



Learning Cohort

Launching a Mentoring Program
For Youth in Foster Care

Session 2, April 26, 2024

Facilitator: Victoria Murray



About Today's Session

- ❖ This webinar is being recorded.
 - The full recording may be shared with those who are late registrants.
 - An editing recording may be shared on SLM's Resources webpage at a later date.
- ❖ The slides from today's recording will be emailed to you after the session.
- ❖ Attendees are asked to use mute when not speaking.
 - There is interactive discussion and Q&A time in between each content section.
- ❖ At any point in the webinar, feel free to type questions and comments in the Chat box or use reactions.



Today's Facilitation



Victoria Murray, LCSW

(she/her/hers)

Technical Assistant Consultant
Webinar Instructor and Facilitator



Liz Barker

(she/her/hers)

Program Coordinator
Webinar Administrative Support



Welcome and Introductions

- ❖ Please unmute and introduce yourself
 - Name and pronouns
 - From where are you joining us?
 - Where are you on your journey to launching a mentoring program?
 - What is one thing you hope to gain from this learning cohort?



Agenda

12:00 - 12:15PM	Welcome and Introductions
12:15 - 12:25PM	Standard 1: Recruitment
12:25 - 12:35PM	Interactive Time: Activity #1
12:35 - 12:50PM	Standard 2: Screening
12:50 - 1:00PM	Interactive Time: Activity #2
1:00 - 1:10PM	Standard 3: Training
1:10 - 1:20PM	Interactive Time: Activity #3
1:20 - 1:30PM	Closing



Learning Objectives

Strengthen familiarity, understanding, and engagement with the following Elements of Effective Mentoring Practice:

- Recruitment** of mentors and mentees and how effective strategies can support retainment of mentors and longer matches
- Screening** procedure recommendations for mentors and mentees for your unique programs
- Training** recommendations for mentors, mentees, and caregivers



Pedagogy

- ❖ This session will consist of **3 sections**
- ❖ Each section will include a **10-15 minute presentation**
- ❖ This will be followed by an **application** section, including:
 - An **interactive activity** where we learn from each other
 - Time for **Q&A** on the topic

Standard 1: Recruitment

Section 1

*Recruit **appropriate mentors** and mentees by **realistically describing the program's aims and expected outcomes.** (p. 8)*

https://www.mentoring.org/wp-content/uploads/2021/06/Final_Elements_Publication_Fourth-2.pdf

B.1.1 Program engages in recruitment strategies that realistically portray the benefits, practices, supports, and challenges of mentoring in the program.

B.1.3* Program recruits mentors whose skills, motivations, and backgrounds best match the goals and structure of the program.

To support long-term mentor recruitment success and decrease the chances of experiencing unmet expectations.

Standard 1: Recruitment

Section 1

- ❖ **Mentor recruitment:** Who qualifies as a mentor?
 - Time commitment, travel/transportation, age requirements (if applicable), background check requirements, etc.
 - **Resource:** [Mentor: Recruitment Materials](#)
- ❖ **Mentee recruitment:** Who qualifies as a mentee?
 - Age, lived-experience (if applicable), location, duration, time commitment, etc.
- ❖ **Create a recruitment plan:** How will your organization connect to prospective mentees and mentors (who are the best fit for your mentoring opportunity)?
 - **Resource:** [Generic Mentoring Program Policy & Procedure Manual](#) (p. 20)
 - **Resource:** [Mentor: Tips for Recruiting and Retaining Your Mentors](#)



SLM's Approach

Info Session

Application

Interview &
Background Check

Our mentor application process helps us learn more about you and your strengths. The matching process is youth-driven, which means that we work with each young person's preferences to connect them with the right mentor.

- Commit to mentoring for at least one year
- Are able to travel to and around the Greater Boston area
- Are at least 21 years old
- Pass a background check

Potential Mentors

What is the role of a mentor?

What is the time commitment (per month and for how long?)

What training will I receive as a mentor?

How will I be supported?

I'm not a parent, how can I be a good mentor?

Potential Mentees

Who will my mentor be?

Are they getting paid to do this?

What kinds of things will we do?

Can I text my mentor any time I want to?

Why would someone want to be a mentor?

Caregivers/Guardians

How do you screen mentors?

What will communication be like between me and the mentor?

What if I have a concern, who do I talk to?

Reflect and **write** down 3-5 important important qualifications for someone to mentor or be a mentee with your organization. Consider the following:

- What is the time commitment?
- What qualities are important?
- Are there any factors that are absolutely critical (passing a background check, being of a certain age, living in a certain area, etc.)

We will share back with the group and provide strengths-based feedback.



Standard 2: Screening

Screen prospective mentors to determine whether they have the time, commitment, and personal qualities to be a safe and effective mentor and screen prospective mentees, and their parents or guardians, about whether they have the time, commitment, and desire to be effectively mentored.

https://www.mentoring.org/wp-content/uploads/2021/06/Final_Elements_Publication_Fourth-2.pdf

Section 2

To enhance the safety of everyone involved and reduce premature ruptures of mentoring relationships.

- ❖ Mentor Application
 - **B.2.2** Prospective mentors complete a written application that includes questions designed to help assess their safety and suitability for mentoring a youth.
 - **Resource:** [Big Brothers Big Sisters Application Example](#)
- ❖ Mentee Application
 - **B.2.9** Parent(s)/guardian(s) complete an application or referral form.
 - **Resource:** [Friends for Youth Mentee Referral Application](#)
- ❖ Interviews
 - **B.2.3** Program conducts at least one face-to-face interview with each prospective mentor that includes questions designed to help the program assess his or her suitability for mentoring a youth.
 - **Resource:** [Michigan State University Volunteer Screening: Interview Questions for Potential Mentors](#)
- ❖ Background Checks
 - **B.2.4** Program conducts a comprehensive criminal background check on prospective adult mentors, including searching a national criminal records database, along with sex offender and child abuse registries and, when relevant, driving records.
 - **Resource:** [Mentor: Types of Checks](#)

1. **Dependable** (keeps commitments, shows up on time, follows through)
2. **Adaptable** (shows the ability to overcome adversity in his or her personal and/or professional life)
3. **Respectful** (adheres to program and family rules, interested in learning about the experiences of others, nonjudgmental)
4. **Resilient** (can handle common youth “testing behaviors” and is not particularly “rejection-sensitive”)

<https://www.mentoring.org/resource/screening/>



Interactive Time



Activity 2

Mentor interviews are a crucial part of screening to assess for fit, safety, and expectations.

- Assessing fit with your unique mentoring opportunity: Why do you want to be a mentor with [name of organization]?
- Expectation setting: It is common for young people to [x, y, x]... how would you handle this situation?
- Addressing safety: If your mentee shared that they had [x, y, z]... how would you feel about letting them know that is something you have to share with their caregiver due to their safety?

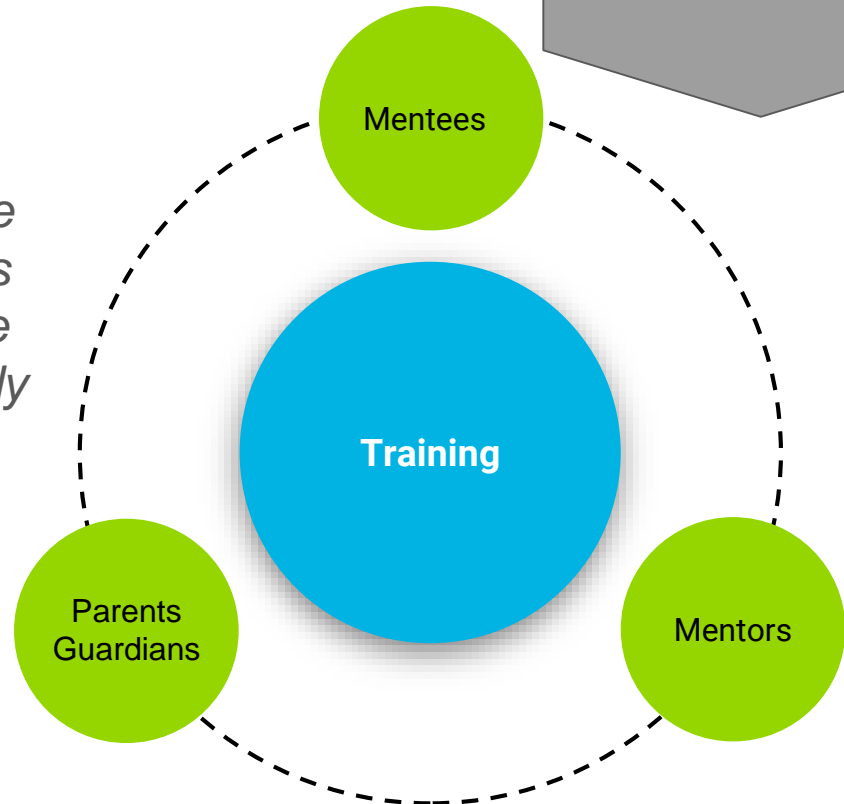
Think about the unique population you work with. **Please write down one interview question or scenario that feels important for you to review with a potential mentor.** We will share with one another and provide strengths-based feedback.

Standard 3: Training

Section 3

Train prospective mentors, mentees, and mentees' parents (or legal guardians or responsible adult) in the basic knowledge, attitudes, and skills needed to build an effective and safe mentoring relationship using culturally appropriate language and tools.

https://www.mentoring.org/wp-content/uploads/2021/06/Final_Elements_Publication_Fourth-2.pdf



What should a training include?

- Appropriate physical contact
- Contact with mentoring program (e.g., whom and when to contact)
- Relationship-monitoring requirements (e.g., response time, frequency, schedule)
- Approved activities
- Mandatory reporting requirements associated with suspected child abuse or neglect, as well as suicidality and homicidality
- Confidentiality and anonymity
- Digital and social media use
- Overnight visits and out-of-town travel
- Money spent on the mentee and mentoring activities
- Transportation
- Emergency and crisis situation procedures
- Health and medical care
- Discipline
- Substance use
- Firearms and weapons
- Inclusion of others in mentor-mentee meetings (e.g., siblings and mentee's friends)
- Photo and image use
- Evaluation and use of data
- Grievance procedures
- Other program-relevant topics

Consider:

- Who are your mentees?
- What is essential for potential mentors to know?
- What do you want mentors to “walk away” from your training with?



- ❑ Which topics would you advise this program to strengthen in their training of mentors, mentees, and caregivers, and why?

Scenario:

Expectations on how and when mentors spend money

Communication between mentors, mentees, and caregivers

Understanding boundaries in the mentoring relationship

- Multiple mentors have shared that they routinely pay for gifts for their mentees.
- Parents and caregivers are complaining to your program that their child's mentor is buying the mentee items without their permission.
- Mentees report feeling sad when their mentor buys them things sometimes, but not all the time, they feel like the did something wrong.

Additional Resources

- ❖ **[Silver Lining Institute: Resources for Mentoring Programs](#)**
 - Fostering Progress Webinar: Mentor Screening
 - Fostering Progress Webinar: Mentor Training
- ❖ **Recruitment**
 - [MENTOR: Starting a Youth Mentoring Program - Recruitment](#)
- ❖ **Screening**
 - [Creating Inclusive and Affirming Intake, Screening, and Assessment Tools](#)
 - [Big Brothers Big Sisters of Central Virginia - form examples](#)
 - [Partners for Youth with Disabilities Reference Form Example](#)
 - [MENTOR: Starting a Youth Mentoring Program - Screening](#)
- ❖ **Training**
 - [Youth Collaboratory Trauma Informed Training Toolkit](#)
 - [Compassionate Boundary Setting to Build Compassion Resilience](#)
 - [To disclose or not to disclose?](#)
 - [How to Set Boundaries and Practice Consent](#)
 - [MENTOR: Starting a Youth Mentoring Program - Training](#)



Office Hours

**Tuesday, April 29,
11:00 AM - 1:00 PM
EDT**

**Thursday, May 2,
1:00 - 3:00 PM EDT**

- 20-minute appointments to discuss 1-2 specific questions or challenges for your program related to today's topics
- Schedule via [Calendly](https://calendly.com/victoria-murray76/silver-lining-institute-office-hours)
 - ◆ <https://calendly.com/victoria-murray76/silver-lining-institute-office-hours>

We'd like to know more about this experience!

Leah Harrigan, Assistant Director of Education and Training,
is offering a focus group, possible dates include:

- Friday, May 31st from 12:00-1:00pm EDT
- Friday, June 7th from 12:00-1:00pm EDT



Closing

Next session:

*The Elements of Effective Practice for Mentoring, 4-6:
Matching & Initiating, Monitoring & Support, and Closure*

Friday, May 17, 2024
12:00 -1:30PM EDT

Zoom link will be emailed by Christina several days prior to the session