

Winston Churchill Memorial Trust
Fellowship to Study
School-Based Mentoring in the USA

2005 Fellowship Report



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Birmingham**

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1. Introduction – Background and Aims

The word mentor has its origins in Homer's *Odyssey*. When Odysseus left to fight the Trojan War, he asked his good friend Mentor to watch over and guide his son Telemachus. Mentor has subsequently come to refer to someone who acts as an experienced and trusted guide and friend.



Modern day mentoring programmes offer young people the opportunity to meet regularly with someone they can relate to, talk to, be themselves with and share problems with. Those 'someones' are going to be many different people from many different backgrounds, dependent on the young person and their particular needs. However, a common factor in all mentoring relationships is that the mentor will listen to and encourage the young person.

'Learning Mentors' (LMs) have been employed in UK schools since the profession was created in 1999 as part of the *Excellence In Cities* (EiC) project. This arose in response to concerns about underachievement and disaffection amongst pupils in targeted urban areas. A Learning Mentor can provide 'one to one' or

sometimes group support for pupils who need extra help. Schools in EiC authorities may employ one, two or several Learning Mentors to work on a full time basis in the school with targeted pupils. Learning Mentors' work aims to meet the following objectives:

An NYC street advertisement for mentoring –
www.freeartsnyc.org

- To assist pupils to overcome barriers to learning, both in and out of school, to enable them to achieve identified targets and fulfil their potential
- To motivate and support pupils who may be underachieving academically; have behavioural difficulties; have poor school attendance; have emotional difficulties or low self-esteem, as a result of issues in or out of school; are 'at risk' in some way
- To provide a complementary service to existing school staff and to other external professional services and to develop partnerships between home, school and the wider community.

In schools in the USA mentoring programmes have existed for many years, with the longest established mentoring organisation, *Big Brothers Big Sisters* having been established in 1904. Most US mentoring programmes are not funded by statutory authorities, but are 'not for profit' organisations who work in partnership with the public and private sector. School based programmes are just one aspect of most mentoring organisations' work, with many other programmes being community based and providing mentoring support at week-ends and after school. Most US schools employ full-time 'Guidance Counsellors' and typically have a greater

allocation of Educational Social Workers' and Educational Psychologists' time per school than in the UK. Therefore Learning Mentors in UK schools may fulfil some part of the Guidance Counsellor role, as well as working collaboratively with other professionals in many areas. This has an effect on the nature of the mentoring role in a school, dependent on the extent of other complementary, pastoral support available.

Many US schools involved in school-based mentoring programmes have significant numbers of mentors from diverse backgrounds volunteering in each school – community volunteers, local workers, retirees (including retired teachers), pupils, students, teachers. Mentors and pupils are 'matched', based on common interests or backgrounds. Programmes often ask for a one hour per week commitment, for one school year. Mentors and mentees normally have weekly meetings during school lunchtimes or after school, to talk, build friendship and work on areas of need. Mentoring is 'one to one', rather than one mentor to many pupils, as is normally the case with UK Learning Mentor work, when Learning Mentors typically have a caseload of twenty-five or more pupils. The focus of US programmes is not necessarily on academic work, but is relationship based and child-centred, with the pair agreeing their own focus. This contrasts with UK Learning Mentor work, which is often more target based, with an academic focus and could sometimes be described as 'tutoring' rather than mentoring.

Studies suggest that volunteer mentoring relationships can contribute to improvements in academic achievement, self-esteem and peer, parent and teacher relationships, as well as lowering involvement in crime, substance abuse and teenage pregnancy. These issues affect pupils in US and UK cities and there are therefore many possibilities for learning from long-established good practice in the USA. This was the context for my *Winston Churchill Memorial Trust* fellowship to study school-based mentoring in the USA.

I spent nearly six weeks in the USA. During the two phases of my fellowship (necessitated by the constraints of US and UK school term dates), I visited New York (including areas as diverse as Manhattan, The Bronx and Long Island), Hartford and Greenwich in the state of Connecticut, Boston, Massachusetts and Chicago, Illinois. I met with representatives from more than twenty mentoring organisations during five weeks, including eminent practitioners in the field such as Dr Susan Weinberger, who founded the first school-based mentoring programme in the USA and now acts as a worldwide consultant on mentoring, and Professor Jean Rhodes, who has conducted much important research on effective practice in school-based mentoring. I visited many schools to meet pupils, mentors and teachers, visited various mentoring organisations and attended training and development events for professional mentors and volunteer mentors.

The once in a lifetime experience was fascinating and inspiring and allowed me to gain new insight into different approaches to mentoring. Of particular use was the opportunity to learn about volunteer mentor recruitment and training, which is an area that is relatively new and limited in UK schools, however the possibilities for developing volunteer mentoring schemes and potential benefits for pupils and mentors are great. The fellowship experience is helping me to develop and expand mentoring initiatives in my own school in Birmingham and will also be shared with

other Learning Mentors across the Midlands and the UK, through my role as 'Link Learning Mentor' for South West Birmingham.

2. Section One – ‘Domestic’ Aspects of the Fellowship

The aims of the fellowship are explained in the Introduction to this report.

After initial investigations into possible itineraries for my fellowship, it became apparent that school term dates in the USA were different to those in the UK. Therefore this necessitated splitting the fellowship into two phases, one at Easter and the second in July and August, in order to accommodate US and UK term dates. This increased travelling costs, however it allowed me to visit schools during term time, as well as attending summer training events and campaigns.

The purpose of the fellowship was achieved in that I gained a greater insight into the ethos and broad aims of US mentoring programmes, and also learnt about many practical ideas for implementing effective mentoring schemes. It was interesting to note the similarities and differences between UK and US programmes. The experience has resulted in improvements in my own professional practice and has also informed many other Learning Mentors' work, as my fellowship has been disseminated to others.

The grant for the five and a half weeks was £5750. This was divided into two to cover the two phases of the fellowship: phase one - £2500, plus flight cost at £299; phase two - £2265, plus flight cost at £685. Accommodation and flights were by far the greatest costs. In order to accommodate school term dates, some flights had to be booked during 'high season' and were therefore more expensive than would have otherwise been the case. Accommodation costs in major US cities were also expensive and therefore consumed the greatest part of the budget. I split my accommodation between hotels and hostels, dependent on availability and convenient, safe locations. Other costs included food costs, local transport, inter-city trains, photography, and printing and postage costs for materials sent to contacts in the USA. The grant was adequate for the purposes and duration of the trip.

The fellowship raised many questions as my experiences widened, and made me aware of aspects of educational mentoring and tutoring about which I was previously unaware. Other interesting areas for future fellowship study could include a study of the distinction and overlap between mentoring and tutoring programmes or examining the roles of Guidance Counsellors and Social Workers in providing pastoral support in schools.

My plans for dissemination and ensuing professional development are given in Appendix Three.

3. Section Two – Professional Aspects of the Fellowship

The scope of this report covers a range of mentoring expertise and goes beyond the study of school-based mentoring programmes, as most of the mentoring organisations I visited were involved in a range of community, work and school-based programmes. The experiences of learning about the overall aims and objectives of these organisations provided many valuable lessons about mentoring in the broadest sense, as well as offering many examples of good practice that could be adapted for use in school-based programmes or more generally in the broader work of LMs in UK schools. As a result, I have included discussion of US mentoring schemes beyond the parameters of school-based mentoring, as much of this work will be of professional interest and provide development opportunities to those working in the field of school-based mentoring in the UK.

Organisations are presented geographically and then chronologically, according to the fellowship itinerary. The staff I met with and their organisations' websites are listed in Appendix Two. The following accounts are based on literature provided by the various organisations and my own impressions of visiting the organisations. The opportunities and information I received were extensive, therefore this report can only detail key points of the incredible range of work I witnessed. The statistics regarding the scale of pupil and school involvement are subject to change.

3.1 Mentoring Organisations – New York

The majority of my fellowship was spent in New York – four weeks in all. The diversity of the population of New York and its surrounding areas and the ensuing range of mentoring programmes offered great opportunities for learning about mentoring schemes that address numerous needs.

Big Brothers Big Sisters of New York City (BBBSNYC) - School Based Programmes

Melissa LoRusso, *BBBSNYC*'s School-Based Mentoring Case Manager, gave me an overview of the organisation's school-based programmes in New York City and provided opportunities for me to see them in action at Public School 183, an elementary school (or 'primary school' in UK terminology) in Manhattan. *BBBSNYC* operates in five schools in New York, with plans to expand to two more schools. Most of the schools are in Manhattan.



At *Big Brothers Big Sisters*, mentors are referred to as 'Bigs' and mentees as 'Littles'. Bigs and Littles come together at the Little's school once a week during their lunch hour, at a designated day and time for each school. The Program runs from September through June and in accordance with the NYC schools schedule, but Littles can be matched with Bigs throughout the school year. Bigs bring lunches for their Littles and spend the lunch hour talking, playing, building a friendship, and working on areas of need and interest – it is up to the pair to decide how to spend their time. During the time the volunteers meet with their Littles they are also

encouraged to meet the child's teachers and friends, affording them the opportunity to be a direct positive reinforcement in the child's school life. Littles are referred by their teachers or guidance counsellors, which helps to reach more children who can greatly benefit from a Big Brother or Big Sister, however parents and pupils can talk to the teacher about being referred if they would like a mentor.

'BBBS NYC Way' in New York- an indication of the public awareness and significance of mentoring.

At Public School 183 there are two lunchtime sessions for mentors to meet mentees, one for 3rd and 4th grade pupils and the other for 5th and 6th grade pupils. Bigs and Littles normally meet in a classroom or the library. *BBBSNYC's* Case Managers are normally present at the sessions and write a short report each week about how the sessions went for each pair – what they did, how they interacted, any issues that arose.

The program's structure appeals to volunteers who want to give back to their community and may work in the vicinity of a school, but may not have the time availability or the desire to donate their weekends to volunteering. At the end of the school year, volunteer mentors' contribution is acknowledged at 'Thank you' dinners and an evaluation of the year's school-based work is conducted by an external organisation.

Big Brothers Big Sisters of New York City - Training Department, Manhattan

As a result of my communications with Melissa LoRusso, I was introduced to Karen Heindl, the Training Director at *BBBSNYC*. The organisation's training programme is long established and provides a comprehensive range of training programmes for mentors across New York.

Since 1992, *BBBSNYC's* 'Center for Training and Professional Development' has offered training and support to hundreds of youth-serving organizations throughout New York City. The Centre hosts workshops, conferences, and lectures to promote excellence in services to mentor youth.

Professional staff and facilitators bring their practice, knowledge, and skill from the field into each of the training events offered. In addition, the Center provides technical assistance and site-visits to hundreds of organizations in need of assistance. The following opportunities are available through the Training Center - Mentoring Supervisor Certificate Program; Professional Development Workshop Series; Technical Assistance; Borough Mentoring Networks; Volunteer Connections Program; Match Matrix Database; Legislation; Volunteer Training.

(BBBSNYC)

I was fortunate to be given the opportunity to attend some of the training sessions that comprise two of *BBBSNYC's* main training programmes –the first being a 32 hour, 16 week course for Mentor Co-ordinators, run in conjunction with Fordham University; the other, a one day initial course for volunteer



mentors, which takes place once a month on Saturdays. The Mentor Co-ordinators' course is available for professionals from mentoring organisations across NYC. The training department also supervises monthly monitoring meetings for volunteer mentors.

A

mural painted after 9.11.01 by children working with BBBS

Phoenix Houses of New York

Phoenix House New York, based in Fordham, Bronx, is part of a national non-profit drug abuse treatment and prevention organisation, which offers a range of programmes including mentoring and after-school classes. I met with Frank Negron, the Director, and other Phoenix house staff, visited a 'life skills' after-school programme at MS45 and attended a 'birthday party' for volunteer mentors, who work with 7-17 year olds in school and community based mentoring programmes. Volunteer Mentors are asked to make a commitment of 8 hours per month for one year. Mentors are primarily recruited through community links and retirement organisations.

Regular monthly meetings are held at the *Phoenix House* centre for all the Volunteer Mentors to get together and receive support as necessary.

Most Mentor Co-ordinators and Case Managers have come from a background in Social Work or Psychology and all full time workers are required to complete the *Big Brothers Big Sisters* 16 week course at Fordham University.



Celebratory 1st birthday party for volunteer mentors at Phoenix House

Mentoring Partnership of Long Island

The Mentoring Partnership of Long Island (MPLI) describes itself in the following terms,

The Mentoring Partnership of Long Island is a resource for mentors and mentoring initiatives and an advocate for the expansion of mentoring region-wide. In less formal terms, the Mentoring Partnership of Long Island works to start and support mentoring programs across Long Island. We make mentoring work! ... The Mentoring Partnership of Long Island has been working since 1993. Last Year the Partnership conducted 84 training seminars preparing almost 900 volunteers to be mentors; helped start 31 new programs; provided technical support and information to over 200 existing programs serving approximately 5,600 young people; referred or recruited over 500 individuals to individual programs across Long Island; placed 1200 10th graders into our Teens On The Job Groundhog Shadow Day Program; increased public awareness through radio and print public service announcements.

The MPLI provides an 'umbrella' of support to a significant number of school-based mentoring programmes on Long Island. Despite a relatively small staff, their work is extensive, supporting 200 mentoring programmes in various schools and other sites. Mentoring programs are sponsored by community organizations, faith based groups, corporate mentoring partners and neighbourhood schools. Some have an

academic component, but the majority are friendship based. Almost all meet at a regular time each week in a supervised setting. Most mentors meet with their mentees for one to two hours per week and consistency and reliability are key to success.

I visited two schools, one of which runs a 'teachers as mentors' programme, during which teachers mentor one child for one session a week, at lunch or after school. Staff involvement in this programme is voluntary and teachers must not currently be teaching the child they are mentoring.

Educators for Social Responsibility – ESR Metro

A number of Learning Mentors have established 'Peer Mentoring' and 'Peer Mediation' programmes in their schools. I was interested to meet Leslie Dennis and Lillian Castro from *ESR Metro*, who offer training and development programs in Peer Mediation, Peer Mentoring, Parent Workshops, internet 'Tips for Teachers', citizenship notes and a 'Four Rs' course. This stands for 'Reading, Writing, Reasoning and Resolution' and teaches social responsibility and conflict resolution through English programs. Effective Peer Mentoring and Peer Mediation programmes take time and commitment to become well-established, with the most successful school programmes running for 3 years or more.

Beginning in 1985, ESR Metro developed a collaborative relationship with the New York City public schools, helping integrate conflict resolution and intercultural understanding into the daily life of schools throughout the city. ESR Metro's work has been concentrated in two areas: teaching children and adults skills in conflict resolution and intercultural understanding; promoting critical thinking, social awareness, and action in the classroom and beyond.

ESR Metro works in public schools and community organizations throughout New York City to help teachers, young people, and parents build skills, knowledge, and community. The skills we teach improve students' social and emotional competency. They also have a demonstrated positive effect on students' academic performance.

(ESR Metro)

Mentoring Partnership of New York

The MPNY provides useful information about the context for mentoring programmes in NY:

- Over 50% of New York City's third through eighth graders are reading below grade level (New York City Board of Education, Spring 1998)
- At least 53% of New York City's children under age 18 live with families headed by a recent immigrant (Current Population Survey, Urban Institute Tabulations for March 1997, 1998, 1999, Census Bureau)
- 53.51% of public school students receive free or reduced lunch. In other words, 53.51% of public school students are below the poverty line, which is \$13,000 for a family of 4. (New York City Board of Education, 1997-1998 Average)

- In Fiscal Year 2000, the Department of Juvenile Justice had 5,361 admissions to detentions of youth between the ages of 7 and 15. (www.NYC.gov)
- 9.8% of total births in New York City were to teens. (The Annie E Casey Foundation, 1998)

The statistics are clear. New York City youth are struggling with many challenges and difficult choices. New York City youth are in desperate need of committed adults who are willing to stand by, support and guide them through the turbulent choices of adolescence.

(MPNY)

The Mentoring Partnership of New York (MPNY) was established in 1992 and is an affiliate of *MENTOR / National Mentoring Partnership*, like the *MPLI*. It is a catalyst organisation, rather than a mentoring programme, and facilitates networking, training and development opportunities for mentoring programmes in New York. An example of this is the 'Mentoring Institute', which provides a series of workshops designed specifically for Mentoring Program Coordinators, Mentors, Mentees, Parents, Pastors and Lay Leaders.

One of MPNY's projects is 'The Male Mentoring Project', launched in 2004, the aim of which is to recruit more male mentors for New York City's mentoring programmes. This was launched in response to the growing and urgent need for male mentors to guide boys in NYC.

Rallies are held the first Thursday of every other month. Each rally features a prominent keynote speaker, special guest entertainment, and coordinators from our member mentoring programs on hand with materials from their programs and to answer questions.

(MPNY)

Learning Leaders

Learning Leaders was established in 1956 and recruits and trains volunteers to mentor and tutor pupils in NY schools. Volunteers are primarily parents (78%) and most identify themselves as people of colour (70%). Volunteers are screened and trained, before committing to two hours per week for at least one year at a local school. Volunteers can opt for an Elementary School programme (working one-on-one or with a small group of students in their area of academic difficulty), a Middle School programme (helping tutor a student on school subjects or on special projects), or a High School programme (working with students in a wide range of subjects from basic English to Calculus and helping them prepare for exams).

Learning Leaders is New York City's largest non-profit organization dedicated to serving public school children. Learning Leaders recruits, trains and supports nearly 15,000 school volunteers who work with over 219,000 New York City public school students in 937 schools. Our goal is to help New York City public school students succeed by training volunteers to provide tutoring and other school-based support, and by equipping parents to foster their own children's educational development.

Learning Leaders supplies books, learning games and other teaching materials to help volunteers and children work together successfully. Through one-to-one relationships, we help students experience success and develop confidence in their own abilities.

'Literacy Leaders' is an enrichment program primarily for 3rd to 6th grade public school students whose educational experiences at home and in school have not tapped or developed their abilities in reading, thinking, listening and self-expression. Students and volunteers read and discuss contemporary, multi-cultural stories as well as the classic Junior Great Books series.

(Learning Leaders)

Literacy Partners

Literacy Partners was an organisation recommended to me for its excellent work in recruiting and supporting volunteers and its links with other non-profit organisations.

Literacy Partners is the New York-based adult and family literacy organization serving adults on both the local and national level. We are a non-profit organization whose mission is to teach adults to read, write and do mathematics in tutorial and family literacy programs staffed by volunteers and professionals

- *Tutors work directly with students to help them reach their educational goals.*
- *Clerical and technical volunteers complete office tasks to help us provide thorough and efficient services to our staff and students.*
- *Teacher assistants provide much-needed individual help to Family Literacy and ESOL students.*

(Literacy Partners)

New York City Mentoring Program (NYCMP)

Since 1983, the Department of Education's New York City Mentoring Program has helped many businesses, organizations, and government agencies partner with public high schools throughout New York City, serving over 1,200 students each year in over 50 high schools across the five boroughs. Participating partners must have a minimum of 15-20 employees interested in mentoring youth on a one-to-one basis. The mentors support students in academics, social development, career exploration, and cultural awareness and commit to mentor high school students on a one-to-one basis for at least one school year, meeting for at least four hours per month. Mentors serve as role models and adult friends to whom students can look for guidance.

(NYCMP)

Meetings take place at the mentor's workplace after school, which provides the pupil with an experience of a work environment. Mentors work with the pupils to set goals, explore career options, provide advice on schoolwork and the college admissions process, and broaden students' horizons by taking advantage of the city's vast cultural resources.

3.2 Mentoring Organisations – Connecticut

Connecticut Mentoring Partnership (CMP)

The *CMP* is based in Hartford, Connecticut, and is part of *The Governor's Prevention Partnership*, whose aims are to protect children from drug use, school failure and other related problems, through collaborative work between the public and private sector. Mentoring is one of the strategies used to prevent young people becoming involved in drug use and anti-social behaviour.

The *CMP* works to increase the number and quality of mentoring programmes across Connecticut and has created nearly 100 new mentoring programmes since it was founded.

Cheryl Yetke, *CMP's* Senior Program Co-ordinator, introduced me to many staff from five of the mentoring schemes based in Hartford, Farmington and South Windsor that fall under the banner of the *CMP*. The programmes have created their own professionally produced programme materials for use by mentors, pupils and parents through the stages of mentoring, as well the 'My Mentor & Me' series of booklets, which contain week-by-week activities for mentor and mentee. These booklets are authored by national mentoring authority Dr. Susan Weinberger, president of the *Mentoring Consulting Group* and are published by *The Governor's Prevention Partnership* for the *CMP*.

CMP's services include:

- *A Toll-Free Mentor Referral Phone Line - Infoline provides links between potential mentors and mentoring programs and provides information, referrals and crisis intervention support to mentors.*
- *A Statewide Mentor Recruitment Campaign - This initiative promotes the value of mentoring to recruit new mentors.*
- *A State-wide Training Institute - Year-round training and technical assistance is provided to schools, businesses, community groups, and faith-based organizations to develop, run and strengthen quality mentoring programs.*
- *Regional Mentoring Networks - Networks provide opportunities for mentoring program providers to share expertise and experience, coordinate efforts and receive specialized training and technical assistance.*
- *State-wide Mentoring Showcase and Awards Ceremony - CMP's annual event recognizes the state's exemplary programs and best practices via workshops, discussion groups, and a lunchtime awards ceremony. National figures speak and share global perspectives on mentoring initiatives.*
- *Materials and Publication - Training and resource manuals, guidebooks, recruitment brochures, and guides for mentors assist organizations and individuals to build and sustain quality mentoring programs and relationships.*
- *Quarterly Bulletins - Current information and updates on state and national mentoring initiatives are included in this publication distributed to mentoring providers throughout Connecticut.*
- *Mentor Resource Center - The Connecticut Clearinghouse houses a wide collection of mentoring resources, including guidebooks, videos, and other materials for program providers and volunteer mentors.*

- *Targeted Mentoring Initiatives - Collaborative initiatives expand mentoring opportunities and increase volunteer mentors. Current initiatives include school-business and faith-based mentoring programs.*
- *Training and networking events including Regional Network Meeting; The Mentoring Advocacy Network; The Corporate Mentoring Round Table; Corporate Honor Roll for Mentoring; Youth Mentoring: Third Annual Forum for Funders and Legislators; Recruiting Male and Minority Mentors; How to Build a Successful Mentoring Program and Peer to Peer Mentoring.*

(CMP)

These programmes have benefits for businesses, as well as for pupils and schools. According to the *Corporate Volunteer Programs 'Benefits to Business'* report (Report No. 1029), 77% of companies surveyed agreed that volunteer programmes benefit corporate strategic goals and 90% of volunteer programmes build team-work skills, improve morale and attract better employees. The *CMP* assists businesses to work alongside schools and community groups, by providing services from training to PR and marketing to support mentoring programmes.

Mentor Consulting Group

Dr. Susan Weinberger of the *Mentor Consulting Group* provided invaluable assistance to me in pointing me in the direction of some excellent school-based mentoring schemes. Dr. Weinberger is a pioneer in the field of school-based mentoring and is now an internationally recognised authority on the subject, having lectured all over the world about the benefits of effective school-based mentoring programmes.

The Mentor Consulting Group (MCG) is located in Norwalk, Connecticut and provides consultation services to schools, businesses, government agencies, religious and community organizations, states, and Canadian provinces who are seeking comprehensive guidance in the area of adult to youth mentoring or adult coaching programs.... The MCG has used its extensive experience to develop focused sets of quality assurance standards that lead to mentoring success and program sustainability... Since every client is unique, each project is tailor-made to meet their specific needs.

(MCG)

In recent decades the lives of American adolescents have changed considerably with many changes to family and social structures. This has led to the need for mentoring programmes to develop to support and guide young people effectively. The MCG has worked with a diverse range of clients from *Big Brothers Big Sisters of Canada* to the *Office of Juvenile Justice and Delinquency Prevention*; the *U.S. Department of Justice* to *Eastern CT State University*. It specialises in the areas of Program Design and Development; Special Topics in Mentoring; Keynote Addresses & Lectures and 'Train-the-Trainer' models.

One major aspect of the *MCG* is its range of publications and internet resources. The *MCG* website includes 'The 16 Steps to Effective Youth Mentoring' and 'Lessons

Learned – Two Decades of School-based Mentoring’, which include the following ideas:

- *Kids in school needing mentors are not just from one parent families, poor and minorities; they are also from two parents, upper middle class families where there are neglects*
- *The best way to identify youth for a program is to ask teachers for recommendations*
- *Mentors who are offered support and supervision are more likely to persist than those not contacted regularly*
- *Cross gender and cross ethnic matches are very successful*
- *Mentoring is not a dumping ground for discipline problem children or special education needs;*
- *Teachers and administrators can sign up to be mentors*
- *College and High school youth make great peer mentors for middle and elementary students;*
- *Mentors who say they will be there for a kid and are “no shows” should be counselled out. When mentors FAX youth to say they are unable to make a session, the kids love the fax*

(MCG)

3.3 Mentoring Organisations – Boston

Psychology Department, University of Massachusetts, Boston

I met with Professor Jean Rhodes at the University of Massachusetts, Boston. Professor Rhodes is one of the foremost authorities on evaluating and developing successful mentoring programmes. She has published a wealth of work on mentoring, including the book 'Stand by me: The risks and rewards of youth mentoring' (2002), and is a regular contributor to the *National Mentoring Partnership's / MENTOR* website, publishing reports in 'Research Corner' to summarize and share mentoring research and draw lessons for good practice.

It would not be possible to represent the extent of Professor Rhodes' valuable research in this report, however much of it is published on the internet – website addresses for Professor Rhodes' website and the *National Mentoring Partnership's / MENTOR* website are provided in Appendix Two.

One of Professor Rhodes' major pieces of research is a study of longitudinal data that were collected from over 1000 urban adolescents who participated in a national study of *Big Brothers Big Sisters*.

The study explored the benefits as well as the pitfalls possible in mentoring programmes. Her research suggests that mentoring helps improve relationships with adults, particularly parents, which then act as mediating forces towards academic success. Professor Rhodes' work also considers the limitations of school-based schemes and how to make them more effective. Thorough evaluation of mentoring schemes, which consider all aspects of mentoring programmes, positive and negative, are essential if practitioners are to develop a better understanding of mentoring relationships and support the successful development and growth of such programmes.

Professor Rhodes is currently researching the role of supportive relationships in the lives of young mothers, immigrant youth and supporting pupils in after-school settings.

Big Sister Association of Greater Boston

The *Big Sister Association of Greater Boston (BSAGB)* was established in 1951 and exists to encourage girls in Greater Boston to aim high in their aspirations and achieve their potential, through supportive mentoring relationships with female volunteers. The organisation addresses gender differences that may impact on girls' development and therefore develops its programmes to acknowledge the unique interests and issues that affect girls in Boston. *Big Sister Association of Greater Boston* has a school-based mentoring programme that was launched in 2001 and now operates in thirty schools in the Boston area.

Big Sister's newest program, School-Based Mentoring, is specifically designed for girls in elementary schools (approximately ages 7-11)...Mentors meet weekly with girls at their elementary schools, usually during their Little Sister's lunch period. Matches meet throughout the school year (September-June). Our school-based Bigs and Littles choose how best to spend their time together, with our social work staff

available to provide support, advice and activity ideas whenever needed. During the program's first year, Big Sister matched 103 girls with mentors at three Greater Boston elementary schools. In 2004, Big Sister had a total of 17 program sites—including two after school locations – thirteen School-Based programs—and served 408 girls, a significant growth from the previous year...

82% of teachers and 85% of mentors saw an increase in Little Sisters' self-confidence, and 72% of teachers reported that girls had improved academic performances. The increase in self-esteem for girls served by our School-Based Mentoring program thus fosters success for girls both in and out of the classroom.

(BSAGB)



A formal training programme and ongoing support for volunteer mentors results in a high retention rate. Mentors are recruited from local business (45%), colleges (45%) and adverts (10%).

It was interesting discussing with Rebecca Young, the manager of the school based programme, her experiences of matching mentors to mentees, with regard to matching across ethnic and social divisions and the potential benefits and drawbacks

of such matches, dependent on the individuals concerned.

Mentor and mentee at a Boston school pizza party in celebration of mentoring

BSAGB produces many excellent resources and documentation for developing, monitoring and evaluating programs, tailor-made for BSAGB programmes.

Big Brothers of Massachusetts Bay

Big Brothers of Massachusetts Bay (BBMB) is an organisation that comprises 2070 volunteers, professional staff and supporters and believes every child can benefit from a caring adult in their lives. Boys without positive male role models in their lives can be at a significant disadvantage and the organisation therefore endeavours to provide volunteer mentors for boys across the Boston area.

"Our organisation was founded on the belief that boys learn best by observation, by seeing how others act or talk or play or think"

John Pearson, President Big Brothers of Massachusetts Bay

The school-based programmes operate in 25 schools, with 230 pupils mentored. At the end of the year the contributions of mentors and pupils are acknowledged



during formal end of year events and informal 'pizza parties' at school. I was fortunate enough to attend an end of year school pizza party, arranged jointly by *BSAGB* and *BBMB*. The pupils and mentors spoke positively about their experiences of getting to know their mentors and deciding together what the focus of their meetings would be, be it on academic support or pursuing a hobby together.

The Boston Pizza Party!

BBMB volunteers are:

- *Doctors, mechanics, architects, house painters, lawyers, retirees, students, teachers and more*
- *Anywhere from 18 to 80 years old!!*
- *Single, married, divorced, or widowed*
- *Thoroughly screened by our professional staff through:*
- *A Massachusetts criminal background check (CORI)*
- *Three personal and professional reference checks*
- *No volunteer is ever matched with a child without the approval of the child's parent or guardian.*

Part of identifying the right Little Brother or Little Sister for you means we need to get to know you! To do that we arrange a 45 minute one-to-one® interview between you and one of our professionally trained staff members. This interview allows both you and us to make the most educated decision in making a match between you and a Little Brother or Little Sister. Each volunteer is carefully selected for each child based on shared interests, personalities and geography.

(BBMB)

3.4 Mentoring Organisations – Chicago

Tutor / Mentor Connection and Cabrini Connections

The *Tutor / Mentor Connection (T/MC)* has developed an extensive database of mentoring organisations and internet networking at a local, national and international level. They have developed a vast resource of information about mentoring organisations, as well as undertaking pioneering work in the field of internet sharing of good practice, via web-conferences, which take place every six months to encourage networking and sharing of ideas. I participated in one of the mentoring web-conference prior to the second phase of my fellowship. The *T/MC* website, listed in Appendix Two, provides extensive information about these innovative practices.

The MISSION of the T/MC is to provide an organized framework that empowers and encourages adult volunteers to give their time, effort, ideas and advocacy in seeking life-changing solutions for children living in educationally and economically disadvantaged environments such as the Cabrini-Green housing development in Chicago....The information on this and a network of linked web sites is intended to help adults connect with inner city kids in comprehensive, volunteer-based

tutor/mentor programs... Between 1998 and 2005 the T/MC has added nearly 1,000 links to this web site, showing how other tutor/mentor programs operate, or showing why and where tutor/mentor programs are needed.



mentors and opportunities.

(T/MC)

'My Hero' Award at the 'Lend A Hand' presentation lunch.

One of the initiatives with which T/MC is involved is the 'Lend A Hand' scheme, in which firms of lawyers work with mentoring programmes to provide lawyers to act as mentors to young people in Chicago. I was kindly invited to join a presentation lunch to celebrate the excellent work that the scheme encourages. It was attended by young people, lawyers, representatives from mentoring organisations and schools and local politicians. A number of young people addressed the distinguished audience about their experiences of mentoring. The confidence, clarity and conviction with which they spoke were testament to the value of the scheme.

Working In The Schools

Working in the Schools (WITS) is a literacy organization that increases the reading proficiency and learning capacity of low-income and minority students in Chicago Public Schools. WITS recruits and supports dedicated business, government, and community volunteers who deliver measurable and consistent tutoring and mentoring services

(WITS)

More than 1600 volunteers from local businesses, local government, retiree organisations and community groups volunteer for a range of programmes and can participate as 'Experience Corps Members', Early Childhood Volunteers, Classroom Assistants or in the Saturday Programme. 'Power Lunch' is a lunchtime literacy and

mentoring program in which elementary school students are matched one-to-one with volunteers from companies and other community organizations. Adult volunteers promote reading for pleasure by reading aloud to the students and by providing support and encouragement. Workplace Mentoring is an after school tutoring and mentoring program in which elementary school students are matched one-to-one with volunteers from businesses. Adult volunteers promote reading comprehension, fluency and the love of reading by working through Scholastic Reading Lab.

The *WITS* website provides tips for reading aloud to children and other literacy support.

Big Brothers Big Sisters of Metropolitan Chicago

Big Brothers Big Sisters of Metropolitan Chicago (BBBSMC) has recruited 700 volunteers to serve as friends, mentors, and role models to help children build self-confidence.

Our school based program can have tremendous effects on academic performance and delinquency prevention. Activities include; studying, homework, computer usage, board games, reading, playing basketball, or simply eating lunch together and talking. We recruit volunteers who will serve as one-to-one mentors and will commit to meeting with their Little for at least one year. We screen individuals (including a completed application, the collection of three personal references, a criminal background check, a child abuse clearance check, and a personal interview with a BBBSMC Enrollment and Match Specialist). We interview volunteers and youth about their interests, personalities, life experiences etc. in order to create healthy, productive, and sustainable matches between youth and volunteer mentors. We educate Bigs about key aspects of mentoring such as strategies for building a positive relationship with the youth, ideas about activities and topics for discussion, and specific strategies for enhancing the social, emotional, and cognitive competencies that these at-risk youth need to avoid risky behavior. We support Bigs and Littles through regular phone calls and check-ins with the Big, the Little, and the parents/caretakers. Finally, we evaluate the quality of the match relationship through the collection of data on the amount and frequency of contact between mentors and youth and on the impact of the relationship.

(BBBSMC)

BBBSMC organises special events, such as the Chicago Teachers Union Bowl for Kids' Sake; Little Moments Big Magic Golf Classic; Cook County Cops for Kids; CPD Cops for Kids; Little Moments, Big Magic Breakfast.

As at *BBGB*, it was particularly useful to hear about *BBBSMC*'s experiences of matching mentors to mentees, with regard to ethnic and social circumstances. This is a complex issue, as mentoring is not a formulaic process and the specific needs of the individuals need to be considered. Successful matches can be made based on many different aspects of a person's personality, identity and social circumstances.

Alternatives Inc.

I was interested in the work of *Alternatives* after hearing of their 'Girl World' programme to support the needs of young women in Northside Chicago. It can be the case that the needs of 'troubled' boys are more overt than those of girls and as a result sometimes girls receive little support until their problems become significant and explicit. Programmes like 'Girl World' seek to improve girls' self-esteem and prevent them becoming involved in negative and harmful behaviour.

Alternatives is a community organisation offering counselling, after-school and summer activities, career and employment skills training and cultural and arts activities. A guiding principle of the organisation is to provide young people with the power of choice, to empower them to develop healthy relationships with peers and adults and pursue positive, safe outcomes in their lives. Programmes are offered at twelve locations, free of charge and are also available in Spanish. The programme's aims are to:

- Develop and enhance leadership abilities
- Support and reinforce academic success
- Provide personal and family counselling support
- Prevent drug abuse and violence

Girl World programmes offer a safe space for girls to engage in positive self-expression and take leadership roles within their communities.

Year Long Programmes: Girl World Leadership Council invites young women ages 10-13 to try on leadership roles in their communities by planning community celebrations and creating new opportunities for girls in the neighborhood through grant making. Sports Health & Energy (SHE) Project is a collaboration with A Sporting Chance Foundation to provide a safe space every week for girls ages 8-11 to develop a healthy body image and improve their team building skills through participation in non-traditional sports. Teen Group brings creative and committed young women ages 14-18 together to help facilitate and participate in weekly workshops on topics such as sex education, stress relief and healthy relationships. Workshop topics focus upon self-expression, team building, community involvement, and life skills. Semester Long Programmes: Girl World Builders is a collaboration of Girl World and Big Brothers Big Sisters. Young women ages 10-13 are matched with adult mentors to build mentoring relationships through large group activities such as a ropes course, a scavenger hunt, art projects, and a talent show. Girl University offers community based classes taught by women volunteers who share their skills and passions with girls, ages 8-15.

(Alternatives)

Girl World offers an inspiring model for group work and after-school projects in UK schools.

Alternatives also offer innovative Peer Mediation and Peer Jury schemes, based on principles of restorative justice. The Peer Jury scheme was the first of its kind and now runs in fifteen Chicago schools. Selected pupils are trained to act as jurors in situations where a pupil has broken school rules. Pupil jurors decide on fitting consequences for the pupil's actions, which are often very creative and effective in

preventing subsequent 'reoffending'.

4. Findings and Recommendations

The significant scale of mentoring programmes in the USA, in terms of pupil and mentor involvement, range of mentoring schemes and professional development opportunities, is a great strength. There are many lessons to be learned from experienced and eminent individuals and organisations. I received extensive help and support from over twenty US mentoring organisations for this fellowship, including all those listed in Appendix Two, as well as schools and local projects working with larger 'umbrella' organisations. The fellowship resulted in a greater understanding of the ethos of various mentoring schemes, as well as providing many new practical ideas for day-to-day practice. It was interesting to note the similarities and differences between US and UK mentoring programmes.

A Public/Private Ventures poll of 400 junior and senior pupils reported that 73% of students said their mentors helped them raise their goals and expectations, 87% of students went directly to college or planned to attend college within one year of graduating high school, 59% of mentored students improved their grades, and 87% of mentored students said they benefited from their mentoring relationships. Children in the one-to-one mentoring programmes were 46% less likely than their peers to start using illegal drugs and 52% less likely than their peers to skip a day of class (www.ppv.org).

Professor Jean Rhodes has also conducted extensive research, including one study that collected longitudinal data from over 1,000 urban adolescents participating in *Big Brothers Big Sisters* programmes. Her research indicates that mentoring can contribute to substantial improvements in pupils' school performance, attendance, confidence, attitudes and relationships with adults. Whilst school-based programmes benefit from being able to target a wide range of young people, including those 'at risk', are relatively low-cost and logistically straight-forward in comparison with community programmes, and offer pupils academic support and advocacy, they can also have disadvantages. These may include a lack of continuity during the academic year, a more inhibited relationship between mentor and pupil and constraints on the type of support offered. Good examples of 'in house' evaluation can be found in the work of *Big Sister Association of Greater Boston*. (see websites listed in Appendix Two for further information on evaluation reports). Evaluation of mentoring schemes is therefore essential to develop valuable and effective programmes.

Each child has unique needs: the type of mentoring relationship that addresses one child's needs may not address another's. We must find out why different types of mentoring are effective for some children, but not for others. We also need to know how we can strengthen and improve mentoring efforts based on this understanding.

Professor Jean Rhodes (Research Corner, www.mentoring.org)

It is apparent that strong networks of mentoring programmes are particularly useful in establishing good practice across schools. 'Umbrella' mentoring organisations, such as the *National Mentoring Network / MENTOR* and *Big Brothers Big Sisters*, can build upon years of experience and develop effective professional development programmes, through training programmes, networking opportunities and

publications such as 'Elements of Effective Practice' and 'Mentors Online Toolkit', published by the *National Mentoring Network*. The *Mentor Consulting Group* provides a range of support and guidance for mentoring organisations in the USA and across the world – effectively 'mentoring the mentors'. The *Tutor / Mentor Connection* in Chicago has developed an extensive database of local mentoring organisations, as well promoting e-networking opportunities. This supports the creation of strong networks of Learning Mentors across cities in the UK such as Birmingham, which can spread good ideas and resources. LMs typically work with young people with a diverse range of barriers to learning and drawing on the professional expertise of others can be very useful. Mentoring networks allow training programmes for volunteer mentors and professional mentors to be provided more easily and effectively across a range of schools and agencies. *Big Brothers Big Sisters NYC* provide good example of comprehensive training programmes for mentors.

The distinction between 'mentoring' and 'tutoring' became apparent during the fellowship. Both can be very valuable in aiding pupils' progress in school, however in order for schemes to be effective, their aims and objectives must be clear for all involved. Sometimes the terms 'mentoring' and 'tutoring' are used interchangeably in UK schemes, however this can lead to lack of clarity for those participating and ultimately to confused aims and lack of success. It is important that mentors and mentees are clear about the expectations and targets from the start. For example, if a child who lacks self-esteem and has problems at home believes that a mentor is primarily there to listen to them and encourage them, it may lead to a breakdown in trust if they later feel that that mentor is actually there to check up on their homework. Alternatively, if a scheme is primarily focused on academic tutoring, pupils and tutors must be clear about this from the start, so that academic targets can be established and progress can be made. This is particularly important in volunteer mentoring schemes, in which volunteers can easily feel insecure if expectations are unclear. Good examples of clearly defined schemes were in evidence at the *Long Island Mentoring Partnership*, when programmes' aims and referral guidelines are explicit from the start and specific groups of children are targeted, for example those affected in different ways by the events of September 11th 2001. *Learning Leaders* and *Working in the Schools* provide very effective academic programmes, with the aims of the programmes being clear to adults and young people from the start. Whilst at the outset the aims of the programme need to be explicit, additional benefits can develop between mentor and mentee as the relationship progresses, for example a young mother may initially benefit from the companionship of a female mentor to support her in the new role of motherhood, however the relationship may develop to include supporting her with study or careers development.

The US experience of mentoring provides a range of programmes for a range of individuals and barriers to learning. Mentoring is not a 'one size fits all' mechanism. I met with staff from a number of different programmes that fall under the banner of the *Connecticut Mentoring Partnership* who share experiences and ideas to develop their schemes, whilst adjusting them to the needs of the young people in their locality. As well as school-based programmes, I witnessed many other mentoring programmes, which could be adapted and developed collaboratively with other agencies to support pupils in the UK. Mentoring schemes for young mothers can be particularly effective in offering young mothers support from other more

experienced women during times of adjustment (for example *BBBS NYC*). Work site-based programmes provide great opportunities, with benefits including giving pupils a regular experience of being in a workplace, being of less inconvenience to volunteer mentors and solving schools' problems of finding space for mentors to meet with their mentees. Peer Mentoring and Peer Mediation can also provide effective support for pupils, as in evidence at *Educators for Social Responsibility*, *Connecticut Mentoring Partnership* and *Alternatives*. LMs in UK schools often work with pupils with who have been referred for professional psychological support. If this is the case, it is important that mentoring is not seen as a *substitute* for this, and that the LM receives support and guidance as necessary. An example of this was provided by a member of staff from *MPLI* who described mentoring a boy who's father had died – the mentor's role was not to counsel the child, but to offer him time, companionship and opportunities to pursue other aspects of his personal development as the boy chose.

Many US schemes are less focused on individual action plans for pupils than UK school-based mentoring and are less prescriptive, allowing for a child-centred approach to outcomes. Professor Jean Rhodes' extensive research suggests that mentoring can have a particularly positive impact on pupils' school attendance and their relationships with adults (including the mentor, teachers and parents), which in turn can result in a child having a more positive view of school and improved academic attainment. However, this is often an indirect effect and therefore suggests that mentoring schemes that focus on social and personal development, rather than specific academic targets, can ultimately have an impact on 'hard' outcomes, such as exam results.

Volunteer mentors provide great opportunities, currently not common in UK schools. Learning Mentors' are well placed to develop extensive and effective volunteer mentor schemes, given appropriate planning, resources and allocated time. Diversity is possible in these schemes, including diverse recruitment possibilities, for example, from local work places, social clubs and societies, colleges and retiree organisations (particularly retiree teachers). This can offer a representative cross section of society to support a cross section of pupils' needs. It is important to be clear about expectations, as previously stated, and not to expect volunteers to act as professional educators – the benefits of a consistent, trusted, supportive adult companion in some children's lives cannot be underestimated. Lunchtime and after-school meetings offer 'free time' opportunities to talk, share a hobby or eat together. It is important to acknowledge the generous contribution that volunteer mentors make by offering appropriate support, facilities, time and 'thank yous' (not necessarily of a material nature) to all volunteer mentors. Mentors', pupils', parents' and sponsors' participation in school calendar events, mentoring presentation events and parties (for example, *Phoenix House's* use of 'birthday parties' to acknowledge volunteers' years of mentoring and *Big Brothers of Massachusetts Bay* pizza parties) all contribute to strengthening the relationships and positive outcomes for all involved in mentoring. *Tutor / Mentor Connection* volunteers take part in the 'Lend A Hand' scheme for lawyers, which hold regular celebratory events, including formal lunch presentations to acknowledge their work and success.

A range of approaches to matching mentors to mentees can be effective (or 'big's' to 'littles', in the case of *Big Brothers Big Sisters*). Agencies have different policies,

placing different emphasis on the importance of shared experience in relation to ethnic and social background and common interests. Discussion with staff from the *Big Sister Association of Greater Boston* and *Big Brothers Big Sisters of Metropolitan Chicago* provided interesting evidence regarding the importance of taking a range of factors into account when matching mentee to mentor. Questionnaires and interviews for volunteers and pupils can provide useful information when making matches and can help meet the needs of pupils, mentors and parents.

The timetabling of mentoring programmes is important, both in terms of planning the yearly and weekly calendar. Consistent, regular mentoring support is key to a successful mentoring relationships, particularly when working with young people who have been let down by adults in other areas of their lives. Scheduling volunteer mentor meetings during lunchtime and after-school avoids the problem of pupils missing valuable lesson time. There can be a problem with the break in mentoring during the long summer holiday, typically six weeks in the UK and longer in the USA, dependent on the locality. The lack of continuity during this break can be disturbing for some children who are particularly vulnerable during long holiday periods. Introducing 'holiday postcard schemes', whereby a school postal system is set up and a number of postcards are issued to pupils and mentors prior to the summer holiday, was one idea for overcoming this difficulty (*Connecticut Mentoring Partnership*). 'E-mentoring' can also offer support during the holidays (for example, *Long Island Mentoring Partnership's* programme), which could be developed as a follow up to online exam revision support offered by new projects such as the E-mentoring initiative at Bartley Green School. This could be particularly beneficial to pupils during transition to Secondary School and to post-16 college or vocational training. Many organisations ask volunteer mentors to commit to mentoring for an initial period of one academic year. Professor Rhodes' research suggests that mentoring relationships that endure for twelve months or longer have the most positive impact on the child's development. Planning an appropriate time-scale for the recruitment and training of new volunteer mentors is helpful in ensuring that mentoring is effective and consistent.

5. Acknowledgments

I would like to thank the *Winston Churchill Memorial Trust* for providing me with such a wonderful opportunity to learn directly from well-established, school-based mentoring programmes in the USA. The scope of the opportunity and financial support allowed for the extensive study of a range of US initiatives.

This fellowship and subsequent report would have been impossible without the generous contributions of time, ideas, resources and warm hospitality I received from so many professionals working on mentoring programmes in the USA. I am very grateful to all the colleagues from the mentoring organisations listed in Appendix Two and urge further study and dissemination of the excellent practice detailed on their websites, as listed. The literature produced by these organisations has been used to represent their work in this report.

Bartley Green School, in which I am employed as a Learning Mentor, has provided me with the professional experiences that inspired this report, as well as ongoing support in allowing me the time and implementation opportunities to pursue this fellowship. I extend my thanks to colleagues who have made this possible.

6. Appendices

6.1 Appendix One - Itinerary

Phase One

25 th March – 9 th April 2005
New York, New York Long Island, New York Hartford, Connecticut Boston, Massachusetts
<ul style="list-style-type: none">• Big Brothers Big Sisters New York City• Phoenix Houses of New York• Mentoring Partnership of Long Island• Connecticut Mentoring Partnership• Educators for Social Responsibility• Psychology Dept., University of Massachusetts Boston• Big Sister Association of Greater Boston• Big Brothers of Massachusetts Bay

Phase Two

13 th July – 3 rd August 2005
New York, New York Long Island, New York Greenwich, Connecticut Chicago, Illinois
<ul style="list-style-type: none">• Mentor Consulting Group• Big Brothers Big Sisters New York City• New York City Mentoring Program• Mentoring Partnership of New York• Mentoring Partnership of Long Island• Learning Leaders• Literacy Partners• Tutor / Mentor Connection• Working In The Schools• Big Brothers Big Sisters of Metropolitan Chicago• Alternatives Inc.

6.2 Appendix Two - Contacts and websites

Dr. Susan G. Weinberger
President

Mentor Consulting Group

www.mentorconsultinggroup.com

Cheryl Yetke (and colleagues from the CMP)
Senior Program Co-ordinator

Connecticut Mentoring Partnership

www.preventionworksct.org

Jean Cohen and colleagues (John Hershey, Franca Floro)
Executive Director

Mentoring Partnership of Long Island

www.mentorkids.org

Karen Heindl and colleagues (Donel Dinkins, Kate Nammacher, Wendi Martin)
Director of the Center for Training

Big Brothers Big Sisters of New York City

www.bigsnyc.org

Melissa LoRusso
Case Manager - School Based Program

Big Brothers Big Sisters of New York City

www.bigsnyc.org

Stacey Lea Flanagan

Nonprofit Consultant (BBBS Training)

Frank Negrón and colleagues (Yurema Torres, Olga Pimental)
Senior Director

Phoenix Houses of New York

www.phoenixhouse.org

Leslie Dennis and Lillian Castro

Educators for Social Responsibility (ESR Metro)

www.esrmetro.org

Professor Jean Rhodes
Psychology Department

University of Massachusetts

<http://psych.umb.edu/faculty/rhodes/>

<http://psych.umb.edu/faculty/rhodes/jean/index.html>

Rebecca Young
Manager of School Based Mentoring

Big Sister Association of Greater Boston

www.bigsister.org

Bryan Head
School and Site Based Project Co-ordinator
Big Brothers of Massachusetts Bay
www.bbmb.org

Anne Powell, Program Co-ordinator and Lori Mastromauro, Director
New York City Mentoring Program
www.fundforpublicschools.org

Heather Whyte, Recruitment Manager, and Eunice Kwon, Program Co-ordinator
Learning Leaders
www.learningleaders.org

Danilo Minnick
Associate Director of Education
Literacy Partners Inc.
www.literacypartners.org

Shawn Dove, Vice President, and Mary Beth Zurat, Manager of Strategic Partnerships and Administration
Mentoring Partnership of New York
www.mentoring.org/newyork

Dan Bassill
C.E.O.
Tutor / Mentor Connection
www.tutormentorconnection.org

Liz Smith
Program Manager
Working in the Schools (WITS)
www.witsontheweb.org

Janet Takehara
Recruitment & Partnership Development Manager
Big Brothers Big Sisters of Metropolitan Chicago
www.bbbschgo.org

Andrew Tonachel, Youth Development Director, and
Keisha Farmer-Smith, Girl World Co-ordinator
Alternatives, Inc.
www.alternativesyouth.org

National Mentoring Partnership / MENTOR
(umbrella organisation for state mentoring partnerships in the USA)
www.mentoring.org

6.3 Appendix Three – Implementation and Dissemination Action Plan

TARGET	ACTION PLAN / POINTS	WHO / WHEN	EVALUATION	RESOURCES
<p>1. <i>Dissemination of fellowship findings to other Learning Mentors and implementation of new mentoring ideas</i></p>	<ul style="list-style-type: none"> • Meetings with J.Tortise, B'ham LM Co-ordinator, and other Link LMs • Address network meetings of Birmingham LMs • Meetings with other mentoring networks / organisations • Circulation of report to B'ham LMs, US mentors and other individuals and organisations. • Implement useful strategies developed by US organisations, for example, a postcard system for pupils and mentors to use to offer support during school holidays 	<p>J. Tortise, Birmingham LM Co-ordinator / Birmingham Link LMs</p> <p>Birmingham LMs</p> <p>Autumn 2005 and Spring 2006</p>	<ul style="list-style-type: none"> • Increased knowledge of US mentoring initiatives and organisations amongst UK LMs • Implementation of effective new schemes and ideas as a result. 	<p>SW Area Network, Birmingham (SWAN) printing and mailing</p>
<p>2. <i>Dissemination to other partners in education – pupils, teachers, mentors</i></p>	<ul style="list-style-type: none"> • Photographic display in school foyer and 'album' • Presentation to school Senior Mgt. Team, Governors and school staff with proposals for 	<p>C. Kime</p> <p>Autumn 2005 and Spring 2006</p>	<ul style="list-style-type: none"> • Increased awareness about mentoring in the school community and development of further collaborative work 	<p>Bartley Green School printing</p> <p>SWAN printing</p>

	action			
<i>(continued)</i>				
TARGET	ACTION PLAN / POINTS	WHO / WHEN	EVALUATION	RESOURCES
<i>3. Volunteer Mentor recruitment campaign</i>	<ul style="list-style-type: none"> • Develop informative publications about mentoring for volunteer mentors, pupils, parents • Develop inter-school working on volunteer recruitment and training • Promotion to local businesses / community groups, through meetings, events and local publicity 	<p>C. Kime</p> <p>Bartley Green School Senior Management Team</p> <p>SW B'ham schools</p> <p>Summer 2006</p>	<ul style="list-style-type: none"> • Increased numbers of volunteer mentors working in Birmingham schools • Higher retention levels of volunteer mentors 	<p>Meetings venues</p> <p>Bartley Green School printing</p> <p>SWAN printing</p>
<i>4. Development of Volunteer Mentor training programme for use across Birmingham schools</i>	<ul style="list-style-type: none"> • Liaise with J.Tortise to identify volunteer mentor training needs in B'ham and develop training programme • Study training materials from US programmes to aid development of good practice 	<p>J. Tortise and C. Kime</p> <p>Summer 2006</p>	<ul style="list-style-type: none"> • Effective and efficient training programme developed for volunteers • Greater use of volunteer mentors in schools as training needs are addressed 	<p>Training venues</p> <p>B'ham LEA printing</p>

<p>5. <i>Sustaining and developing links made with US mentoring agencies</i></p>	<ul style="list-style-type: none"> • Mail DfES 'Good Practice Guidelines for Learning Mentors' to all US contacts • Exchange emails regarding online mentoring resources • Participate in online mentoring conferences, for example <i>Tutor / Mentor Connection</i> web conferences 	<p>C. Kime B'ham LMs Autumn 2005 - ongoing</p>	<ul style="list-style-type: none"> • Sharing of good practice leading to new and effective mentoring strategies in schools 	<p>Internet and postal communication</p>
<p>(continued)</p>				
<p>6. <i>Follow up additional mentoring links in the USA, provided during the course of the fellowship travels</i></p>	<ul style="list-style-type: none"> • Study websites and establish emails communications with additional mentoring organisations, for example, <i>BBBS International</i> and research articles by J. Rhodes • Order publications for the <i>South West Birmingham Learning Mentor Library</i>, for example, Weinberger, S. (2006) <i>Mentoring a Movement: My Personal Journey</i> and (2001) and Liu, E. (2005) <i>Guiding Lights</i> 	<p>C. Kime Birmingham LMs Autumn 2005 – ongoing</p>	<ul style="list-style-type: none"> • Increase in sharing of professional good practice • Increased borrowing of <i>SW Birmingham LM Library</i> publications by LMs. 	<p>SWAN LM Resource budget SWAN LM Library</p>

	<ul style="list-style-type: none"> • Catalogue professional development resources from US organisations and add them to <i>SW B'ham LM Library</i> 			
<p>7. <i>Develop stronger links between public and voluntary sector mentoring agencies..</i></p>	<ul style="list-style-type: none"> • Research voluntary sector mentoring agencies in the UK • Promote further inter-agency working between school LMs and voluntary sector staff 	<p>C. Kime</p> <p>Voluntary Sector organisations</p> <p>Spring 2006 - ongoing</p>	<ul style="list-style-type: none"> • Increase in inter-agency working • Sharing of good practice between mentoring agencies 	<p>Internet</p>

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