentoring programs; and
- can be used to formulate strategies for schools and youth organizations to initiate or strengthen partnerships with local businesses.

Foundation #3: Community Partnerships

NCWD/Youth has published on its website a technical assistance tool, *Building, Developing, and Going to Scale: Grant Funded Programs for Youth in Transition.* Module 1 focuses on collaboration and relationship building. This resource is available at (http://www.ncwd-youth.info/assets/technical_assistance/going_to_scale/MODULE1.doc).

Foundation #4: Sustainable Resource Development

Disability Funders Network (http://www.disabilityfunders.org) was established to help private funders respond to disability issues and to show how disability concerns can be an essential part of all philanthropic programs.

Funding for People with Disabilities (http://fdncenter.org/learn/topical/disabilities.html#2) is a resource list of print and online resources compiled by the Foundation Center, a non-profit organization established to help grantmakers and grantseekers.

Foundation #5: Useful Program Evaluation

Resources can be found in next chapter.

EXHIBIT 5.1: PROFILE OF YOUTH

Knowing the characteristics of the pool of potential youth (including youth both with and without disabilities) is an important baseline in order for projects to make a variety of decisions such as what categories of youth should be selected as a priority group for participation.

Data sources: _____ **Time period covered by data:** _____

	All	Attending High School	High School Dropout	High School Graduate	Attending Post-Secondary
Total youth population, ages 14-25					
Characteristics					
Age: 14-15					
16-17					
18-25					
Female					
Male					
Disability: by type of disability if known					
Autism					
Deafness					
Deaf-Blindness					
Hearing Impairment					
Mental Retardation					
Multiple Disabilities					
Orthopedic Impairment					
Other Health Impairments					
Emotional Disturbance					
Specific Learning Disability					
Speech/Language impairment					
Traumatic Brain Injury					
Visual Impairment, including blindness					
Attention Deficit Hyperactivity or					
Attention Deficit Disorder					
Race/Ethnicity					
Hispanic					
American Indian/Alaskan Native (only)					
Asian (only)					
Black or African American (only)					
Hawaiian Native or other Pacific Islander					
White (only)					
More than one race					
Other characteristics					
English Language Learner					
Foster Care Youth					
Adjudicated Youth					
Youth with Substance Abuse					
Youth with Mental Health needs					
Single Parent					
Low Income					
Public Assistance Recipient					
SSI Recipient					

EXHIBIT 5.2: SAMPLE FORMAT FOR CONSTRUCTING ENVIRONMENTAL SCAN

1. Program Sponsor/Funder	2. Types of mentoring program features	3. Connections to schools	4. Connections to WIA agencies and services	5. Number of youth served (Can be expressed as a percent of the eligible population)	6. Number of youth with disabilities served, by type of disability	7. Challenges or barriers to serving more youth with disabilities

EXHIBIT 5.2: SAMPLE FORMAT FOR CONSTRUCTING ENVIRONMENTAL SCAN

EXHIBIT 5.3: SCHOOL-BASED MENTORING PROGRAM, STUDENT APPLICATION FOR A MENTOR

Name: _____ **Age:** _____

School: _____ **Circle grade: 9th 10th 11th 12th**

Homeroom Teacher or Counselor: _____

List classes you are currently taking: _____

_____

What are your favorite subjects in school? _____

_____

List three careers that interest you: _____

_____

_____

List any jobs or volunteer experiences that you have had: _____

_____

_____

_____

List activities or hobbies that you participate in (including sports, arts, student organizations): _____

_____

_____

_____

Emergency Contact: _____

EXHIBIT 5.4: INTEREST SURVEY (FOR MENTORS AND MENTEES)

Name: _____

Check one: _____**Mentor** _____**Mentee**

Favorite Outdoor Activities _____

_____

_____

Hobbies _____

_____

_____

Favorite Participant Sports _____

_____

_____

Favorite Spectator Sports _____

_____

_____

Favorite School Subjects _____

_____

_____

Dream Job _____

_____

_____

Favorite Movies _____

_____

_____

Favorite Kinds of Music _____

_____

_____

EXHIBIT 5.5: COMPONENTS OF A SCREENING PROCESS

Screening is a process used by organizations to ensure that they select only the best possible applicants for volunteer or paid positions. It is an essential part of an overall risk management program that can be used by nonprofit organizations to protect vulnerable service recipients, other staff members, and the organization itself from exposure to individuals who pose unacceptable, identifiable threats.

What kind of screening process will be appropriate is driven by the requirements of the specific position. The first step in the screening process, therefore, is developing a position description. In addition to the position description, the basic screening process includes the use of written applications, face-to-face interviews, and reference checks. More extensive screening may be required for some positions including various kinds of record checks, observation, specialized interviews, and additional reference checks.

Position descriptions. The duties, responsibilities, required experience, and limitations of the position guide the screening process.

Written applications. Application forms are the most common source of information about applicants for staff positions both paid and volunteer. Application forms that incorporate the following elements provide a solid foundation for screening:

- *Identification*—basic facts about the applicant such as name, addresses for the past several years, and telephone number(s).
- *Qualifications*—education, training and certificates or licenses (with expiration dates) relevant to the particular position sought by the applicant.
- *Experience*—relevant experience, both volunteer and paid, with dates of service, description of duties, and the names of the organization and the applicant's immediate supervisor.
- *Background and references*—if relevant to the position, the application should ask for a listing of any convictions for serious criminal or serious motor vehicle violations; at least three personal references (individuals who are not related, but who know the applicant well) should be requested, as well as the nature of the relationship and the length of time known to the reference.
- *Waiver/consent*—the application should include a statement that the applicant certifies the information provided is true and accurate and authorizes the organization to verify it. Further, the application should require that the applicant specifically waive rights to confidentiality and authorize the organization to perform specific procedures such as criminal history record checks, reference checks, employment verification, etc.

Interviews. The face-to-face interview is the best opportunity for the applicant and organization to size each other up and determine if they share common interests. While an interview is only a part of a comprehensive screening process, it is important as the interview can uncover grounds for rejecting an applicant that were not apparent from the written application. Interviewers need to prepare for and conduct interviews properly. This preparation should include a review of the

EXHIBIT 5.5: COMPONENTS OF A SCREENING PROCESS

requirements for the position as well as the contents of the applicant's application or résumé. Significant questions should be written down so that the interviewer will not forget to ask them and so that there will be consistency among all interviews for the same position. Interviewers should be familiar with the types of questions that can be asked as well as those that should never be asked of an applicant.

Reference checks. Checking references, like interviewing, begins with preparation: becoming familiar with the position description and information provided by the applicant. References may be checked by telephone or through a written request. Most human resource professionals suggest that the initial contact with a reference should be made by telephone. If the reference is able to provide information over the telephone, you will receive the information more expeditiously. In addition, the telephone is an interactive medium permitting follow-up questions for clarification. The reference checker can also assess the non-verbal quality of the information such as the tone of voice, any hesitancy, emphasis, and demeanor. When checking references, a script is useful to ensure that relevant information is collected in a consistent fashion on all applicants. Reference checks should be conducted by the person who will interview the applicant.

Record checks. Depending upon the nature of the position, relevant information may be found in criminal history records, child abuse registries, driving records, and credit bureaus. The use of these information sources needs to be balanced against the cost and relevancy to the specific position in question. In some cases, relevant information may not be readily available to your organization. For example, in New York State, criminal history records may not be accessed unless there is a specific law or regulation permitting the organization to obtain them.

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More about screening. Psychological testing and drug and alcohol screening may be needed for some positions but can be expensive and time consuming. In mentoring programs where there is limited program supervision, the screening process needs to be more thorough to insure the safety of youth, and risk management should include an analysis of how much supervision is available.

Criminal background checks can also be costly. The National Mentoring Partnership (NMP), through a federal grant, has begun SafetyNET, a pilot program that allows local mentoring organizations across the country to access FBI fingerprint-based background checks on new mentoring volunteers. SafetyNET launched on August 15, 2003. More information about SafetyNET is available online at (http://apps.mentoring.org/safetynet/factsheet.adp).

EXHIBIT 5.6: MENTOR APPLICATION

Date: _____

Name _____ **Social Sec. #** _____

Home address _____

City _____ **State** _____ **Zip** _____

Home phone _____ **Work phone** _____

Driver's license #: _____

Employer _____

Title _____

Length of employment _____ **Supervisor's name** _____

Have you ever been convicted of a crime? _____

If "Yes," please explain _____

_____

Do you object to our agency running a background check on you? _____

MENTORING INFORMATION

Why do you want to be a mentor? _____

_____

Can you meet with a young person as often as our program requires? _____

Do you have any previous experience volunteering or working with youth? _____

_____

What times can you meet with your mentee?

❑ During lunch ❑ After school ❑ After 5:00 ❑ Weekends ❑ During regular business hours

Do you have any hobbies or special skills? _____

_____

Would you prefer to be matched with a young person from a specific

❑ Grade level ❑ Ethnicity ❑ Gender_____

Have you previously worked with a young person who has a disability/disabilities? _____

Can you read or speak other languages besides English?_____

EXHIBIT 5.6: MENTOR APPLICATION (CONTINUED)

REFERENCES

Please list the names, addresses, and phone numbers of three people you would like to use as character references *(please list only people you have known for at least a year)***:**

1. Name: _____

Address: _____

Relationship: _____

2. Name: _____

Address: _____

Relationship: _____

3. Name: _____

Address: _____

Relationship: _____

Please read this carefully before signing:

Our program appreciates your interest in becoming a mentor to a child. By signing below, you attest to the truthfulness of all information listed on this application. You agree to let our program confirm all information listed and conduct a federal and state criminal records check.

I have read and understood the program's rules, regulations, and responsibilities for becoming a mentor. If selected I will follow the rules of the program and be a dedicated mentor. I agree to the time commitment of ____ hours/month and ____ months.

_____

(Signature) **(Date)**

EXHIBIT 5.7: REFERENCE CHECK WORKSHEET

Date: _____

Applicant name: _____

Reference name: _____

Reference phone #: _____

1) How long, and in what capacity, have you known the applicant? _____

_____

_____

2) How does the applicant relate to people in general? _____

_____

_____

3) How would you describe the applicant? _____

_____

_____

4) Do you feel that the applicant would be a good mentor and role model to a young person? _____

_____

_____

5) Do you think that the applicant relates well to young people? _____

_____

_____

6) To your knowledge, has the applicant ever been convicted of a crime? _____

_____

_____

7) Do you know of any problems or issues that would affect the applicant's ability to work with a young person? ____

_____

_____

8) Do you have any additional comments about the applicant?

_____

_____

EXHIBIT 5.8: PARENT PERMISSION LETTER 1

Dear Parent/Guardian:

We are thrilled to announce a newly formed partnership between **XX High School** and **XX Company,** which includes the creation of a new mentoring program. The program is approved by school administration and by the **XX Company.** It is an exciting way for students to engage in a relationship with a caring adult from our business community. Your son or daughter is in a class selected to participate in this program.

The mentoring program promises to bring classroom learning together with application in the real world of work. It will give students real-life experience and a purpose for expressing themselves. Since some of the activities will be done using e-mail, it will provide the opportunity for students to practice writing, keyboarding, and the responsible use of technology while connecting students to adults who offer academic encouragement and career information.

As a participant in the program, your son/daughter will be matched with an employee at the **XX Company.** They will exchange e-mails and will have opportunities to visit each other at the work site and at our school. In the e-mails, both student and mentor are encouraged to discuss school learning, homework, career information, and other interests. Some classroom assignments will be designed around the e-mail exchanges. All meetings between students and mentors will be supervised, and e-mails will be monitored by the teacher.

We are set to begin the program in **(date)** and end in **(date).**

We are asking three things from you:
1. Complete and return the permission slip for your son/daughter's participation.
2. Encourage your son or daughter to be an active participant.
3. Talk to your son or daughter about his/her experience with mentoring.

If you have any questions, please contact **Mr./Mrs./Ms. XX** at **Telephone**

Thank you!

I give my son/daughter, _____, permission to have a **XX Company** Mentor and to go on field trips and other planned activities of the program.

Parent/guardian signature _____ Date_____

Emergency Contact: _____

EXHIBIT 5.9: PARENT PERMISSION LETTER 2

Dear Parent,

Your son or daughter has been asked to participate in the _____ Program offered through our school. In the program, he or she will be matched with an adult volunteer mentor who will meet him or her on the school grounds and will act as a tutor in subjects specified by your child's teachers, as well as a role model and source of friendship and encouragement. The activities between your son or daughter and the mentor will be closely monitored and structured by the classroom teacher. The school faculty and staff believe that he or she will greatly benefit from having another positive adult role model in his/her life, and hope that the relationship will lead to increased academic performance, self-esteem, and emotional development.

The mentors that have volunteered for our program have been thoroughly screened and investigated by the school. We respect your role as a parent and will provide every opportunity for you to meet with the mentor and be involved in the development of their relationship.

As your son or daughter goes through the program, his/her teachers will monitor academic performance. All information gathered about the effect of the relationship on his or her school performance is strictly for the purposes of evaluating the program and will be kept confidential.

We feel that these caring adult volunteers will be making an excellent contribution to the quality of education in our school. If you would like for your son or daughter to participate in the program, talk about it with him or her. If s/he is comfortable with the idea of having a mentor, please grant your permission by signing below. One of our staff members will soon be in contact with you about your son or daughter's new mentor.

Thank you for your time. We hope this program will be of great benefit to everyone involved.

Sincerely,

School Principal

I give permission for my son/daughter, _____ , to participate in the mentoring program at his or her school. I understand the nature and rules of the school's mentoring efforts and reserve the right to withdraw from the program at any time.

_____ _____

(parent/guardian) (date)

EXHIBIT 5.10: PARENT PERMISSION FORM — COMMUNITY PROGRAM

I, _____ ,

the parent/guardian of _____,

permit her/him to participate in the _____ Program.

I have read and understand the rules, regulations, and structure of the Program. I have met with a staff member to discuss my son or daughter's participation.

I understand that the people who serve as mentors in the _____ Program are adult volunteers from the community who have been carefully screened by the organization. The meetings between my son or daughter and his/her mentor will take place both at the site of the program and off-site. All contacts between them are scheduled, monitored by a staff member, and evaluated. Any additional contacts between the mentor and my son or daughter must be scheduled in advance and be approved by me.

I reserve the right to withdraw my son or daughter from the program at any time.

_____ _____

(Parent/Guardian) (Date)

Emergency Contact: _____

EXHIBIT 5.11: MATCH SUPERVISION LOG (TO BE FILLED OUT BY ADMINISTRATOR)

Mentee: _____ **Phone:** _____

Mentor: _____ **Phone:** _____

Match Supervisor: _____

Contact Date	Person Contacted	Mentor/Mentee Activity	Administrator Comments

EXHIBIT 5.12: MENTOR/MENTEE ACTIVITY LOG (TO BE FILLED OUT BY MENTOR)

Mentee: _____ **Phone:** _____

Mentor: _____ **Phone:** _____

Match Supervisor: _____

Contact Date	Time/Location of Activity	What activities did you and your mentor do?

Comments about how the match is going:

_____

_____

_____

Please complete this form and return to your match supervisor by the first of every month. Include as much detail about your activities as possible. If you need any assistance with your mentee, please contact your match supervisor immediately.

EXHIBIT 5.13: MENTORING PROGRAM TEACHER/STAFF REFERRAL FORM

Student name:_____Age: _____

School: _____Grade: _____

Requested by: _____Date: _____

(Teacher/Staff Person)

The individual is being referred for assistance in the following areas (circle all that apply):

Academic issues	Behavior issues	Study habits	Social problems
Criminal activities	Family concerns	Vocational training	Other:_____

Reasons why this youth might benefit from a mentor:

_____

_____

What interests, either in school or out, does the youth have?

_____

_____

What strategies/learning models might be effective for a mentor/tutor working with this youth?

_____

_____

What specific subjects, if any, does the student need assistance with?

_____

_____

Additional comments:

_____

_____

_____

(Signature)

CHAPTER 6

Useful Program Evaluation

PURPOSE

This chapter will address the following topics:

1. The context of recent federal government emphasis on program evaluation;
2. How organizations can evaluate the effectiveness of their mentoring programs;
3. Ways to access tools and evaluation strategies that promote the accurate documentation of program performance.

This chapter provides a general overview of current evaluation practice. It identifies special considerations that should be addressed to determine the effectiveness of career-focused mentoring programs in serving older youth and young adults, including those with disabilities. The principles set forth in this chapter apply to the wide range of settings and types of mentoring experiences identified in earlier chapters of this Guide.

CONTEXT

Federal Evaluation Policy and Requirements In recent years, the federal government has placed an increased emphasis on research-validated practice leading to program improvement. For instance, in the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001, the U.S. Department of Education uses the term "scientifically-based research" more than 100 times (Nelson, 2004) and identifies this research as the preferred way to validate effective practice. Other federal agencies, such as the Department of Labor and the Department of Health and Human Services, expect programs to include substantial objective evidence that supports program effectiveness.

In addition to the demand for increased rigor in the research and evaluation components of federally funded programs, federal agencies must adhere to specific provisions for performance and accountability as defined by the Federal Government Performance and Results Act (GPRA). GPRA requires agencies to develop plans for what they intend to accomplish, measure how well they are doing, make appropriate decisions based on the information they have gathered, and communicate information about their performance to Congress and to the public.

GPRA requires federal agencies to develop a five-year strategic plan that includes a mission statement and that sets out long-term goals and objectives. It also requires annual performance plans, which provide performance commitments toward achieving the goals and objectives presented in the strategic plan and annual performance reports, which evaluate an agency's progress toward achieving performance commitments. For more information on GPRA, go to (http://www.epa.gov/ocfo/planning/gpra.htm).

Agencies and organizations that seek funding from federal, state, or non-governmental sources will find that these sources will be more willing to fund programs that have strong evaluation components in place. The underlying intent for all accountability efforts should be to provide good information to help administrators, policy makers, and practitioners do the following:

- make better decisions regarding resource needs and allocation;
- improve practice;
- identify training needs; and
- inform programmatic improvement.

In the end, evaluation helps to sustain programs by providing validation of their impact on the lives of the youth that are served. Following this, effective practices can be disseminated through publications and replicated by other organizations.

THE COMPONENTS OF AN EFFECTIVE EVALUATION SYSTEM

There are four components of an effective evaluation system:

1. Organizational commitment and evaluation infrastructure;
2. The setting and measuring of goals;
3. The collection of data; and,
4. The synthesizing and reporting of results.

ORGANIZATIONAL COMMITMENT AND EVALUATION INFRASTRUCTURE

Before designing an evaluation plan, an organization's governing body and staff leadership need to make a commitment to collect and use evaluation for continuous improvement. Effective evaluation policies should be embedded within an organization's core operating principles. Developing an evaluation policy that is approved by the organization's board and reviewed at pre-determined intervals provides a good foundation upon which to build program evaluation (see Exhibit 6-1). Ideally, these policies should be in place during the planning and early implementation stages of a mentoring program.

Developing a system for collecting and managing evaluation data Evaluation should include the use of technology to build a management information system (MIS) designed to meet the needs of the organization. It need not be complex, but a well-designed MIS will meet the growing accountability and reporting requirements of funding sources. Regardless of the size of the organization, an effective MIS can improve internal program management by preventing the overlap of tasks, limiting duplication of data collection, and improving reporting capacity.

As a result of recent changes in technology, including the rapid expansion of web-based systems, information management is becoming more flexible and user friendly. Although the initial design may require a substantial amount of work and expertise, once established, the system should be easy for line staff to use and should provide a wide range of reporting options.

There are many free or low cost resources available to help organizations develop these systems, including the National Mentoring Center and the National Mentoring Partnership, colleges and universities, the United Way, private sector business management and consulting firms that provide pro bono services, and retired executive organizations like Senior Corps, which has information available online at (http://www.seniorcorps.org).

It is expected that the data collected as part of the MIS will be protected to insure confidentiality and privacy. The box below lists the kinds of the information that

should be collected for the evaluation and program management of mentoring efforts that focus on helping older youth and young adults (with and without disabilities) to make more informed postsecondary training and career decisions.

Obtaining an external evaluation The decision whether to involve an external evaluator should be made during the planning and early implementation phase. Although not required, having an external evaluator examine a mentoring program provides many benefits. An external evaluation reduces the perception of bias that is raised when data is gathered through a self-evaluation. It essentially provides a higher level of credibility than a self-evaluation. An external evaluation produces insights from the perspective of an impartial observer who can help the program run more efficiently and more effectively, as well as help more clearly demonstrate to others what the program is capable of doing.

SAMPLE OF MIS PARTICIPANT DATA COLLECTION

Mentee Data Elements (collected during intake and during program participation):

- Number of youth recruited
- Number of youth with disabilities recruited
- Number of youth matched with mentor
- Number of youth with disabilities matched with a mentor
- Age
- Gender
- Race
- School status
- GPA
- Disability status
- Pre-program data collection such as attendance records or grades
- Post-program data such as attendance records, grades, HS status, post-secondary education status, employment status
- Post-program follow-up status at three and six months
- Career interest area
- Special interests

Mentor Data Elements (collected during intake and during program participation):

- Number recruited
- Number of mentors who identify themselves as having a disability
- Prior understanding of disability issues
- Number screened, trained, and matched with mentee
- Number screened, trained, and matched with mentee with a prior understanding of disability issues
- Type of mentoring match (e.g., 1:1, group, electronic)
- Frequency of contacts
- Duration of match
- Gender
- Race
- Occupation
- Educational background
- Special interest

Outcomes:

- Frequency of meetings
- Types of joint mentoring activities
- Duration of the mentoring relationship
- Successful attainment of or progress towards pre-determined goals
- Satisfaction with mentoring relationship — mentee
- Satisfaction with mentoring relationship — mentor
- Satisfaction with mentoring program by others stakeholders involved, such as employers, teachers, or parents

ELEMENTS OF A SUCCESSFUL EVALUATION SYSTEM

Although mentoring research and knowledge development are rapidly maturing, MENTOR/National Mentoring Partnership (2005) has identified strategies that should be used to assist in demonstrating to key stakeholders that your mentoring program is effective:

Develop a plan to measure program process.

- Select indicators of program implementation viability and volunteer fidelity, such as training hours, meeting frequency and relationship duration; and
- Develop a system for collecting and managing specified data.

Develop a plan to measure expected outcomes.

- Specify expected outcomes;
- Select appropriate instruments to measure outcomes, such as questionnaires, surveys and interviews; and
- Select and implement an evaluation design.

Create a process to reflect on and disseminate evaluation findings.

- Refine the program design and operations based on the findings; and
- Develop and deliver reports to program constituents, funders, and the media (at minimum, yearly; optimally, each quarter).

For more information about how to develop a mentoring program design and evaluation strategy, consult MENTOR/The National Mentoring Partnership, *Elements of Effective Practice,* available at (http://www.mentoring.org/program_staff/design/elements_of_effective_practice.php?pid=1).

An external evaluator can help you do the following:

- design your overall evaluation;
- formulate key questions to determine program effectiveness and impact; and
- identify the data to be collected and how to collect the needed information.

For more information about how to obtain an external evaluation, read the Northwest Regional Education Laboratory's article, *Evaluation,* available at (http://www.nwrel.org/evaluation/overview.shtml).

For many small organizations, the idea of obtaining an external evaluation is immediately rejected because of its cost. However, the cost of an external evaluation need not be prohibitive. Some cost-efficient ways to involve a professional evaluator include, but are not limited to, linking with evaluation experts from local colleges or universities or from local, state, or national organizations involved in mentoring research.

Setting and measuring goals Evaluations help tell your success stories and also help guide an internal, continuous improvement process. Setting and measuring evaluation goals requires an understanding of the purpose of the evaluation, articulating the overarching evaluation questions, and determining the method(s) for collecting information and measuring outcomes. Setting program goals that can objectively measure progress or improvement is the second step in the evaluation process.

Achievement of goals can be measured through two broad types of program evaluation: formative and summative. Formative evaluation is an ongoing data collection process that helps to describe, shape, and fine-tune program implementation throughout a program's existence. Summative evaluation "sums up" what happens periodically. It helps to determine objectively the benefits, costs, and necessary conditions to reach program goals and objectives. Used together, formative and summative evaluations provide a rich body of evidence that will help program operators and funders understand information in response to questions you or your funders may have about your program's success in achieving pre-determined goals and objectives. Evaluation data will also help to identify problem areas and determine appropriate action for the improvement of program effectiveness.

Here are some sample evaluation questions that may help determine program goals:

1. How many mentors completed screening and training and were successfully matched with mentees?
2. How many mentors with disabilities or prior understanding of disability issues completed screening and training and were successfully matched with mentees?
3. What are the participant characteristics? (mentor and mentee)
4. How are youth with disabilities identified?
5. How are special needs identified and provided for? (This question applies to all youth, not just youth with disabilities. Many youth without disabilities have special needs.)
6. How well is the program working and achieving its expected goals for students, parents, mentors, and others involved in the program (e.g., teachers in school-based programs; mentor recruitment sources such as employers, faith-based organizations)? Compare and contrast results for individuals with and without disabilities regarding their
   - Satisfaction
   - Challenges to effective implementation
   - Recommendations for improvement
7. To what extent has the mentoring model promoted an increased and positive orientation toward individuals with disabilities?
8. To what extent have mentees been helped to better articulate their needs related to their disability (i.e. improved self-advocacy and self-determination skills)?
9. Are mentees better able to articulate their career goals?
10. Do mentees have a better understanding of the skills necessary to succeed in the workplace?

11. In the following areas, what has been the impact of mentoring on the participants (See Table VIII at the end of this chapter)?
    - School engagement
    - Motivation to succeed in school
    - Social development
    - Academic achievement
    - Goal orientation
    - Understanding of careers, vocational training, postsecondary education, and employment
12. Do youth with disabilities and their mentors experience similar program satisfaction to that of their non-disabled peers?

By asking questions like those above, an organization may then decide on a number of goals or objectives it wishes to reach in the mentoring program. This will lead directly to determining what data will be collected. Other on-going data collection, along with formative and summative evaluation, will inform intermediate outcomes and longer-term outcomes for continuous improvement.

Exhibit 6-2 presents a more detailed example of how to evaluate effectiveness of mentor recruitment and retention efforts. This sample will help you to think through similar questions related to mentees and other program goals and objectives.

Collecting Data The third component of an effective evaluation system is collecting data. There are several things to consider when developing a data collection system, including the following:

- What information needs to be collected?
- How should the data be collected?
- What are the sources of data collection?

What Information Should be Collected? Three broad categories of information need to be collected and examined when evaluating a mentoring program:

- The mentees and what happens to them during the course of the program;
- The mentors; and
- The program outcomes.

1. Mentees

To conduct an effective evaluation, it is important to identify the characteristics of the youth that are being served, including their disability status and needs for accommodation or modifications. Unless this information is being gathered for eligibility purposes, it is not necessary to substantiate that a young person has a disability or to get entangled in the numerous technical definitions of disability status. A young person or his or her family can provide the basic information, and a series of open-ended questions during the intake process and throughout the delivery of services will help to identify disability status and needs related to a young person's disability. It is important for a young person to understand that the sharing of any disability-related information is voluntary, and that the reason this information is requested is to help him or her to have a more successful mentoring experience.

2. Mentors

Mentors should also have an opportunity to self-identify disability status so that it can be one of the considerations used in matching mentors and mentees. It is also helpful to ask prospective mentors if they have any special understanding of disability issues. If the answer is yes, then additional information regarding their disability awareness should be gathered during the intake interview.

Since career preparation is one of the goals of mentoring efforts outlined in this Guide, it is important to identify the skills and career interests of the mentors and to use this information in helping make mentee/mentor matches.

3. Program Outcomes

This Guide focuses on effective program outcomes for all youth ages 14-24, including those with disabilities, and the impact of mentoring on supporting career preparation. The following Table VIII uses the youth development competency areas of *learning, working, leading, thriving,* and *connecting* as a way to select indicators of success in each of the areas and as a means of measuring that success.

The following Table VIII uses the youth development areas of *learning, working, leading, thriving,* and *connecting* as a way to select indicators of success in each of the areas and means through which that success can be measured.

TABLE VIII: MEASURING SUCCESS FOR YOUTH DEVELOPMENT AND CAREER PREPARATION

	CATEGORIES OF PROGRESS	INDICATORS OF PROGRESS	DATA AND SOURCES
DEVELOPMENTAL AREA: LEARNING	Academic engagement and performance	*For All Youth*	
		Increased school attendance and reduced dropout rate and re-entry	School records at program enrollment, at the end of six months and one year
		Academic achievement	Report cards, achievement tests, portfolios, English proficiency
		Educational planning and successful school completion	Graduation rates Post-secondary/vocational training enrollment data Completion of post-secondary/vocational training enrollment data
		Disability Specific	
		Demonstrated awareness of individualized educational decision-making process	Incidence of participation in educational planning meetings; identification of educational support and accommodation needs
AREA: WORKING	Demonstrated awareness of work skills, behaviors, and attitudes	*For All Youth*	
		Internships, work experiences, employment	Survey, interview, focus group & inventory data
	Participation in career awareness and exploration activities	Number of career awareness activities completed	
		Disability Specific	
		Demonstrated awareness of disability rights, status, legal protections, and accommodation needs	Self-Assessment questionnaires based on materials to which they have been exposed
AREA: LEADING	Demonstrated awareness of community needs	*For All Youth*	
		Involvement in community activities	Qualitative data sources: survey, interview, focus group and inventory data Anecdotal data regarding problem-solving, fiscal management
		Disability Specific	
		Self-determination skills Self-advocacy skills	Development of personal goals plan and evidence of implementation of the plan
AREA: THRIVING	Positive social behaviors/ development Demonstrated awareness of healthy lifestyle patterns (e.g., exercise, healthy eating, stress management, accessing healthcare)	*For All Youth*	
		Decline in juvenile arrests Decreased drug and alcohol use Access to available healthcare Increased economic status Decreased level of adult support	Qualitative data sources: survey, interview, focus group and inventory data Disciplinary and suspension data Self-esteem, attitudinal, goal orientation and healthy lifestyle assessment data
		Disability Specific	
		Demonstrated awareness of community resources related to disability	Life skills self-assessment of independent living, money management
AREA: CONNECTING	Demonstrated awareness of community assets Knowledge of effective interpersonal skills in relating to adults and peers — such as active listening, conflict resolution Knowledge of key community resources	*For All Youth*	
		Youth able to document a specified number of community resources that can assist them in preparing post-school education and employment	Qualitative data sources: survey, interview, focus group and inventory data

How Should Information be Collected? Data stored on your MIS may answer some evaluation questions. In addition to your ongoing data collection, other evaluation data may be captured in the following ways:

- Written feedback
- Structured interviews
- Focus groups

Regardless of what tool or instrument is being used or when it is being used in the evaluation process, both open- and close-ended questions should address how the specific needs of youth with disabilities are being addressed.

Obtaining written feedback is an effective way of determining satisfaction at various stages of the program. For example, a survey could be administered at the completion of each program activity and at regular intervals throughout the program. Scales and open-ended questions can provide general satisfaction information regarding various program activities, effectiveness of training, perceptions of effects of mentoring, quality of mentoring relationships, and overall program ratings from the perspective of mentors, mentees, and others involved in the program, such as parents, teachers, and recruitment sources for mentors and mentees. See Exhibit 6-2 for a Sample Worksheet on developing evaluation questions.

Focus groups can provide a richness of information that surveys cannot offer. They take less time than focused interviews, but have some limitations due to lack of privacy and to the possibility of participants influencing others' responses. It is important to understand that the value of information collected during a focus group depends on the composition of the participants, the quality of the questions, the skills of the facilitator, and the accuracy of the information being recorded. A program operator should be very careful in generalizing the findings of a focus group since there is an embedded bias. The findings are only the perspective of a particular group of people at a particular moment in time.

Interviews help you gather detailed information that is more likely to provide an accurate, private reflection of program effectiveness from the perspectives of the individuals interviewed. It is rare that a program will have the resources to interview all participants due to the amount of time required. It is possible to interview a representative sample of participants and still get some very good information upon which to make program improvements.

What are the sources of the data? Self-reports: Program participants provide a rich source of information regarding program effectiveness. Participants include a wide range of stakeholders such as mentors, mentees, business partners, parents, teachers, and others. Although the information provided through self-reporting is subjective, patterns of responses can provide very strong evidence of program effectiveness and rich details upon which to make program decisions.

Official records: School records or other official records provide objective data regarding past and current performance. All official records from outside organizations need appropriate release of information documentation and can be difficult to get because of concerns regarding data privacy.

Pre- and post-testing: Some organizations are required to determine levels of performance at the time of intake and periodically throughout program participation. This testing can provide quantitative data regarding progress. In addition to performance testing, there are also some validated scales that can provide information about emotional well-being that can be incorporated into the intake process and compared over a period of time. All testing requires that a qualified person administer and score the results. The administration guidelines and test-validation method are included in the testing procedure manual that accompanies the test.

Finally, in addition to successful participants, remember to include unsuccessful participants when gathering program evaluation data: Unsuccessful participants can include mentors, mentees, business partners, teachers, and a wide variety of other stakeholders. There are wide ranges of reasons that people drop out of programs. Reaching out to these individuals can be helpful in obtaining valuable information. Any of the methods of data collection can be used, and each will provide valuable insight into what is working and what is not working. When analyzing data to determine program efficacy, it is

critically important to know if participants exited mentoring services as a result of experiences related to quality of the services received or for other reasons. For example, individuals may exit the program due to relocation, maturation, or medical reasons. Gathering program dropout data helps to ensure that findings are not erroneously skewed due to missing information.

Synthesizing and Reporting Results Evaluation results have value when they are used to inform key stakeholders (e.g., staff, board members, funders). Each of these stakeholders needs to know the results of the evaluation for different purposes and within different time periods. For example, staff members may need to review the results frequently – perhaps even monthly – for continuous improvement purposes and monitoring progress of individual mentees. Boards and funders need the information less frequently. For all stakeholders it is wise to have a regular — that is, yearly — summative document that tells the story of the findings of the evaluation. Consider your audience when determining what to include in your evaluation reports.

The box at right is a suggested outline for a yearly evaluation report, adapted from the Search Institute. In addition to the recommendations listed, program planners are strongly encouraged to include "Next Steps" and/or "Recommendations/Implications for Further Study" and a conclusion in their reports.

Time spent carefully building a theory of how your program works and what kinds of information will be useful in tracking the program will not be time wasted. A well-conceived evaluation plan is a roadmap to success and an important tool for sustainability. It ensures that all participants reap the benefits of your program and that your mentoring program helps prepare all youth for the working world.

SAMPLE EVALUATION REPORT OUTLINE

I. Induction and Overview

A. Introduction
- Purpose of the report
- Who it is intended for
- Reason for the evaluation

B. Overview of the Evaluation Report
- What it includes

C. Acknowledgments: funders, participants, those who worked on the evaluation and report

II. Research Methods

A. Research Questions
- What do you want to find out?

B. Methods
- What tools did you use to collect your data?
- When were the various tools administered?
- From whom did you collect data?

C. Data Analysis
- How were data analyzed?

III. Findings

A. Introduction to the Findings Section
- What is included in this section?
- How is it ordered?
- May include very basic summary of key findings here or at the end of the section

B. Mentee Data
- Opening paragraph about what follows
- May include summary of key findings from mentee data
- Tables may be included in the body of the text or in the appendix

C. Mentor Data
- Opening paragraph about what follows
- May include summary of key findings from mentor data
- Tables may be included in the body of the text or in the appendix

(Saito, 2001)

EXHIBIT 6.1: EVALUATION POLICY FOR MENTORING, CAREER PREPARATION, AND DISABILITY

Board Approval Date:_____

Revision Date:_____

It is the policy of the (insert program name) that evaluation will be a key component in measuring the success of all its mentoring programs, and for making continuous improvements in the effectiveness and delivery of mentoring services for all youth, including those with disabilities.

Evaluation data will be collected every six months for mentees in the program, and will include the following general measures: academic performance, career awareness, youth leadership, healthy life choices, and quality and duration of mentee/mentor relationship. All aspects of program development will promote disability awareness and identify specific strategies to support the full participation and success of individuals with disabilities.

(Program name) staff will be responsible for evaluation efforts, and will oversee the contract with (external evaluator) to implement actual evaluation activities.

Adapted from the National Mentoring Center (2003)

EXHIBIT 6.2: SAMPLE WORKSHEETS

Sample Mentor Input Level Evaluation Question(s): Measuring Effort

QUESTIONS	HOW WILL IT BE COLLECTED	WHO WILL REVIEW THE DATA?	HOW WILL INFORMATION BE USED?	HOW WILL IT BE REPORTED?
How many mentors are recruited from each recruitment source?	Mentor application / database	Program Manager	To determine effectiveness of recruitment strategies.	Total number and a % by each source. This function can be automatically reported as part of a database query.
How many mentors successfully completed the intake, screening, and training, and were matched with a mentee?	Mentor application / database	Program Manager	To determine effectiveness of recruitment resources.	Total number and a % by each source. This function can be automatically reported as part of a database query.
How many mentors have a disability or a special understanding of disability issues?	Mentor application / database	Program Manager	To determine effectiveness of recruitment resources.	Total number and a % by each source. This function can be automatically reported as part of a database query.

Sample Mentor Activities Level Evaluation Question(s): Measuring Effort

QUESTIONS	HOW WILL IT BE COLLECTED	WHO WILL REVIEW THE DATA?	HOW WILL INFORMATION BE USED?	HOW WILL IT BE REPORTED?
How many mentors attended the training? How many completed it?	Training attendance sheet entered into database.	Program Manager	To determine the effectiveness of the training, and to adjust the time, place, or day to make it more convenient.	Number attended and percent completed.
Of those who completed the training, how many completed the mentor training evaluation survey?	Noted on training attendance sheet and entered into database.	Program Manager	To determine whether participants complete training survey.	Number completed training and percent completed the survey.
How many trained mentors were successfully matched with a young person?	Mentor file case notes entered into database.	Program Manager	To determine effectiveness of recruitment resources.	Number completed training and successfully matched.

EXHIBIT 6.2: SAMPLE WORKSHEETS (CONTINUED)

Sample Mentor Outcomes Level Evaluation Question(s): Effectiveness

QUESTIONS	HOW WILL IT BE COLLECTED	WHO WILL REVIEW THE DATA?	HOW WILL INFORMATION BE USED?	HOW WILL IT BE REPORTED?
How often did mentor/mentee communicate/meet?	Mentor activity reports	Program Manager	To determine quality of match.	Monthly, quarterly, and annual reports. Average number of meetings and mean number of meetings.
What types of activities did they participate in together?	Mentor activity reports	Program Manager	To determine quality of match in promoting youth goals.	Tabulate and cluster by theme and youth development outcome.
What is the duration of the mentoring relationship?	Survey returned at the end of the training	Program Manager	To determine quality of match.	Average by timeframe in increments of three months.
Do mentors believe that they have helped their mentees succeed in achieving the predetermined goals?	Mentor survey, focus groups, and interview	Program Manager	To identify any obstacles, to solve problems, and to determine quality and effectiveness of the match.	Survey mentors after the first or second meeting, at three months, six months, and one year. If possible, convene focus groups after six months and one year and interview each mentor upon the completion of the mentor time commitment.
How do mentees believe that they have benefited from having a mentor?	Mentee survey, focus groups, and interview	Program Manager	To identify any obstacles, to solve problems, and to determine quality and effectiveness of the match.	Survey mentees after the first or second meeting, at three months, at six months, and at one year. If possible, convene focus groups after six months and one year and interview each mentee upon the completion of the mentor time commitment.

Sample Outcome Level Evaluation Question(s): Measuring Efficiency

QUESTIONS	HOW WILL IT BE COLLECTED	WHO WILL REVIEW THE DATA?	HOW WILL INFORMATION BE USED?	HOW WILL IT BE REPORTED?
What are the operating costs per activity?	Review program expenditures and staff allocations	Program Manager and project team	To determine program structure and content, and identify areas where cost can be cut without a negative impact on services or program outcomes.	Calculate a per participant cost.

EXHIBIT 6.3: CAREER JOURNEYS PROGRAM EVALUATION PLAN

STAKEHOLDER **Mentees**	QUESTION	MEASURE	SOURCE	SCHEDULE
	How many mentees?	Report form	Youth	On-going record Report quarterly
	Who are they?	Report form	Youth	On-going record Report quarterly
Process	In what type of mentoring activities are they engaged?	Report form	Youth	On-going record Report quarterly
	How many instances of mentoring?	Mentoring tracking form	Youth	On-going record Report quarterly
	Has the mentor helped with career planning, work issues, academics, etc.?	Mentoring tracking forms Case description summary	Youth	On-going record Report quarterly
	What is the nature of the questions asked by mentees of mentors?	Mentoring tracking forms Case description summary Qualitative Themes	Youth	On-going record Report quarterly
Process Outcomes	What is impact on their career aspirations and self-efficacy?	Mentee Feedback Form Career Goal/Action Step form	Youth	Quarterly
	How many and what kind of career/educational action steps are accomplished by youth?	Career Action Step form Case description summary Qualitative Themes	Youth	On-going record Report quarterly
	What resources were leveraged for the mentee?	Resource leveraging question Case description summary	Youth/ Parent/ Mentor	On-going record Report quarterly
Outcomes	What is impact on employment outcomes?	Report form Case description summary	Youth	On-going record Report quarterly
	What is impact on educational outcomes?	Report form Case description summary	Youth	On-going record Report quarterly
Satisfaction/ Social Validation	How helpful do the youth perceive the program to be?	Mentee Feedback Form	Youth	Quarterly
	What program components do they perceive to be most helpful?	Mentee Feedback Form	Youth	Quarterly
	What suggestions do they have for program improvement?	Mentee Feedback Form	Youth	Quarterly

EXHIBIT 6.3: CAREER JOURNEYS PROGRAM EVALUATION PLAN (CONTINUED)

STAKEHOLDER **Mentees**	QUESTION	MEASURE	SOURCE	SCHEDULE
Satisfaction/ Social Validation *(continued)*	How many mentors?	Report form	Mentor	On-going record Report quarterly
	Who are they?	Report form	Mentor	On-going record Report quarterly
Process	Recruitment strategies used?	Mentor Recruitment Strategies form	Project Coordinator	On-going record Report quarterly
	Training and follow-up activities provided to mentor?	Training Report form	Project Coordinator	On-going record Report quarterly
	Number of mentees mentors communicated with/mentored?	Report form	Project Coordinator	On-going record Report quarterly
	What is the nature of answers/advice given to mentees?	Report form	Mentors	On-going record. Report quarterly
Satisfaction/ Social Validation	How useful do mentors perceive the program to be?	Mentor Feedback Form	Mentor	Quarterly
	What program components do they perceive to most helpful?	Mentor Feedback Form	Mentor	Quarterly
	Perceived adequacy of training and follow-up.	Mentor Feedback Form	Mentor	Quarterly
	Suggestions for program improvement.	Mentor Feedback Form	Mentor	Quarterly
In some cases, larger or intermediary organizations may provide smaller organizations with a mini-grant or subaward. The following questions are designed to address this issue.				
STAKEHOLDER **Subawardees/ Mini-grantees**	QUESTION	MEASURE	SOURCE	SCHEDULE
Process	What is the agency name and their focus?	Application	Subawardee	Annually
	Amount and type of training and technical assistance provided to them?	Training and TA tracking form	Grantee	
	To what extent did they implement the program components with fidelity?	Implementation Checklist	Self-assessment and phone call interview	Quarterly

EXHIBIT 6.3: CAREER JOURNEYS PROGRAM EVALUATION PLAN (CONTINUED)

STAKEHOLDER Subawardees/ Mini-grantees	QUESTION	MEASURE	SOURCE	SCHEDULE
Process *(continued)*	What trainings were provided?	Report form	Subawardee	On-going record Report quarterly
	What dissemination (other than training) was done?	Report form	Subawardee	On-going record Report quarterly
	What media contacts were made?	Report form	Subawardee	On-going record Report quarterly
Satisfaction/ Social Validation	How useful does subawardee staff perceive the program to be?	Feedback Form	Subawardee	Quarterly
	How useful is the training and TA provided to them?	Feedback Form	Subawardee	Quarterly
	What input do they have for improvement in program and TA?	Feedback Form	Subawardee	Quarterly
	Note: Much of the information gathered from mentees and mentors can be done directly through a website that is password protected.			
STAKEHOLDER **Partners**	**QUESTION**	**MEASURE**	**SOURCE**	**SCHEDULE**
Demos/Process	With which agencies did the subawardee partner and how?	Report form	Subawardee	Quarterly
Satisfaction/ Social Validation	How useful do partners perceive the program to be?	Feedback Form	Partner/ Subawardee	Quarterly
	What input do they have for improvement in program and TA?	Feedback Form	Partner/ Subawardee	Quarterly

Source: Jo-Ann Sowers, Principal Investigator, Career Journeys Mentoring Program, Portland State University, personal correspondence (2005).

CHAPTER 7

Marketing a Mentoring Program

PURPOSE

1. Provide guidance for strategic planning of mentoring programs
2. Provide tools for marketing mentoring programs to different stakeholders
3. Supply different marketing strategies for different media

This chapter has been adapted from the *High School/High Tech Program Manual* (National Collaborative on Workforce and Disability for Youth, 2003).

WHAT IS MARKETING?

The American Marketing Association defines marketing as "a set of processes for creating, communicating, and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders" (American Marketing Association, n.d.). As this definition suggests, marketing involves a variety of interrelated, ongoing activities that permeate an organization's operations. Marketing activities range from creating a service or product that meets the target market's needs, to promoting the product, to making sure that the customers are satisfied.

People sometimes mistakenly equate marketing with its individual components, such as advertising, sales, or public relations. Although these components may be important in an overall marketing effort, strategic marketing takes a much broader view. It involves designing services or products that meet a specific market's needs and then getting those services or products to the target market or customer.

Conduct a Google or Amazon search — or take a trip to a local library or bookstore — and you will find an overwhelming selection of books and other materials on the subject of marketing. Most of these resources offer excellent information about marketing methods and tools. However, none will offer advice directly applicable to marketing a specific mentoring program. This chapter does just that. Marketing is embedded throughout Chapters 5 and 6 of this document, through the Foundations for Successful Youth Mentoring. This chapter presents some basic marketing principles and offers ideas for strategies can be applied to a mentoring program.

Why market your program? Establishing a mentoring program is an important accomplishment, but strategic program marketing can be the key to the program's long-term viability. Whether a program already exists or is just now getting underway, strategic marketing

planning can help it to flourish and make a real difference in the lives of the young people the program is intended to serve.

Before deciding how to market a mentoring program, you must first determine why the program needs to be marketed. In the context of mentoring, the ultimate marketing goals might be to

- **Increase** career exploration and career development opportunities for youth with disabilities in the community;
- **Inform** stakeholders about the benefits they will reap by participating in the program;
- **Educate** people in business and industry about the advantages of employing persons with disabilities, including youth with disabilities;
- **Increase** the program's visibility among youth with disabilities and their families, employers, school system staff, funding sources, and staff at One-Stop Career Centers and other community agencies;
- **Persuade** youth and prospective stakeholders to participate or "invest" in the program; and,
- **Establish** and convey a clear program identity.

Although the prospect of doing "strategic marketing" may sound intimidating at first, keep in mind that effectively marketing a mentoring program does not require a degree in business or decades of marketing experience. Rather, it requires enthusiasm, resourcefulness, persistence, thoughtful planning, and an ability to persuade others to become part of the program. Also keep in mind that marketing is as much art as science. Each situation is unique, so there is no right or wrong approach to marketing — only more effective or less effective marketing!

BECOME A STRATEGIC MARKETER

Corporate giants spend billions of dollars to market their products and services. Even mid-sized companies dedicate as much as 10% of their revenues to packaging and advertising their wares. Fortunately, the task of marketing a mentoring program requires more ingenuity than monetary outlay.

The section below suggests a step-by-step process for planning and implementing program marketing efforts. In some cases, some of the suggested steps overlap and may be conducted at the same time. It may also be the case that some steps need to be revisited while gathering information and gaining experience.

The information gathered and developed while proceeding through these steps should be compiled into a detailed, written strategic marketing plan. Keep in mind that a marketing plan can be as simple or complex as desired, but should be realistic and achievable. Also keep in mind that the plan should not be set in stone, but should evolve as the mentoring program and marketing needs change.

FOUR STEPS TO MARKETING YOUR PROGRAM

Step 1: Analyze the situation. Before diving into marketing a mentoring program, it is important to analyze the current situation. Gathering information from a variety of sources will give you a better understanding of the current environment and the marketing challenges and opportunities of the program. It is useful to understand the hiring, retention, and competition challenges that local employers face. Understanding the internal and external environments will also add credibility when speaking with colleagues, employers, or others about the value of the mentoring program. The "situation analysis" should focus on both the strengths and weaknesses of the internal (or organizational) situation and resources and the threats of the external environment that may influence the marketing strategy and program directions. Take notes while collecting information and then compile the notes into a written analysis.

Sources of information for your internal and external situation analysis may include the following:

- The advisory committee or board of directors.
- Co-workers.
- Youth with disabilities and their families.
- Current employer contacts.

- The business sections of local newspapers.
- The Yellow Pages or other telephone directories.
- The local Chamber of Commerce and other business organizations (e.g., the Rotary Club).
- The reference section of your public library.
- State and local professional and trade associations.
- Community-based organizations serving persons with disabilities.
- Employment service agencies (e.g., the local Vocational Rehabilitation agency and local One-Stop Service Center).
- Other local, state, and federal government agencies (e.g., the U.S. Census Bureau).
- The Internet.

As part of the situation analysis, be sure to visit employers in the community. Develop a contact database (see box) and plan to conduct site visits with known or new contacts. Let the employers know you are with XYZ Mentoring Program and that your work involves assisting youth with disabilities in exploring career opportunities. Initially, the focus should be on learning about a particular industry, although such visits also offer opportunities to get to know employer representatives — and for them to get to know the program.

Step 2: Define the marketing goals and objectives. Before choosing the specific marketing strategies, it is important to determine what the goals are. Use the information gathered through the situation analysis to define the goals and objectives. For example, if it is learned that most youth with disabilities in the area are aware of or already participate in the mentoring program, but that few employers are familiar with the program, it would be best to focus efforts on employers, not youth.

The marketing goals should define the overall changes you hope to accomplish in the process of marketing your program. For example, does the program hope to

- increase the number of youth with disabilities who participate in the program?
- build parents' awareness and support of the program?
- recruit local advisory committee members?
- obtain a grant or other funding to operate the program?
- increase the number of mentors who are individuals with a disability?
- identify guest speakers who are also individuals with disabilities working in diverse careers?
- engage "untapped" mentor recruitment sources in the community?

After the overall marketing goals have been defined, write down objectives that describe the steps that must be taken to achieve each goal. Unlike goals, which are broad statements of what the program hopes to achieve, marketing objectives should be measurable and time-specific. For example, one of the marketing goals might be to establish new opportunities for the program participants. Associated objectives might be to

- increase the number of mentors at XYZ Corporation to three within the next year; and
- establish at least five summer internship opportunities at new genetics research firms in the community by April.

Step 3: Identify your target market. To define the target market, think first about the broad "universe" of "customers" (e.g., youth with disabilities, family members, school staff, employers, foundations, and employment service agencies), and then divide the universe into narrower market "segments" (e.g., members of a congregation active in your community, or members of a community service group such as Kiwanis or a Lions Club). Refer to the situation analysis and the marketing goals and objectives to help define the target markets for the mentoring program.

If the resources and time are limited, it may be helpful to focus initially only on the one or two market segments that will give the mentoring program the greatest benefit. Channeling efforts to reach only those segments will help focus the efforts and ensure that the program can achieve the goals with the resources

available. With time, it is possible to expand the program's efforts to target other markets as experience is gained and as the program grows.

Features to benefits Because mentoring programs rely on a variety of partners, it is important for marketing efforts to be targeted. This is achieved by translating the program features into customer benefits. Features are defined in terms of products or services. A car, for example, may feature a manual transmission and power accessories such as windows, door locks, and radio antenna.

The customer, on the other hand, defines benefits. Depending on the customer, the benefits of a manual transmission may be in handling and responsiveness or in improved gas mileage. Power accessories may represent luxury or may simply be elements of convenience. Again, the benefits are determined by the customer. Think about express mail. Most people would think companies dealing with express mail are in the shipping business, but in essence they are in the reliability business. Many of its customers are businesses that want the absolute, positive assurance that their valued shipments will be delivered the next day or even the same day. These customers are so motivated by reliability that they will pay a substantial premium over other shippers, simply for their own peace of mind.

Now, think about the services provided by the mentoring program. How could these "features" be thought of as "benefits" to the audience base? This becomes your marketing "script." Consider the following program benefits for potential stakeholder groups:

- **Schools** Research findings on mentoring indicate that youth who participate in programs that include stand-alone mentoring or mentoring as one component of a comprehensive intervention have improved outcomes in school attendance, class performance, and postsecondary participation.
- **Employers** Employers involved with youth mentoring have found that mentoring increases employee and company morale; that it develops skills needed for management; that it enhances the image of the company; that it gets the company involved in the educational community and the community as a whole; that it informs and increases the competence of employees; and, most importantly, that it assists in the development of a competent future workforce.
- **Workforce Development Organizations** Career-focused mentoring helps to bring new workers into the American mainstream. Success for these organizations means that workers are employed in jobs that offer the promise of financial stability. Mentoring strategies that engage business with other community stakeholders helps to revitalize the community while building partnerships among schools, communities, and businesses to develop a more competent and prepared workforce.

These are just three examples of how potential benefits can be marketed to school, employer, and workforce development stakeholder groups. For each stakeholder group you identify as part of your marketing plan, you can also customize benefits that resonate with the mission and goals of a particular audience.

Step 4: Develop and implement a marketing action plan. A carefully designed and written action plan will serve as a road map for the marketing efforts, helping the mentoring program get to its desired destination. The methods and techniques chosen to include in the action plan will depend on many factors, including the program vision, the solidity of the existing relationships with employers and others in the community, the size of the program and target market, the human resources, and the budget.

Your written marketing action plan should provide clear, concise direction for your marketing efforts and help you to measure the success of your efforts. The action plan should do all of the following:

- State the broad marketing strategies (e.g., personal contact or media relations) and tactics (specific activities selected to implement the strategies) you plan to use;
- Establish target dates for each activity;
- Assign responsibilities and define individuals' involvement;
- Specify how your marketing efforts will be evaluated, as suggested below.

As you begin to develop an action plan, think carefully about your marketing goals and objectives and carefully choose strategies and tactics that will help you to achieve those goals. Sometimes, a targeted approach aimed at reaching specific types of employers (government agencies or small graphic arts firms) and involving only one or two strategies and a few tactics will suffice. In other situations, you may find that a broader approach that involves several strategies and tactics will be more effective. As you draft your action plan, be sure to solicit input from your advisory committee, board, colleagues, and trusted representatives of your target markets.

Marketing strategies and tactics There are eight primary strategies for marketing your mentoring program and reaching your target audiences:

1. Personal contact
2. Print communications
3. Electronic communications
4. Media relations
5. Public service advertising
6. Paid advertising
7. Specialty advertising
8. Special event sponsorship

See Exhibit 7-1 for a detailed explanation of the marketing strategies and tactics as well as the advantages and disadvantages for each.

Don't forget that participants in the mentoring program are your best advertisement. Involve them whenever possible in special events, personal contacts, presentations, and the design and content of ads, articles, promotional material, and websites.

A STRATEGIC MARKETING PLAN TYPICALLY INCLUDES A(N)

- **Introduction:** States the program's mission, describes the rationale for marketing the program, and summarizes the marketing goals.
- **Situation analysis:** Describes internal and external environmental factors that may impact the program's marketing efforts.
- **Target market:** Specifies the target audience. Marketing goals and objectives: States what the goal is in terms of broad marketing goals and more specific objectives.
- **Action plan:** Specifies the marketing strategies and tactics that will be used to achieve each goal and objective, sets target start and finish dates, and states who will be responsible for and involved in each activity.
- **Evaluation plan:** Describes how the success of the marketing efforts will be evaluated.

(National Collaborative on Workforce and Disability for Youth, 2003)

EXHIBIT 7.1: SUGGESTED MARKETING STRATEGIES

PERSONAL CONTACT:

- Send personalized letters and a pamphlet on your program or a business card to selected employers or others in the community to let them know about your program and to invite their participation in the program or a specific event. When sending letters, be sure to follow up by telephone to confirm receipt and answer any questions.
- Call or send e-mail messages to people with whom you have an existing relationship to let them know about your mentoring program and to invite their participation. Before making contact, know what you want to communicate and what you will ask them to do.
- Make "cold calls" to canvas employers, schools, and faith and community-based organizations; let them know about your program, and get a sense of their potential interest in becoming a part of the program. Even though you may be making cold calls, be sure to take a warm approach!
- Educate others at your school or organization about the goals and activities of the mentoring program.
- Arrange for site visits to help you better understand employers' operations and business cultures.
- Represent your program at community, business, and professional events as a speaker, host, or exhibitor.
- Network at professional conferences, in classes you may be taking, or through your involvement in community or volunteer activities.
- Visit the websites of employers, employment service agencies, and funding sources, or call their offices to obtain e-mail addresses. Send e-mails to targeted individuals to let them know about your program.
- Volunteer to serve on boards or committees of stakeholder organizations.
- Arrange for booth space at conferences attended by youth with disabilities or their families, local employers, or community agencies.
- Attend or exhibit at high-tech trade shows to meet and network with employer representatives.
- Invite target market representatives to become a part of your local advisory committee.
- Ask your current employer partners to tell their colleagues in the business world about your program.
- Follow up after each contact by sending a letter or by calling with additional information.
- Focus on building long-term mutually beneficial relationships, rather than making a sale.

Advantages of Personal Contact:
Allows control of results; requires few material resources; allows you to use your interpersonal skills and known contacts.

Disadvantages of Personal Contact:
Can involve significant time; offers limited reach.

PRINT COMMUNICATIONS:

- Develop a program brochure or fact sheet for your program to mail with letters, to disseminate at meetings or workshops, or to post in targeted locations.
- Create an inexpensive newsletter that periodically updates current and prospective employers and others about your mentoring program and participants' success stories. Produce the newsletter in a print format and post it on your website.
- Design and print business cards and stationery that convey a professional, consistent program image. Be sure that the business card includes your telephone and fax numbers, mailing address, and e-mail and website addresses. Carry business cards with you at all times.
- Develop program progress reports or an annual report to update stakeholders about program activities and accomplishments.
- Make copies of articles that have been published about your program, and share them with stakeholders and prospective stakeholders.

Advantages of Print Communications: Lets you control the messages and timing; allows you to target specific audiences.

Disadvantages of Print Communications: Requires funds for reproduction; can involve significant time for writing and layout; requires lead time to develop materials; does not involve the personal aspect of communication, which plays an important role in establishing and keeping a lasting relationship.

ELECTRONIC COMMUNICATIONS:

- Create a website that informs your target markets about the program and provides your contact information. Be sure to keep the website current and add new material to encourage viewers to return to it.
- Register your website with search engines to improve the chances of the site being found when Web users conduct a search. Register for free on search engines' sites (e.g., www.google.com) or pay to use a search engine registration service.

EXHIBIT 7.1: SUGGESTED MARKETING STRATEGIES (CONTINUED)

- Disseminate program updates, event invitations, and other information by e-mail.
- Create and send periodic e-mail newsletters.
- Create a video or CD-ROM that explains the program's goals, activities, and successes.
- Participate in online communities such as electronic bulletin boards and listservs that are used by community organizations, schools, business leaders, workforce development representatives, or disability employment professionals.
- Ask employer partners to include information about the program and their involvement in it on their websites.
- Arrange for reciprocal website links with other organizations (e.g., website of employer partners).
- Include your program contact information and website address on your e-mail address block.

Advantages of Electronic Communications: Lets you control the messages and timing; allows instant, low-cost dissemination of messages; allows you to target specific audiences as needed (i.e., through targeted e-mail); enables interactive, around-the-clock communication.

Disadvantages of Electronic Communications: Requires expertise, technology, and time to develop, launch, and maintain a website; requires staff time to respond to e-mail inquiries, manage listservs, etc.; does not involve the personal aspect of communication, which plays an important role in establishing and keeping a lasting relationship.

MEDIA RELATIONS:

- Create news by "pitching" story ideas to local media representatives. Suggest interesting angles for covering your mentoring program, youth participants' accomplishments, or collaboration with employers.
- Mail, fax, or e-mail news releases or media advisories to reporters, editors, or producers at local newspapers, television stations, and radio stations to inform them of program events and activities. Be sure to use the proper format and always include your telephone number and e-mail address for any questions the recipient might have.
- Write articles about program activities for placement in local newspapers, trade publications, employers' in-house or external newsletters, or school system publications. Before writing the article, be sure to contact the publication to determine the editor's interest in a particular story idea.
- Use — but don't abuse — any connections you may have with local reporters, editors, or producers.
- Develop and use a database of media contacts.
- Tap into the expertise of media relations experts within your school system or ask your employers if their public relations staff can advise you on media relations.
- Invite media representatives to become a part of your local advisory committee.
- Invite reporters to attend your program events.
- Make yourself or your program participants available for media interviews.
- Talk with representatives at your local public access cable television station about being included in their programming (e.g., in a panel discussion about youth and employment).

Advantages of Media Relations: Often allows rapid dissemination of messages; involves few or no material costs; allows you to reach a broad audience.

Disadvantages of Media Relations: Provides limited control of messages and timing of message release; requires sustained work to maintain relationships with reporters and others; requires time to communicate and follow-up with reporters and others.

PUBLIC SERVICE ADVERTISING:

- Submit announcements about events, needs for volunteers, and needs for partner organizations to local newspapers, radio stations, and broadcast and cable television stations.
- Work with program partners (e.g., employers) to develop issue-oriented print or broadcast public services announcements.
- Use the proper format for the media outlet you are using. Try to limit Public Service Announcements (PSAs) for television and radio to 30 seconds and indicate the running time on the announcement.

Advantages of Public Service Advertising: Offers free promotion air time or print space; can offer wide reach.

Disadvantages of Public Service Advertising: Offers little control over timing and editing of messages; can involve costs to develop print or broadcast ads.

EXHIBIT 7.1: SUGGESTED MARKETING STRATEGIES (CONTINUED)

PAID ADVERTISING:

- Do a cost-benefit analysis for paid advertising, which can be very expensive. Investigate circulation numbers, who the readers/viewers are, and other relevant information. (Which TV channel has the highest viewership among your target audience? Should you run your display ad in the sports section, business section, or near the education columnist in the newspaper? What day of the week would be best from an exposure and impact standpoint?)
- Develop a template or "look" for your print advertisement with a graphic designer or with your mentoring program participants.
- When looking for employer partners, place paid advertising in local newspapers and on radio, broadcast television, or cable television.
- Place ads in local business magazines, newsletters, and directories.

Advantages of Paid Advertising: Lets you control messages content; lets you control where and when messages are disseminated; can offer targeted or wide reach.

Disadvantages of Paid Advertising: Involve costs to create and place ads; requires repeated ad placement to achieve the greatest impact.

SPECIAL EVENT SPONSORSHIP:

- Invite representatives of business and industry, employment service agencies, schools, and prospective or current funding organizations to an annual informational meeting or kick-off event.
- Hold an annual employer or funding organization recognition event, or present awards to employers, youth participants, and other stakeholders at an annual program banquet.
- Invite local employers, community colleges, and universities to participate in a career fair for people with disabilities.
- Create an annual, issue-oriented awareness event that involves program stakeholders.

Advantages of Special Event Sponsorship: Provides visibility in the community or targeted communities; offers opportunities to recognize and solidify support of program stakeholders; offers opportunities to make new contacts.

Disadvantages of Special Event Sponsorship: Can require funds to rent event space, produce materials, and provide refreshments; requires significant staff time for planning, logistics, and follow-up; can be negatively impacted by weather, traffic, and other problems.

SPECIALTY ADVERTISING:

- Create T-shirts, mugs, magnets, bookmarks, mouse pads, pens, or other giveaways bearing your mentoring program's logo or slogan. Distribute the items at events, when you meet employers, or have other contact with representatives of your target markets.
- Consider selling specialty advertising items to raise funds for your program.

Advantages of Specialty Advertising:
Offers low-cost program visibility; offers control over product design and distribution.

Disadvantages of Specialty Advertising:
Requires funds for product design and production; requires staff time to oversee item production, distribution, and inventory.

EXHIBIT 7.2: NEWS RELEASE TEMPLATE & SAMPLE

CONTACT: CONTACT NAME IN CAPS
NAME OF ORGANIZATION/COMPANY IN CAPS
PHONE: (XXX) XXX-XXXX
FAX: (XXX) XXX-XXXX

FOR IMMEDIATE RELEASE

DATE TO BE RELEASED

TITLE OF RELEASE SHOULD SUMMARIZE THE CONTENT OF THE RELEASE IN ONE LINE AND SHOULD BE IN CAPS, BOLD, AND CENTERED

NAME OF CITY IN CAPS AND BOLD – In the first paragraph of a news release, state the basic who, what, where, when, and why information. A release should lead with the most important information and end with the least important. As a general rule, news releases should be no longer than two pages.

Indent all new paragraphs. Paragraphs should consist of approximately three to four concise sentences. The body of a news release should be double-spaced, where as the contact information should be single-spaced.

Print news releases on organization or company letterhead if available. Include the month (spelled out), day, and year in your dateline at the top. Provide at least one-inch margins on each side of the paper if possible.

Use three number marks (###) centered on the bottom of the page to indicate the end of a release. If an additional page is necessary, indicate that the release continues onto the next page using the following centered on the bottom of the first page: -more-. If you must continue your release onto the next page, never break a sentence up. Simply begin the next page with the entire sentence. Do not indent this sentence.

-more-

Source: The Able Trust, (n.d.).

EXHIBIT 7.2: NEWS RELEASE TEMPLATE (CONTINUED)

In the "slugline," use one to two words that summarize the entire release. These can usually be pulled from the title, and should be in all caps. Always place "Page 2" underneath. Slugline and date should be single-spaced. However, the remainder of the release body will be double-spaced.

There is no need to use letterhead for subsequent pages. Plain white paper will do fine. Your last paragraph should be separate and list contact information in case the reader would like more information.

For more information, contact _____, at _____. You can include telephone numbers, fax numbers, e-mail address, or mailing address.

###

Source: The Able Trust, (n.d.).

EXHIBIT 7.2: SAMPLE PRESS RELEASE (CONTINUED)

CONTACT: JESSE ABERNATHY, GRANT ADMINISTRATOR
NAME OF ORGANIZATION/COMPANY IN CAPS
PHONE: (XXX) XXX-XXXX
FAX: (XXX) XXX-XXXX

FOR IMMEDIATE RELEASE

DATE TO BE RELEASED

RE: YOUTH EMPOWERMENT SOLUTIONS ISSUES MAYOR MENTOR CHALLENGE

Youth Empowerment Solutions (YES) is a devoted group of Faith-Based and Community-Based organizations that have been funded under a grant supported by the Office of Disability of Employment Policy of the U.S. Department of Labor to promote positive employment and transition outcomes for youth with disabilities through mentoring. The goal of the mayor challenge is to involve not only good will but the work expertise of community leaders. YES representative, Pastor Jim Smith of the Coquille Praise Center says that "every responsible adult needs to be a mentor." Coos and Curry youth who have a disability need a little assistance exploring their careers and education options. In response to these needs, YES issued a challenge to mayors in Coos and Curry Counties to become a mentor. The response from the mayors has been overwhelming. Mayors are busy people. However, their sense of commitment to excellence sets a high standard for the community. The following mayors have answered the challenge: Mayor Steve Britton of Coquille, Mayor Mac Brown of Coos Bay, Mayor Rony Mercer of North Bend, and Mayor Julie Becker of Gold Beach. These Mayors stepped up to the plate by giving one hour each week to a youth (ages 16-24) who could use some one-to-one mentoring. Joining the mayors is State District 9 representative Ann Elias. You can be a mentor too and join the YES effort to assist youth with disabilities transition into employment. Our goal is to find 150 mentors to match with 150 mentees. For information call the our office at xxx-xxx-xxxx.

###

EXHIBIT 7.3: MEDIA ADVISORY TEMPLATE

CONTACT: JESSE ABERNATHY, GRANT ADMINISTRATOR
NAME OF ORGANIZATION/COMPANY IN CAPS
PHONE: (XXX) XXX-XXXX
FAX: (XXX) XXX-XXXX

MEDIA ADVISORY/PHOTO OPPORTUNITY
(CENTERED IN BOLD, CAPS AND LARGER FONT SIZE)

WHO: Name of the organization hosting the event
WHAT: Name of event/what is taking place
WHERE: Physical location — provide address
WHEN: Date and time of event
WHY: Purpose of event

You may choose to provide a brief summary underneath (one to two paragraphs) with more detailed information on the event. Highlight particular aspects of the event that are newsworthy and not included in the basic who, what, where, when, and why, such as dignitaries attending, special awards or honors being presented, activities surrounding the event, or announcements made.

For more information, contact _____ at _____.

###

Source: The Able Trust, (n.d.).

EXHIBIT 7.4: PUBLIC SERVICE ANNOUNCEMENT TEMPLATE

TITLE OF PSA SPOT
__ SECOND PSA
CONTACT: NAME OF CONTACT IN CAPS
PHONE: (XXX) XXX-XXXX
FAX: (XXX) XXX-XXXX

BROADCAST DATES

DATES (MONTH & DAY)

ANNOUNCER:

PSA COPY SHOULD BE TYPED ON THE RIGHT-HAND SIDE OF THE SHEET IN CAPITAL LETTERS. TRIPLE-SPACE THE COPY IN ORDER TO MAKE IT EASIER FOR THE ANNOUNCER TO READ. BE SURE TO LIST IF THE SPOT IS A 60-, 30-, OR 10-SECOND SPOT IN THE TOP LEFT-HAND CORNER OF THE COPY. LIST THE DATES (MONTH AND DAY THROUGH MONTH AND DAY) YOU WOULD LIKE IT TO RUN. READ YOUR COPY OUT LOUD AND TIME YOURSELF TO ENSURE YOU ARE WITHIN THE APPROPRIATE TIME LIMITS.

Source: The Able Trust, (n.d.).

PROGRAM	RUN BY	MISSION	PARTNERS	SERVICES	CONTACT
Mentor Alabama	Office of the Attorney General	"Investing in Alabama's children can provide the positive future that many of our boys and girls might otherwise miss"		• Faithful friends • Regional based • Opportunity Database • Directory of Programs	Phone: (888) 356-2400 mentoralabama@ago.state.al.us
Arizona Mentoring Partnership	Communities in Schools of Arizona	"Changing our world, one child at a time"	VolunteerArizona.org	• Site based • Community Based • Peer Mentoring • Directory of Programs	Phone: (602) 252-5312 mentoring@cisarizona.org
California Governor's Mentoring Partnership		"Providing Support to California's Youth Through Mentoring"	• Big Brothers/Big Sisters • Boys/Girls Clubs • Over 700 organizations	• School based programs • Best Practices • Fingerprinting info • Funding opportunities • Directory of Programs	Phone: (800) 444-3066 mentor@adp.state.ca.us
Colorado Mentoring	Governor's Commission on Community service	"The mission of Colorado Mentoring, under the Office of the Lieutenant Governor Jane E. Norton, is to strengthen and support a partnership with Colorado's mentoring field that builds increased organizational capacity and community support for mentoring as an effective means to impact and enhance the lives of children and youth in Colorado."		• Sector Specific Outreach • Peer to Peer • Training/TA • Referrals • Media Campaign materials	Phone: (303) 595-1543 Governors.commission@cccs.edu

PROGRAM	RUN BY	MISSION	PARTNERS	SERVICES	CONTACT
Connecticut Mentoring Partnership	Governor's Prevention Partnership	"The Mission of Connecticut Mentoring is to increase the number of mentoring relationships and mentoring programs across the state and to assure the quality and safety of those programs"	• State Dept. of Education • Connecticut Association of Boards of Education • Connecticut Association of Public School Superintendents • Connecticut Education Association • Connecticut Association of Schools • Connecticut Association of Partners in Education • Connecticut Federation of School Administrators • Connecticut Business and Industry Association • Southwest Area Commerce and Industry Association of Connecticut • Middlesex County Chamber of Commerce • United Way of Connecticut • Greater Bristol Chamber of Commerce • Quinnipiac Chamber of Commerce	• Workforce Development • School to Career • Elementary School Program • Middle School Program • High School Program • Mentor Training Center • Mentor Resource Center	Phone: (860) 523-8042 anita.grate@prevention worksheet.org
Delaware Mentoring Council	University of Delaware, College of Human Services, Education and Public Policy	"The Delaware Mentoring Council advocates for the mentoring of children in our schools and communities with the ultimate goal of providing a mentor for every child who needs one."		• K8 Mentoring/Tutoring Program • SafetyNET pilot Program • 2003 UD Vista Program	Phone: (302) 831-0520

PROGRAM	RUN BY	MISSION	PARTNERS	SERVICES	CONTACT
Florida Governor's Mentoring Initiative	Florida Department of Health	"The Governor's Mentoring Initiative, in keeping with the state's pledge to America's Promise, helps students excel in school and life by recruiting Floridians to become mentors. The initiative, which began in 1999, promotes collaboration among state agencies, municipalities, businesses, nonprofit organizations, individuals and schools."	• America's Promise • Big Brothers/Big Sisters • Boys & Girls Clubs • Communities in Schools • First Serve • Florida Association of Partners in Education • Florida Campus Compact • Guardian Ad Litem • HOSTS • Kesler Mentoring Connection • Take Stock in Children	• Toolkit for State Agency Coordinators • Corporate Honor Roll • Teen Trendsetting Reading Mentors • Municipal Mentoring	Phone: (407) 650-3899 FLAmentoring@aol.com
Iowa Mentoring Partnership	Iowa Health System	"To provide assistance on a statewide basis to all mentoring programs, providers, and communities who have an interest in mentoring, to create a network that allows the mentoring programs in Iowa to become aware of each other's programs, strengths, and resources and to serve as the monitoring organization for the use of effective mentoring practices within the state."		• Materials on Standards of Effective Practice • Sample Corporate Volunteer Policy • Directory of Programs	Phone: (515) 241-7479 iowamentoring@ihs.org
Maine Mentoring Partnership	Children's Cabinet	"To promote, advocate, foster and support child and youth mentoring programs throughout Maine."	• America's Promise	• Sample forms, applications, and surveys • Grant information	Phone: (207) 582-2016, ext. 212 dbechard@mainementoring.com

PROGRAM	RUN BY	MISSION	PARTNERS	SERVICES	CONTACT
Maryland State Mentoring Partnership	Independent entity	"To increase the number of Maryland youth in quality mentoring relationships with caring adults for the purpose of enhancing academic and career options, raising self esteem and empowering youth toward self sufficiency."		• Faith Based Resources • Community Based Resources • Maryland Higher-Education Mentoring Consortium • Project RAISE • Training & Evaluation Materials • Community Wide Recruitment Program	Phone: (410) 685-8316 info@marylandmentors.org
Massachusetts Mentoring Partnership	Independent entity	"Mass Mentoring Partnership exists to ensure the availability of high-quality mentoring programs to meet the needs of youth statewide."	• The Boston Herald • The Boston Red Sox • Liberty Mutual • Local Cable Affiliates	• Training Curricula • Directory of Programs • Workshops for Mentors and Mentees • Faith Based Mentoring Network • Institute for Youth Enterprise • School Based Mentoring Initiative • the Pathways Initiative	Phone: (866) MASS-MENTOR mass.info2@mentoring.org
Mentor Michigan	Michigan Community Service Commission			• Data collection & tracking • Mentor Recruitment • Public awareness • Public investment	Phone: (517) 335-4295
Mentoring Partnership of Minnesota	Independent entity	"The Mentoring Partnership of Minnesota is the driving force in the mentoring movement; bringing together diverse individuals and organizations to connect caring adults with a generation of kids in mentoring relationships."		• Metro Mentor Network • Faith Based Programs • School Based Programs • Work Based Programs • Workshops • Mentor Curricula • Annual Conference	Phone: (612) 370-9180 mentor@mentoringworks.org

PROGRAM	RUN BY	MISSION	PARTNERS	SERVICES	CONTACT
North Carolina Mentoring Partnership	North Carolina Commission on Volunteerism & Community Service	"North Carolina Mentoring Partnership aims to increase the quality and quantity of mentors so that every child in North Carolina who needs a mentor is matched with a caring adult."	• Service Learning & Volunteerism in North Carolina • Corporation for National Service programs • AmeriCorps • Governor's Page Program • NC Promise	• Public Awareness • Resource Development • Tracking and Data Collection • Handbook for Volunteerism • Directory of Programs	Phone: (800) 820-4483 mentorinnc@aol.com
Oregon Mentors	Oregon Mentoring Taskforce (The Governor's office, state gov't, business & existing programs)	"Oregon Mentors was created to recruit mentors, generate resources for mentoring, and deliver consistent messages about mentoring."	• New Interactive, Inc. • Big Brothers/Big Sisters • Portland Business Alliance	• Online Mentor Training • Local Workshops • Quality Assurance Standards • Recruitment & referral • Directory of Programs • "Mentor 101" curricula	Phone: (503) 542-2750 info@ormentors.org
Rhode Island Mentoring Partnership	Rhode Island Chamber of Commerce	"The Mentor Network, affiliated with the National Mentoring Partnership, is dedicated to increasing the number of mentors for children and adults throughout Rhode Island, supporting school-based and community-based mentor programs."	• AmeriCorps • Big Brothers/Big Sisters • Regional Mentoring Programs • Women's Prison Mentoring Program • Work Opportunities Unlimited	• Workshops • 10 Chapter Mentoring Manual • Information & referral • Scholarship & grant information	Phone: (401) 732-7700
Texas Governor's Mentoring Initiative		"Texas Governor's Mentoring Initiative is dedicated to growing mentoring in Texas by promoting, supporting, and developing high-quality mentoring opportunities."	• America's Promise • Big Brothers/Big Sisters • Camp Fire Boys & Girls • Boys & Girls Clubs • GEAR-UP Program • Communities in Schools	• Advanced Curriculum Training • Materials focused on At-Risk Youth • School based programs • Community based programs • Faith Based programs • Bilingual resources & training materials	onestar@twc.state.tx.us
Utah Mentoring Partnership	Office of the Attorney General	"The mission of the Utah Mentoring Partnership is to obtain, organize, and share resources that promote volunteerism through mentoring or other programming"		• Advocacy Network • Directory of Programs	Phone: (801) 759-5000 atibbitt@utah.gov

PROGRAM	RUN BY	MISSION	PARTNERS	SERVICES	CONTACT
Vermont Mentoring Partnership	Vermont Dept. of Employment and Training	"The mission of the Vermont Mentoring Partnership (VMP) is to establish and sustain a statewide partnership with Vermont's mentoring community that builds increased organizational capacity and community support for mentoring as an effective tool to improve the lives of Vermont Youth."	• Verizon • Corporation for National and Community Service • National Life Group	• E-mentoring Resources • Program Models • Journals for Mentors/Mentees • Training Manuals • Program Evaluation Database (for all ages) • Needs Assessment forms • Weekly Ideas for Mentoring • Directory of Programs	Phone: (888) VT-MENTOR info@vtmentoring.org
Virginia Mentoring Partnership	Virginia Commonwealth University	"Virginia Mentoring Partnership exists to provide training and technical assistance to existing and developing mentoring programs to increase the number and quality of mentoring relationships for children and youth at risk, and adults in transition from welfare to work in the state of Virginia."	• Leadership & Provider Council	• Follow up and ongoing training services for mentors • Mentor Resource Manual	Phone: (804) 828-1536
Washington State Mentoring Partnership		"We represent a bi-partisan, collaborative effort of public and private sector leaders that serves as an advocate and resource for the many mentoring providers in the state to increase the number of mentors in Washington state."	• Leadership & Provider Council	• Information and Referral • Elements of Effective Practice materials	Phone: (425) 416-2030 pgray@washingtonmentoring.org

APPENDIX 2:
DISABILITY ORGANIZATIONS

This list of organizations includes a sampling of national organizations with state and/or local chapters. To use this list, contact the national organization to find out how to contact state or local affiliates.

American Council of the Blind (ACB)
1155 15th Street, NW, Ste. 1004
Washington, DC 20005
(202) 467-5081 (office)
(202) 467-5085 (fax)
http://www.acb.org

American Diabetes Association (ADA)
1701 North Beauregard Street
Alexandria, VA 22311
(703) 299-5519 (office)
(703) 549-8748 (fax)

Autism Society of America (ASA)
7910 Woodmont Avenue, #300
Bethesda, MD 20814-3015
(301) 657-0881 (office)
(301) 657-0869 (fax)
http://www.autism-society.org

Brain Injury Association of America (BIAA)
8201 Greensboro Drive, Suite 611
McLean, VA 22102
(703) 761-0750 (office)
(703) 761-0755 (fax)

Best Buddies
100 SE Second Street, #1990
Miami, FL 33131
(305) 374-2233

Center on Disability Issues and Health Professions (CDIHP)
1331 H Street, NW, #301
Washington, DC 20005
(202) 393-4446 (office)
(202) 783-8250 (fax)
http://www.cdihp.org

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)
8181 Professional Place, Ste. 150
Landover, MD 20785
(301) 306-7070 (office)
(301) 306-7090 (fax)
http://www.chadd.org

Council for Exceptional Children (CEC)
1110 North Glebe Road, Ste. 300
Arlington, VA 22201
(703) 264-9406 (office)
(703) 243-0410 (fax)
http://www.cec.sped.org

Council for Exceptional Children with Behavioral Disorders (CCBD)
4144C Tower Hill Road
South Kingstown, RI 02879
(401) 782-6096 (office)
(202) 944-5324 (office)
(401) 783-8232 (home)
http://www.ccbd.net

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234-1349
(412) 341-1515
http://www.ldanatl.org

Easter Seals (ES)
700 13th Street, NW, Ste. 200
Washington, DC 20005
(202) 347-3066 (office)
(202) 737-7914 (fax)
http://www.easter-seals.org

Epilepsy Foundation (EF)
4351 Garden City Drive
Landover, MD 20785-2267
(301) 459-3700 (office)
(301) 577-2684 (fax)
http://www.epilepsyfoundation.org

Family Voices
3003 Van Ness Street, NW, #S1003
Washington, DC 20008
(202) 537-6046 (phone)
http://www.familyvoices.org

Federation of Families for Children's Mental Health (FFCMH)
1101 King Street, Suite 420
Alexandria, VA 22314
(703) 684-7710 (office)
(703) 836-1040 (fax)
http://www.ffcmh.org

Little People of America
5289 NE Elam Young Parkway,
Ste. F-100
Hillsboro, OR 97124
(888) LPA-2001
http://www.lpaonline.org

National Council on Independent Living
1916 Wilson Boulevard, Ste. 209
Arlington, VA 22201
(877) 525-3400 (V/TTY)
(703) 525-3406 (office)
(703) 525-4153 (TTY)
(703) 525-3409 (fax)
ncil@ncil.org (e-mail)

APPENDIX 2: DISABILITY ORGANIZATIONS

National Down Syndrome Congress (NDSC)
P.O. Box 793
Olney, MD 20830
(301) 570-8892 (office)
(301) 570-7022 (fax)
http://www.ndsccenter.org

National Down Syndrome Society (NDSS)
8650 Georgia Avenue
Silver Spring, MD 20910
(800) 743-5657 (office)
(301) 563-6896 (fax)
http://www.NDSS.org

National Mental Health Association
413 East Capitol Street, SE
Washington, DC 20003
(202) 675-8381 (phone)
(202) 675-8389 (fax)

Paralyzed Veterans of America (PVA)
801 18th Street, NW
Washington, DC 20006
(202) 872-1300 (office)
(202) 416-7706 (fax)
http://www.pva.org

Self Advocates Becoming Empowered
P.O. BOX 105CI
New Fairfield, CT 06812
sabeusa@hotmail.com

Spina Bifida Association of America (SBAA)
4590 McArthur Boulevard, NW, Ste. 250
Washington, DC 20007
(202) 944-3285 (office)
(202) 944-3295 (fax)
http://www.sbaa.org

Tourette Syndrome Association, Inc. (TSA)
1301 K Street, NW, #600 East
Washington, DC 20005
(202) 408-6443 (office)
(202) 408-3260 (fax)
http://www.tsa-usa.org

The Arc of the United States
1010 Wayne Avenue, Ste. 650
Silver Spring, MD 20910
(301) 565-3842 (office)
(301) 565-3843 (fax)
(301) 565-5342 (fax)
http://thearc.org

UCP National (United Cerebral Palsy)
1660 L Street, NW, Ste. 700,
Washington, DC 20036
(800) 872-5827 (office)
(202) 776-0406 (office)
(202) 973-7197 (TTY)
(202) 776-0414 (fax)
http://ucp.org

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