



BOYS & GIRLS CLUBS AND YOUTH CENTERS MENTORING TOOLKIT

Positive Youth-Adult Partnerships Nurture Thriving Youth

This step-by-step toolkit is full of evidence-informed positive youth development practices and ready-to-use tools to support the development of a safe, supportive and effective Mentoring Program.

Table of Contents

Overview.....	1
How to Use This Mentoring Toolkit.....	3
OJP Compliance Requirements.....	4
PHASE ONE: CONDUCT THE MENTORING PROGRAM NEEDS ASSESSMENT.....	5
Assess Action 1: Form a Mentoring Program Committee.....	7
Assess Action 1 Worksheet: Form a Mentoring Program Committee.....	8
Recommended Data Sources.....	9
Tool: Mentoring Program Needs Assessment.....	10
Assess Action 2: Collect and Review Mentoring Program Needs Assessment Data.....	13
Assess Action 2 Worksheet: Collect and Review Mentoring Program Needs Assessment Data.....	14
Tool: Data Collection and Reflection Form.....	15
Assess Action 3: Prioritize Youth Needs and Interests.....	19
Assess Action 3 Worksheet: Prioritize Youth Needs and Interests.....	20
PHASE TWO: PLAN YOUR MENTORING PROGRAM.....	21
Plan Action 1: Recruit Mentors and Youth Mentees.....	23
Plan Action 1 Worksheet: Recruit Mentors and Youth Mentees.....	24
Create a SMART Action Plan.....	25
Mentor Recruitment Considerations.....	26
Tool: Sample Mentor Job Description.....	28
Tool: Mentor Recruitment Plan.....	29
Mentor Recruitment Strategies and Messaging Tips.....	30
Mentee Recruitment Strategies and Messaging Tips.....	32
Tool: Parent and Caregiver Referral Form.....	34
Plan Action 2: Screen Potential Mentors and Youth Mentees.....	35
Plan Action 2 Worksheet: Screen Potential Mentors and Youth Mentees.....	36
Mentor Screening Tip Sheet.....	37
Tool: Prospective Mentor Application.....	41
Sample Mentor Code of Conduct.....	45
Mentee Screening Tip Sheet.....	47
Tool: Prospective Mentee Application.....	48
Tool: Mentee Needs and Interests Profile.....	49
Tool: Sample Parent and Caregiver Consent Form.....	51
Plan Action 3: Train Mentors, Youth Mentees, and Parents and Caregivers.....	52
Plan Action 3 Worksheet: Train Mentors, Youth Mentees, and Parents and Caregivers.....	53
Training Mentors Tip Sheet.....	54
Mentor Training Resources.....	55
Sample Mentor Training Agenda.....	57
Sample Mentor Training Outline.....	58
Training Mentees Tip Sheet.....	62
Training Parents and Caregivers Tip Sheet.....	63
Sample Mentee, Parent and Caregiver Training Agenda.....	64
Sample Mentee, Parent and Caregiver Training Outline.....	65

Plan Action 4: Pair Mentors With Mentees.....	67
Plan Action 4 Worksheet: Pair Mentors With Mentees.....	68
Pair Mentors With Mentees Tip Sheet.....	69
Sample Group Matching Event Tip Sheet	71
Sample Group Matching Event Agenda.....	72
Tool: Mentoring Match Form (for Youth Mentees)	74
Tool: Mentoring Match Form (for Mentors)	75
PHASE THREE: IMPROVE YOUR MENTORING PROGRAM.....	76
Improve Action 1: Facilitate Small-Group Mentoring Experiences.....	78
Improve Action 1 Worksheet: Facilitate Small-Group Mentoring Experiences.....	79
Small-Group Mentoring Experiences Tip Sheet.....	80
Sample Small-Group Mentoring Experience Agenda.....	83
Sample Small-Group Mentoring Experience Outline.....	84
Tool: Small-Group Mentoring Experience Youth Reflection Form.....	86
Tool: Small-Group Mentoring Experience Mentor Reflection Form.....	87
Improve Action 2: Monitor and Support Mentoring Relationships.....	88
Improve Action 2 Worksheet: Monitor and Support Mentoring Relationships.....	89
Mentoring Program Participant Monitoring and Support Tip Sheet.....	90
Tool: Mentor/Mentee Meeting Tracker.....	92
Improve Action 3: Close Mentoring Relationships.....	95
Improve Action 3 Worksheet: Close Mentoring Relationships.....	96
Close Mentoring Relationships Tip Sheet.....	97
Tool: Mentor Reflection Form.....	99
Tool: Youth Reflection Form.....	100
Tool: Mentor/Mentee Exit Interview.....	101
Tool: Mentorship Closure Agreement.....	103
Final Meeting Tip Sheet.....	104
Tool: Mentoring Program Reflection Worksheet.....	105
Endnotes.	107

Overview

Within Boys & Girls Clubs and Youth Centers, supportive and caring mentors who are skilled at fostering social, emotional, and leadership skills help youth build resiliency and avoid risk behaviors.

What does mentoring involve? For over 150 years, Boys & Girls Club and Youth Center professionals, along with committed volunteer mentors, have offered guidance, support, positive experiences and encouragement to the young people they serve. They take time to have authentic conversations with youth to understand their passions, interests and ambitions in order to leverage youth voice. Mentors ensure youth reach their full potential within a safe, supportive and inclusive Club environment. This helps youth build skills and explore their interests while they participate in skill-building experiences with caring adult mentors. Further, Mentoring Programs support the Five Key Elements for Positive Youth Development, as follows.

- 1. Safe, positive environment:** First and foremost, effective mentors can help mentees feel respected and heard. Mentors should be encouraged to withhold judgement and listen to what mentees want to share. *They should take a youth-focused, rather than adult-driven, approach to relationship building.*
- 2. Fun and sense of belonging:** Who said mentors and mentees weren't allowed to have fun? Bring mentors into fun activities, like dodgeball or foursquare. When mentors and mentees share experiences, they develop a stronger, more impactful positive relationship. In turn, mentees will develop an even greater sense of belonging. *Most importantly, the strong bond that develops between mentors and mentees can help increase members' attendance.*
- 3. Supportive relationships with peers and adults:** Fundamentally, a quality Mentoring Program demonstrates a supportive relationship between youth and adults. Mentors should be open to listening to mentees, and mentees should feel comfortable sharing their questions and interests with mentors. *However, if mentees aren't interested in being matched with a mentor, don't force them!*
- 4. Opportunities and expectations:** Mentors can introduce new opportunities to mentees. Consider what mentors are able to bring to the Club or Youth Center. For instance, could a mentor arrange for an employer or college visit? Could they invite a presenter to the Club? Through these avenues and others, mentors can help mentees understand expectations that might apply outside the Club in interview, college or workplace situations. Mentors can share opportunities and expectations to help mentees reflect and learn, and they should set and model healthy boundaries. Mentors and mentees should set expectations for growth while providing support and encouragement to one another.
- 5. Recognition:** When mentors acknowledge mentees' accomplishments, both small and large, it can make a lasting impression. In order for recognition to contribute most to a young person's self-esteem and self-worth, it should be specific and intentional. Mentors can help mentees to reach their goals and recognize them for their accomplishments. *This shows the young person their actions were noticed and appreciated by a caring adult.*

Why should your Club or Youth Center offer a Mentoring Program? Studies show Boys & Girls Clubs and Youth Centers' Mentoring Programs make a real difference in the lives of young people.

- Across all risk groups, mentoring reduces symptoms of depression, which is significant since almost one in four youth reported worrisome levels of depressive symptoms.ⁱ
- Mentoring promotes positive social attitudes and relationships. Youth who are mentored tend to trust their parents more and communicate better with them.ⁱⁱ
- Youth attending a mentoring program are 46% less likely to use drugs and 27% less likely to use alcohol.ⁱⁱⁱ

Mentors meaningfully engage other adults in a young person's life who are committed to their success – such as parents, caregivers and educators. These provide support and context that allows mentors to understand youth holistically.

Boys & Girls Club and Youth Center Mentoring Programs are designed to make a lasting, positive impact on the lives of young people, regardless of their life's circumstances. We seek to achieve the following objectives with our high-quality Mentoring Programs:

- Establish a safe, supportive and inclusive Club environment
- Create safe and supportive youth-adult partnerships
- Promote positive youth development through skill-building

How to Use This Mentoring Toolkit

This toolkit will guide you to build or improve upon your organization’s high-quality Mentoring Program. As a Club director, program director, or person responsible for overseeing the Club or Youth Center's Mentoring Program, you will follow this guide through a three-phase, continuous quality improvement process* to: (1) **Assess**, (2) **Plan** and (3) **Improve** your Mentoring Program. Each of the three phases includes a set of Support Tasks, Action Worksheets to record details for follow-through, and in-the-moment tools to support you in effectively developing your program.

	Actions
Phase 1: Assess	<ol style="list-style-type: none"> 1. Form a Mentoring Program Committee: Gather a team, elect a leader, conduct your first meeting, and take the Mentoring Program Needs Assessment. 2. Collect and Review Mentoring Program Needs Assessment Data: Gather feedback from the Club and community, and meet to organize the data. 3. Prioritize Youth Needs and Interests: Review the assessment results to prioritize what youth in your Club or Youth Center need, and reflect upon your organization’s capacity to fill those needs.
Phase 2: Plan	<p><i>Use your assessment results to plan critical components of your program.</i></p> <ol style="list-style-type: none"> 1. Recruit Mentors and Youth Mentees: Learn what criteria to look for and how to craft recruitment messaging to engage high-quality mentors and youth mentees. 2. Screen Potential Mentors and Youth Mentees: Discover how to appropriately vet your mentors to ensure safety and quality. Ensure mentees are a good fit. 3. Train Mentors, Youth Mentees, and Parents and Caregivers: Help all participants understand the program before engaging them in a formal mentoring relationship. 4. Pair Mentors With Mentees: Learn how best to match mentors with youth mentees and initiate them to the Mentoring Program.
Phase 3: Improve	<p><i>Use ongoing feedback loops with mentees, mentors, and parents and caregivers to determine opportunities to improve the quality of your program.</i></p> <ol style="list-style-type: none"> 1. Facilitate Small-Group Mentoring Experiences: Take time and intentional steps to develop, strengthen and sustain positive, supportive relationships among youth with caring adults, and among youth with their peers. 2. Monitor and Support Mentoring Relationships: Develop a monitoring procedure to track relationships between mentees and mentors, and help them progress towards intended outcomes. 3. Close Mentoring Relationships: Engage mentors and mentees in a closure process when it is time to end a mentoring relationship.

*To learn more about **continuous quality improvement**, please see Site-Level Program Planning and Assessment starting on page 92 of the [Program Basics BLUEprint](https://www.bgca.net/Programs/ProgramDocuments/FINAL%20Program%20Basics-BLUEprint-WEB.pdf) (BGCA.net/Programs/ProgramDocuments/FINAL Program Basics-BLUEprint-WEB.pdf), along with the [Pulse Check Guide](https://www.bgca.net/Operations/DCM/EffectiveDataUse/Pulse%20Checks%20Guide.pdf#search=pulse%20checks) (BGCA.net/Operations/DCM/EffectiveDataUse/Pulse Checks Guide.pdf#search=pulse%20checks).

OJP Compliance Requirements

Boys & Girls Clubs of America provides pass-through support for National Mentoring Programs funded by the Department of Justice, Office of Justice Programs (OJP), and the Office of Juvenile Justice and Delinquency Prevention.

OJP grants are provided to select Clubs to promote positive outcomes and reduce risk factors for at-risk and high-risk youth in diverse communities throughout the country. Clubs awarded funding will be required to connect at-risk and high-risk youth with caring mentors, skill-building prevention programs, and positive youth development opportunities. Where possible, special focus should be given to implementing opioid and substance abuse prevention strategies, and building bridges between youth and law enforcement.

In accordance with OJP compliance requirements, the elements of this toolkit are aligned with the recommendations of Mentor: The National Mentoring Partnership's Elements of Effective Practice for Mentoring^{iv} standards to assist your Club with implementing the steps of a high-quality, effective Mentoring Program. This includes: recruitment, screening, training, matching, facilitating mentoring experiences, monitoring and support, and closure. So if running a Mentoring Program funded by an OJP grant, this toolkit will help fulfill those obligations.

NOTE: If you participate in Boys & Girls Clubs of America's federally funded project, Mentoring at Boys & Girls Club funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Office of Justice Programs (OJP) and U.S. Department of Justice, your Letter of Agreement outlines key components and specific deliverables, such as:

- **Mentorships:** The number of youth who must be matched with an appropriate mentor
- **Evidence-Based Program:** Mentees complete an approved evidence-based program
- **Program Implementation:** Facilitating needs- and interest-based programs for targeted youth in mentoring relationships

OJP Callout

Throughout this toolkit, you'll see boxes like this one, which indicate that Clubs and Youth Centers running Mentoring Programs funded by the Office of Justice Programs are required to submit OJP-specific case management documents. Since this toolkit outlines the steps necessary to run a high-quality Mentoring Program, regardless of funding source, some documents in the toolkit differ from those specifically required for compliance with OJP mentoring grants. A box like this will let you know whenever that happens. All OJP case management documents are available in BGCA.net's Federal Grants section: [BGCA.net/Funding/FG/OJP-2019/ProgramDocuments/Forms/AllItems.aspx](https://www.bgca.net/Funding/FG/OJP-2019/ProgramDocuments/Forms/AllItems.aspx).

PHASE ONE: CONDUCT THE MENTORING PROGRAM NEEDS ASSESSMENT

PHASE ONE: CONDUCT THE MENTORING PROGRAM NEEDS ASSESSMENT

Conduct the Mentoring Program Needs Assessment to determine your community's **youth needs and interests**. Learn what resources already exist in your Club and community to identify your strengths, and **discover what gaps you have the opportunity to fill**. Based on the data gathered, you can plan to build a Mentoring Program tailored to meet the needs of your community, or plan to improve the program you already have.

Conducting the Mentoring Program Needs Assessment is as easy as 1-2-3!

- 1. Form a Mentoring Program Committee** comprised of youth, Club and Youth Center staff, parents and caregivers, and even community partners like teachers from your local school. This team will meet periodically to collect and reflect upon assessment data, create a Mentoring Program Plan, and offer support throughout the Plan and Improve processes.
- 2. Collect and Review Mentoring Program Needs Assessment Data** with your Mentoring Program Committee. This will help you understand the needs and interests of the youth in your community to tailor your Mentoring Program around.
- 3. Prioritize Youth Needs and Interests** to determine the most important resources to incorporate into your Mentoring Program. Build these into three main objectives to customize your Mentoring Program Plan.

Assess Action 1: Form a Mentoring Program Committee

Gather a team of five or six people who can consistently help plan and implement your Mentoring Program, including Club or Youth Center stakeholders and staff. This is a great opportunity to engage parents and caregivers, as they add valuable insight into what is going on with youth, as well as the rest of your community. Also include young people to help ensure youth voice and input are incorporated into the program. Examples of individuals who could make up your Mentoring Program Committee may include the following.

- Board member: To ensure the sustainability of your program and keep mentoring part of your organizational priorities
- Club director, Youth Center director or unit director: To assess your Club or Youth Center to determine what resources exist and suggest opportunities for additional resources
- Program director: To lend insight into youth needs and interests in a particular program area, and possibly help with program design
- Club and Youth Center staff: To lend insight across various activities and prioritize daily needs and interests
- Parents and caregivers: Great opportunity for collaboration, plus they can reinforce your mentoring priorities for youth at home
- Teens: To help gather data from other youth and offer input about the creation, implementation, monitoring and evaluation of your Mentoring Program
- Community volunteer: To help support and promote your Mentoring Program

Once you've gathered the members of your Mentoring Program Committee, you may choose to **elect a team leader**. This person will make a schedule and ensure the SMART Actions are carried out on time. This staff member will also oversee meetings throughout the Mentoring Program improvement process.

If you have been elected the Mentoring Program Committee team leader, it's time to **set up your first meeting with the committee**. During this important meeting, the Mentoring Program Committee should complete several agenda items. Use the [Assess Action 1 Worksheet](#) following to record how you will complete each Support Task.

- Discuss what a Mentoring Program is, and why you need to create or improve one.
- Introduce the committee members, and assign unique support roles to each.
- Review the [Mentoring Program Needs Assessment](#) (page 10), and complete the first page (for Club or Youth Center Staff) during your time together.
- Identify youth, their parents or caregivers, and community members to invite to complete the final two sections of the Mentoring Program Needs Assessment. (Please see the [Recommended Data Sources](#) on page 9 for recommendations.)
- Assign staff committee members to customize (fill in the blanks) and distribute the Mentoring Program Needs Assessment (i.e., person-to-person, email, mail, phone call) to Club staff and community members; they will also be responsible for gathering such feedback.
- Assign youth leaders to distribute the Youth, Parent and Caregiver portion of the Mentor Program Needs Assessment to Club or Youth Center young people to complete and share with their parents/caregivers. (Be sure to fill in the customizable fields before handing off to youth.)
- Set up your next meeting; share the day and time, and distribute a basic agenda.

To learn more about setting up and conducting meetings, please see the [YDToolbox Mobile App](#) (ClubExperience.blog/YDToolbox) and [BGCA.net/Programs/ProgramDocuments/Creating_Group_Agreements.docx](#).

Assess Action 1 Worksheet: Form a Mentoring Program Committee

Review the guiding questions for each of the Support Tasks to complete the table below.

Assess Action 1: Form a Mentoring Program Committee						
Support Tasks	SMART Action <i>What needs to be done?</i>	Person Responsible <i>Who should complete this step?</i>	Deadline <i>By when?</i>	Resources <i>What's needed?</i>	Potential Challenges <i>How will you overcome them?</i>	Results <i>How did it turn out?</i>
1. Assemble a Mentoring Program Committee						
2. Complete the Assessment (for Club Staff)						
3. Distribute the Assessment to Others						

Recommended Data Sources

In addition to the Mentor Program Needs Assessment reflection questions, there are other places you can gather data from your Club and community. Please select from some of the options below.

Your Club Data: Review your Club or Youth Center data collected from the National Youth Outcomes Initiative and your current programming and activities.

- National Youth Outcomes Indicators (NYOI) data: NYOI offers unique data specific to your Club and Youth Center. Review your most recent scores and focus on these indicators: Safe and Positive Environment, Supportive Relationships and Sense of Belonging: [BGCA.net/MyData/](https://www.bgca.net/MyData/)
- Club and Youth Center Programs and Activities: Review current programs and activities already supporting youth interest and needs.

Youth, Parent and Caregiver Data: Collect data from needs/interest forms, surveys, focus groups and/or Pulse Checks.

- Youth Data: Any young person on your Mentoring Program Committee should first be consulted in regards to collecting youth data. Feedback from a group of young people can be collected through a brief survey or focus group conversation.
- Parent and Caregiver Data: Feedback from parents and caregivers can be collected through a brief survey or focus group conversation.
- Pulse Checks: Quick ways to gain real-time feedback from youth and adults can be found here: cjitoolkit.org/assess/#pulsechecks

Community Data Resources: Review data about your community collected from the following sources.

- Youth Risk Behavior Surveillance Survey: A National survey conducted by the Centers for Disease Control (CDC) every other year regarding adolescent health risks and protective behaviors: [cdc.gov/healthyouth/data/yrbs/results.htm](https://www.cdc.gov/healthyouth/data/yrbs/results.htm)
- SAMHSA (Substance Abuse Mental Health Services Administration) State-by-State Report: Trends in substance use and mental health nationally, by state and in selected cities: [samhsa.gov/data/](https://www.samhsa.gov/data/)
- Monitoring the Future Study: National data collected from the National Institute on Drug Abuse that measures the drug and alcohol use and attitudes among adolescents: [monitoringthefuture.org/](https://www.monitoringthefuture.org/)
- Office of Juvenile Justice and Delinquency Prevention: Provides access to national-, state- and county-level youth data: [ojjdp.gov/ojstatbb/ezapop/](https://www.ojjdp.gov/ojstatbb/ezapop/)
- The National Youth in Transitions Database: Federal reporting system tracking outcomes from youth transitioning out of foster care: [acf.hhs.gov/cb/research-data-technology/reporting-systems/nytd](https://www.acf.hhs.gov/cb/research-data-technology/reporting-systems/nytd)
- National Survey of Children's Health database of adolescent health: [childhealthdata.org](https://www.childhealthdata.org)

Tool: Mentoring Program Needs Assessment

Club or Youth Center Staff:

For over 150 years, Boys & Girls Club and Youth Center professionals, along with committed volunteers, have mentored youth – offering guidance, support, positive experiences and encouragement. BGCA Mentoring Programs are designed to make a positive impact on the lives of young people.

In order to help us set up or improve a Mentoring Program at our Club or Youth Center, please lend us your thoughts. Review our Club or Youth Center’s National Youth Outcomes Initiative (NYOI) data, and reflect upon our current programming and activities. Answer the questions below, and return your responses to _____ no later than _____. Thank you!

<p>National Youth Outcomes Initiative Data (BGCA.net/MyData/): NYOI data offers unique data specific to our Club or Youth Center. Review the most recent scores and focus on the following indicators.</p> <p>Safe and Positive Environment: _____</p> <p>Supportive Relationships: _____</p> <p>Sense of Belonging: _____</p>
<p>Reflect on the NYOI data:</p> <p>What do you think is contributing to these scores? _____</p> <p>_____</p> <p>What are you doing to enhance these scores? _____</p> <p>_____</p> <p>What areas can be addressed through a Mentoring Program? _____</p> <p>_____</p>
<p>Club or Youth Center Programs and Activities: Our Club or Youth Center is already providing great experiences for youth. Note current programs and activities you believe are successfully supporting youth needs and interests.</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Reflect on our Club or Youth Center activities:</p> <p>How does our Club or Youth Center currently address the needs and interests of youth through programs and activities? _____</p> <p>_____</p> <p>What areas can be addressed through a Mentoring Program? _____</p> <p>_____</p>

Dear Youth, Parents and Caregivers:

For over 150 years, Boys & Girls Club and Youth Center professionals, along with committed volunteers, have mentored youth – offering guidance, support, positive experiences and encouragement. They take time to talk with youth to understand their passions, interests and ambitions. Boys & Girls Club and Youth Center Mentoring Programs are designed to make a positive impact on the lives of young people. In order to help us improve the Mentoring Program at your Boys & Girls Club of _____, please lend us your thoughts. Answer the questions below, and return your responses to _____ no later than _____. Thank you!

Club Member:

What about your Club or Youth Center interests you most? _____

What assistance/programs do you wish your Club or Youth Center offered?

How might a Mentoring Program begin to address your needs and interests?

Parent/Caregiver:

What are some things you like most about your child’s Club or Youth Center?

What assistance do you wish your Club or Youth Center offered for yourself and your child?

Would you like to assist with our Mentoring Program? If so, how?

Dear Respected Member of Our Community:

For over 150 years, Boys & Girls Club and Youth Center professionals, along with committed volunteers, have mentored youth – offering guidance, support, positive experiences and encouragement. They take time to talk with youth to understand their passions, interests and ambitions. Boys & Girls Club and Youth Center Mentoring Programs are designed to make a positive impact on the lives of young people. In order to help us improve the Mentoring Program at the Boys & Girls Club of _____, please lend us your thoughts. Answer the questions below, and return your responses to _____ no later than _____. Thank you!

What are the main issues facing youth in our community? _____ _____ _____
Which populations (race/ethnicity, gender, sexuality, socioeconomic status, age) are impacted? _____ _____
What do you feel is contributing to these issues? _____ _____ _____
How would you like to see our community's Club or Youth Center address these issues? _____ _____

Assess Action 2: Collect and Review Mentoring Program Needs Assessment Data

Now that you've taken the Mentoring Program Needs Assessment with your Mentoring Program Committee, it's time to **gather input from others**. To determine your community's needs and interests, distribute designated portions of the assessment to:

- Remaining stakeholders and staff in your Club or Youth Center (Assessment page 1)
- Various youth and their parents/caregivers (Assessment page 2)
Note: You may gather group feedback with a brief survey or focus group conversation. Also consider gathering real-time feedback through Pulse Checks: cqitoolkit.org/assess/#pulseChecks
- Selected members of your community (Assessment page 3)

During your initial Mentoring Program Committee meeting, you should have identified who to gather feedback from. As the team leader, check in with committee members assigned to distribute the assessment to **offer support** with reaching out, distributing the assessment, and gathering feedback. Ensure they gather all feedback by the stated deadline.

Once all feedback is collected, **meet back together** with the Mentoring Program Committee for your second scheduled meeting. This is the time to transfer top assessment results into the [Data Collection and Reflection Form](#) on page 15.

- Discuss the assessment reflection question responses that appear most frequently, as they will help you see what needs and interests are most common in your community.
- Supplement assessment responses by reviewing data from several of the suggested Community Data Resources from the top of page 3 of the [Data Collection and Reflection Form](#) (page 15). For more information, see [Recommended Data Sources](#) on page 9. If needed, delegate research to committee members.
- During your next meeting, you'll discuss recurring responses, along with the supplementary community data, in greater detail to determine your Mentoring Program Plan priorities.

Use the [Assess Action 2 Worksheet](#) following to note the details of each Support Task discussed and assigned during your meeting. Then close by thanking each committee member for their support. Answer any questions they may have about their assignments. And announce when you will meet back to discuss the completed [Data Collection and Reflection Form](#) (page 15) in greater detail to begin formulating your Mentoring Program Plan.

Assess Action 2 Worksheet: Collect and Review Mentoring Program Needs Assessment Data

Review the guiding questions for each of the Support Tasks to complete the table below.

Assess Action 2: Collect and Review Mentoring Program Needs Assessment Data						
Support Tasks	SMART Action <i>What needs to be done?</i>	Person Responsible <i>Who should complete this step?</i>	Deadline <i>By when?</i>	Resources <i>What's needed?</i>	Potential Challenges <i>How will you overcome them?</i>	Results <i>How did it turn out?</i>
1. Gather all Assessment Data						
2. Discuss Assessment Data						
3. Review Data From Other Sources						

Tool: Data Collection and Reflection Form

This tool is designed to help your Mentoring Program Committee:

- *Collect and record* Mentoring Program Needs Assessment data
- *Reflect* on the data collected
- *Prioritize* needs and interests

Club or Youth Center Staff: Review your Club or Youth Center's National Youth Outcomes Initiative (NYOI) data, and reflect upon your current programming and activities.

<p>National Youth Outcomes Initiative Data (BGCA.net/MyData): Focus on the following indicators, and note your most recent scores.</p> <p>Safe and Positive Environment: _____</p> <p>Supportive Relationships: _____</p> <p>Sense of Belonging: _____</p>
<p>Reflect on your NYOI data:</p> <p>What do you think is contributing to these scores? _____</p> <p>_____</p> <p>What are you doing to enhance these scores? _____</p> <p>_____</p> <p>What areas can be addressed through a Mentoring Program? _____</p> <p>_____</p>
<p>Club or Youth Center Programs and Activities: Note relevant programs and activities currently offered in your Club.</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Reflect on your Club or Youth Center activities:</p> <p>How does our Club or Youth Center currently address the needs and interests of youth through programs and activities? _____</p> <p>_____</p> <p>What areas can be addressed through a Mentoring Program? _____</p> <p>_____</p>

Youth, Parent and Caregiver Data: Review youth, parent and caregiver Mentor Program Needs Assessment responses. Also include data from other interest/needs forms, surveys, focus groups and/or Pulse Checks.

<p>Youth Data: Note youth needs and interests gathered from conversations and data collection.</p> <p>Reflect on youth responses: What are the top interests of youth in your Club or Youth Center? _____ _____ _____</p> <p>What are the top needs of youth in your Club or Youth Center? _____ _____ _____</p> <p>How might a Mentoring Program begin to address these needs and interests? _____ _____</p>
<p>Parent and Caregiver Data: Note youth needs and interests observed from conversations with parents and caregivers, along with other data collection methods.</p> <p>Reflect on parent/caregiver responses: What are the top interests of parents and caregivers in your Club or Youth Center? _____ _____ _____ _____</p> <p>What are the top needs parents and caregivers expressed in your Club or Youth Center? _____ _____ _____ _____</p> <p>How should we involve parents and caregivers in our Mentoring Program? _____ _____ _____ _____</p>

Community Data Resources: Review community data from Mentor Program Needs Assessment responses, along with the following sources:

- Youth Risk Behavior Surveillance Survey
- SAMHSA (Substance Abuse Mental Health Services Administration) State-by-State Report
- Monitoring the Future Study
- Office of Juvenile Justice and Delinquency Prevention
- The National Youth in Transitions Database
- National Survey of Children’s Health

Community Data: Note community needs and interests from selected data sources above.

Reflect on Community Data:

What are the main issues facing youth in your community?

Which populations (race/ethnicity, gender, sexuality, socioeconomic status, age) are impacted?

According to the data, what is contributing to these issues?

What Targeted Programs, High-Yield Activities, practices, or resources currently exist at your Club or Youth Center and surrounding community that address these issues?

What opportunities for growth in addressing these issues have you discovered?

Reflect and Prioritize: Review the data and reflect on the following questions to determine the focus of your Mentoring Program. Once you have **determined community needs and interests** based on data, discuss the logistics with answers to **Capacity Questions**. Finally, prioritize the **top three objectives** to build into your Mentoring Program Plan.

Interest and Needs Based on Data:

What are the most pressing needs and interests that we should address?

Which needs and interests do we have the capacity to address at our Club or Youth Center?

Which needs and interests would best be addressed through a Mentoring Program?

Capacity Questions:

Do we have enough youth interest in similar needs or interests?

Do we have the resources needed to address these needs or interests? If not, do we have access to funding or community partners who can help us?

Assess Action 3: Prioritize Youth Needs and Interests

Now that you've collected the Mentoring Program Needs Assessment data and organized it into the [Data Collection and Reflection Form](#) (page 15), it's time to **Reflect and Prioritize** on what responses appear most frequently throughout the assessment. So meet together with the Mentoring Program Committee to complete the following agenda items.

- Review and discuss **Needs and Interests Based on Data** collected.
- Use the top of page 4 of the [Data Collection and Reflection Form](#) (page 15) to note responses from:
 - Club or Youth Center staff
 - Youth, parents and caregivers
 - Community members and data resources
- Discuss **Capacity Questions** to generate thoughts around the logistics of implementing your Mentoring Program Plan priorities.
- Identify **Three Objectives to Build Into Your Mentoring Program Plan** that address the most important community needs.
- Note your discussion results using the [Assess Action 3 Worksheet](#) on page 20.
- Close the meeting by thanking everyone for working to complete the Assess phase of your Mentoring Program improvement process.

Now you are ready to begin [Phase 2: Plan Your Mentoring Program](#) (page 21). Announce when you will meet again to start formulating the plan, based on the data you evaluated today.

Assess Action 3 Worksheet: Prioritize Youth Needs and Interests

Review the guiding questions for each of the Support Tasks to complete the table below.

Assess Action 3: Prioritize Youth Needs and Interests						
Support Tasks	SMART Action <i>What needs to be done?</i>	Person Responsible <i>Who should complete this step?</i>	Deadline <i>By when?</i>	Resources <i>What's needed?</i>	Potential Challenges <i>How will you overcome them?</i>	Results <i>How did it turn out?</i>
1. Reflect Upon and Prioritize Data						
2. Determine Capacity for Priorities						
3. Establish Three Objectives						

PHASE TWO: PLAN YOUR MENTORING PROGRAM

PHASE TWO: PLAN YOUR MENTORING PROGRAM

Now that you've gathered important data from the Mentoring Program Needs Assessment and identified Three Objectives to Build Into the Mentoring Program Plan, you're ready to begin Phase Two. Identifying and recruiting mentors who are committed to developing safe, supportive mentoring relationships with mentees is vital to building a strong Mentoring Program. Develop your Mentoring Program Plan, one Support Task at a time, by tailoring your objectives to the youth you serve.

Fill in the **Plan Action Worksheets** from throughout the Mentoring Toolkit (pages 24, 36, 53, 68) as you draft your plan and work through each step.

Initiate your Mentoring Program as you complete these four Support Tasks.

- 1. Recruit Mentors and Youth Mentees** into your program. Start by drafting a targeted job description to attract mentors from selected places within your community. Next determine how and from where you will recruit potential youth mentees. Then send your correspondence and gather the responses from potential mentors and mentees.
- 2. Screen Potential Mentors and Youth Mentees** to ensure quality mentorship and, above all, youth mentees' safety. This includes establishing and enforcing mentor screening criteria, and for those who qualify, a background check. It is also important to screen youth mentees to make sure they are right for the program.
- 3. Train Mentors, Youth Mentees, and Parents and Caregivers** to prepare them for the program. Teach everyone what they need to know before engaging them in a formal mentoring relationship.
- 4. Pair Mentors With Mentees** by considering similar backgrounds, interests, skills and experiences. Listen to mentees and their parents and caregivers to understand what they hope to gain from the program. Then host a Group Matching Event where all mentors and mentees can meet.

Plan Action 1: Recruit Mentors and Youth Mentees

It's time to start planning your Mentoring Program. Keep your Plan Action Worksheets (pages 24, 36, 53, 68) handy to help guide you, since you'll be filling them in as you go. Make sure your Mentoring Action Plan is SMART. For more information, please see [Create a SMART Action Plan](#) on page 25. Start by transferring your **Three Objectives to Build Into the Mentoring Program Plan** (final portion of the [Data Collection and Reflection Form](#)) to the top of each Plan Action Worksheet. This will keep your objectives top of mind as you tailor each Support Task's SMART Approach.

Gather your Mentoring Program Committee to your **first scheduled Mentoring Program Planning Meeting**. It's a good idea to have a copy of the [Plan Action 1 Worksheet](#) (page 24) available for each member. Remind everyone of the Three Objectives to fill in at the top of the template. Then work through Action 1, and customize SMART Actions for the four Support Tasks following.

1. When recruiting mentors, it's important to think through the roles they will have. Consider your **Three Objectives** when customizing roles. For example, do the youth in your community want help setting career goals? Then reach out to local organizations and solicit professionals from various industries to lend their expertise. Consider how to **Draft a Mentor Job Description**. Use the [Mentor Recruitment Considerations](#) and [Sample Mentor Job Description](#) (pages 26, 28) to guide you.
2. Once you've drafted your job description, **Establish a Mentor Recruitment Plan**. To begin, discuss from where to recruit mentors, such as through local schools, community organizations, or even other Clubs or Youth Centers. The customizable [Mentor Recruitment Plan](#) on page 29 will give insight and is a great place to jot down your team's ideas.
3. **Draft Mentor Recruitment Messaging** to attract the kinds of mentors you seek. For all the help you'll need, check out the [Mentor Recruitment Strategies and Messaging Tips](#) on page 30.
4. If you have quality mentors, you'll also need to recruit youth mentees who can benefit from your Mentoring Program. Determine how and from where you will recruit young people. To get started, establish a mentee recruitment plan and **Draft Mentee Recruitment Messaging** for them. Use the [Mentee Recruitment Strategies and Messaging Tips](#) on page 30 to guide you. Involving parents and caregivers will also be important. A [Parent and Caregiver Referral Form](#) can be found on page 34. You can also refer to the [Sample Mentee, Parent and Caregiver Training Agenda](#) on page 64 to prepare you to lead an orientation for youth, parents and caregivers.

Designate a person to be responsible for overseeing each Support Task above, and assign a deadline for completion. Add these details and more to your [Plan Action 1 Worksheet](#) following.

Once you've discussed the Action 1 Support Tasks and how your team will carry them out, discuss your Club or Youth Center's capacity. This will help you round out your plan to make sure it is written in a way that is realistic to complete effectively.

Thank the Mentoring Program Committee for their continued hard work. Schedule your next meeting together to discuss your progress and move on to [Plan Action 2: Screen Potential Mentors and Youth Mentees](#) (page 35). In the meantime, periodically check on everyone's progress and offer support where needed to complete each step before the next meeting.

Plan Action 1 Worksheet: Recruit Mentors and Youth Mentees

Transfer your **Three Objectives** to Build Into the Mentoring Program Plan from the Data Collection and Reflection Tool.

1. _____
2. _____
3. _____

Review the guiding questions for each of the Support Tasks to complete the table below.

Remember to weave the Three Objectives into each SMART Action.

Plan Action 1: Recruit Mentors and Youth Mentees						
Support Tasks	SMART Action <i>What needs to be done?</i>	Person Responsible <i>Who should complete this step?</i>	Deadline <i>By when?</i>	Resources <i>What's needed?</i>	Potential Challenges <i>How will you overcome them?</i>	Results <i>How did it turn out?</i>
1. Draft Mentor Job Description						
2. Establish Mentor Recruitment Plan						
3. Draft Mentor Recruitment Messaging						
4. Draft Mentee Recruitment Messaging						

Create a SMART Action Plan

Using the data collected from your Mentoring Program Needs Assessment, develop a Mentoring Action Plan to outline the goals and actions to implement for your Mentoring Program. Use the Plan Action Worksheets on pages 24, 36, 53, 68 to help you get specific about the steps, timeframe and resources you need to implement your SMART Actions for each Support Task.

Make sure your SMART Actions are:

- **SPECIFIC:** Be specific about what you want to do, how you will do it, and who will be responsible for completing specified activities.
- **MEASURABLE:** For each activity or goal, note how to know when it is complete.
- **ACHIEVABLE:** Given capacity and resources, create activities you can successfully archive.
- **REALISTIC:** Given capacity and resources, timeframe and scope of work, create activities that are realistic to perform.
- **TIME-BOUND:** Each activity should have a timeframe that allows you to be responsive to priorities and other pressing needs.

Example of a SMART Action:

SMART Action	By October 15, the Mentoring Program Committee will have identified five potential mentors from City Hall, the university and our community health center.
Person Responsible	Teen Director: Lisa Smith
Deadline	October 15
Resources	Mentor Job Description and applications
Potential Challenges	University schedule; Keystone activities; volunteer interest
Results	Applications are completed and interviews are scheduled with qualified volunteers

Mentor Recruitment Considerations

Define the Mentor's Role

Prior to starting your recruitment activities, it is important to think through the role of a mentor. Mentors are responsible for investing in, learning about, partnering with, and supporting youth to build essential social-emotional and other skills. Within small-group mentoring, the mentor supports youth to work as a group, encouraging them to learn with and from one another.

An effective mentor:

- Develops a safe, supportive and inclusive environment for all mentees
- Incorporates specific skills and work habits that strengthen group cohesiveness and growth
- Cultivates character and leadership traits
- Promotes self and group pride

Mentors must be prepared for and willing to support mentees on different life topics, such as:

- Employment, college or life past school
- Sexual and other health behaviors and outcomes
- Gang involvement
- Family dynamics
- Abuse and neglect
- School and academic performance
- Dating and other relationship scenarios
- Substance use
- Mental health and emotional wellness

During these times, a mentor should be open, available, empathetic and non-judgmental since this sets the foundation for a trusting relationship. Mentors should support mentees to problem-solve and make healthy decisions. At the same time, mentors are mandated reporters who must balance any legal responsibility for reporting instances of abuse and neglect, or when a mentee is in a position to harm themselves or others. If the discussion with youth nears topics the mentor must legally report due to safety concerns, the mentor should let their mentee know they will listen, and that they will also have to report the information to the proper authorities in and outside of the Club or Youth Center.

Define Their Qualities and Demographics^v

Individuals who understand youth with diverse interests and backgrounds can form a strong rapport with them. A mentor must:

- Prioritize the safety and well-being of young people
- Be able to effectively and actively listen and offer support, guidance and encouragement
- Have a genuine desire to be involved and help youth develop individual leadership qualities
- Respect youth and their individual cultures and backgrounds
- Have empathy, authenticity, flexibility and openness
- Have prior experience in helping roles or occupations
- Be able to see solutions and opportunities, and help youth see them as well
- Be willing to learn and try new things alongside youth

Consider the following mentor demographics. Selected mentors must:

- Be over the age of 18
- Pass a clear background check and screening
- Come from diverse backgrounds
- Have diverse interests, education, and career and life experiences
- Possess a positive employment record (being in good standing with current/previous employers)

Note: Check with your Club or Youth Center to identify specific demographic guidance in place.

Tool: Sample Mentor Job Description

Purpose and Instructions: The purpose of this sample job description is to help you effectively recruit mentors by clearly communicating the opportunity and associated responsibilities. You may consider distributing your completed job description to online job forums and fairs, placing them at the front desk of your Club or Youth Center, posting them in local newspapers and on social media, and circulating them among community organizations (i.e., universities, professional associations). So fill in the blank fields and update this form as necessary to fit your needs.

WHY Mentor?

Did you know just one caring adult invested in a young person's life can make a huge impact on their ability to thrive for a lifetime? Perhaps that one caring adult could be you!

Mentors Like YOU:

- Prioritize the safety and well-being of youth.
- Create a safe, supportive and fun environment for youth to thrive.
- Make meaningful and authentic connections with youth on a weekly basis.
- Ask questions and listen to help youth communicate their interests, needs and goals.
- Encourage youth to explore their interests and support their skill development.
- Are open, honest, non-judgmental and willing to share interests, skills and experiences.
- Model safe, healthy, positive attitudes and behaviors.

Mentoring Benefits YOU, Too

- Receive training and professional development on diverse topics to enhance both your professional and personal growth.
- Attain satisfaction from helping youth explore interests, develop skills and thrive.
- Establish meaningful, safe and positive relationships with your mentees.
- Expand your personal and professional network.

Help Us Prioritize the SAFETY and WELLBEING of Youth

- Be 18 years or older.
- Pass all required safety and background checks and screenings (including pre-screening application, interview, reference checks and assessment).
- Reference a positive employment record.
- Complete required mentee monitoring and assessment tools.
- Follow all organizational safety policies and procedures regarding appropriate youth contact.

TIME COMMITMENT

- Spend at least one hour weekly mentoring youth as a group (between three to five youth).
- Attend at least one two-hour pre-match mentoring training.
- Meet with Mentoring Program staff at least twice per month.

LEARN MORE

If you want to make a difference in a young person's life by creating safe, positive and fun experiences, learn more about how to become a mentor at Boys & Girls Clubs of .

Contact me, _____, Club Director, by phone: _____,
email: _____, or in person: _____.

Tool: Mentor Recruitment Plan

Purpose and Instructions: The purpose of the Mentor Recruitment Plan is to help you think through where to find prospective mentors and how to tailor your activities to their interests and the contributions of future mentees.

Location Category	Specific Location	Potential Group/ Individual Focus	Value Add	Key Message Points
<i>Example: Schools, colleges, universities</i>	<i>Example: Brice University School of Education</i>	<i>Example: Undergraduate and graduate students of the education program</i>	<i>Example: Education program students have an interest in youth but need hands-on experiences</i>	<i>Example:</i> <ul style="list-style-type: none"> • Can use as volunteer credits • Learn key youth development skills
Local Businesses				
Donor Partners				
Gyms and Athletic Centers				
City, State and Federal Agencies				
Parenting Groups				
Religious Organizations				
Special Interest Groups				
First Responder Organizations				
Fraternities and Sororities				
Civic Organizations				

Mentor Recruitment Strategies and Messaging Tips

The majority of Club and Youth Center mentors are current staff and community volunteers. When looking outside your organization, it is helpful to develop a recruitment plan. Consider from where you will recruit prospective mentors, and tailor your messages and recruitment activities to them. A great place to identify potential candidates is through local organizations, including:^{vi}

- Local businesses
- Civic organizations (e.g., fraternities, sororities, Jack & Jill Inc., Junior League)
- Minority professional organizations
- Special interest groups (e.g., teachers' associations, police athletic leagues)
- Religious institutions (e.g., mosques, churches, temples and synagogues)
- Cultural organizations (e.g., tribal councils)
- Colleges and universities

Customize Recruitment Messages

Once you identify groups and locations to recruit mentors from, begin tailoring your messaging to appeal to those groups. The opportunity to mentor will appeal to different groups for different reasons. For example, motivate college students by highlighting they will develop employability skills and work-based learning experiences to help prepare them for future careers. On the other hand, city and state law officials may be interested in building bridges within their community by learning more about youth needs and interests. Consider the following approaches to tailor your recruitment messages.

- **Emphasize cultural competency:** By conveying the idea that respect is a key element of trust, you can attract potential mentors who have, or are willing to develop, cultural competency to support youth in nurturing their own cultures, while understanding and respecting the cultures of others.
- **Highlight a strengths-based approach to mentoring.** Communicate the mentor's role is to help youth access and grow their social networks, identify and build their individual strengths and leadership, and enrich their personal values. Their role is *not* to "save" a child through their efforts or teach them "correct values."
- **Use stories to motivate prospective mentors.** Stories help prospective mentors connect to the need for mentoring with understanding and empathy, becoming personally involved as they imagine themselves as a mentor. Follow your Club's policies about sharing youth stories, being careful to maintain youth confidentiality and anonymity to ensure their safety. Also engage and seek the input of youth, and consent of their parents and caregivers, to use their mentoring stories for recruitment and marketing purposes.
- **Develop a tagline or slogan.** Slogans and taglines should speak to the benefits of volunteering, and appeal to the values and motivations of your audience.^{vii}

Determine Mentor Recruitment Strategies

While you may assign specific individuals as leads in mentor recruitment, everyone at your Club or Youth Center should play a role in recruitment efforts. Consider the following stakeholders.^{viii}

- **Club staff:** Make sure all Club professionals – whether they are directly involved with your mentoring efforts or not – understand the program and the types of people you hope to recruit.
- **Board members:** Your board likely includes individuals with community connections and access to resources you can tap into.
- **Current mentors:** Word of mouth from current mentors to their networks and communities can yield more mentors like them.
- **Caregivers:** Often parents and caregivers of current mentees will volunteer once they see the impact mentoring has on their children. They can also share opportunities with others.
- **Youth:** Youth who experience a positive mentoring relationship are the best advertisement for mentorship experiences and activities at the Club.

Once you know who you are targeting, where you might find your recruits, and what you want to say, develop methods to deliver your recruitment messages. Some of the most common recruitment strategies include:^{ix}

- Program brochures and flyers
- Newspaper, media advertisement, and display signs at local events or job fairs
- Club or Youth Center open houses and website (program section and/or job board)
- School engagement presentations
- Network through partners, board members, and parents and caregivers

Whichever strategies you choose, it is important to explain the benefits of mentoring to the prospective mentor, and describe how they may support a young person. By taking the time to present your program as something special and worth being involved in, and by being engaged with the groups you are recruiting, you lay the foundation for creating successful matches now and in the future.^x

Allot Time and Track Recruitment Efforts

Volunteer recruitment is labor-intensive. It involves developing print materials, making extensive personal contacts, working out of the office, and making many public appearances.^{xi} To ensure staff recruiters are set up for success in their efforts, build time for recruitment efforts into their work hours. Check in with recruiters to assess their progress and determine if they have enough time allotted.

Understanding how prospects are receiving your messages – what strategies are working, and what target groups are most responsive – will help you to continue improving your recruitment strategies to find the best mentors for your program. So track your recruitment efforts. Many organizations include a question on their application to learn how the applicant heard about the position. Then you can document how many mentor prospects are being recruited and from where. In addition, you can track website hits.

Use the [Mentor Recruitment Plan](#), found on page 29 of this resource guide, to outline:

- Which population you want to target
- Where you might reach potential mentors
- How they can add value to your Mentoring Program
- What messages will attract your target audience

Mentee Recruitment Strategies and Messaging Tips

Your Mentoring Program Committee collected and transferred youth- and community-level data to the [Data Collection and Reflection Form](#) (page 15) to better understand needs and interests to build into your Mentoring Program. Use those results to determine what youth to recruit, based on who will be a good fit for your customized program.

In addition to recruiting youth, it is equally as important to involve their parents and caregivers. They can help you determine who is right for your program, based on their own hopes and dreams for their children. They can also encourage their children to stay engaged throughout the mentoring relationship.

Customize Recruitment Messages

Similar to recruiting adult mentors, youth mentees have different motivations for participating in your Mentoring Program. For example, youth may want to:

- Explore a particular interest
- Take part in a fun experience
- Enjoy an activity or experience with their peers
- Comply with their parents' or caregivers' wishes
- Fulfill a condition of their juvenile justice program requirements

When recruiting youth mentees, communicate with both the young people and the adults who may refer them to the program. Be clear about the benefits of mentoring, what to expect in a mentoring relationship, and the process for becoming a mentee.^{xii} Consider the following points when speaking to youth and their parents and caregivers.

- **Explain what mentoring is.** Youth may not know what to expect from a mentoring relationship. So ensure your message explains what mentoring is, how youth are matched with a mentor, what takes place during mentoring meetings, the types of opportunities and activities offered, and how long a typical mentoring relationship lasts.
- **State the benefits:** Youth may not know specifically how mentoring can help them. So state potential benefits such as improving academics, having fun, creating potentially life-long friendships with other youth, and taking part in new experiences.
- **Speak to youths' interests and motivations:** Highlight that youth will enjoy new experiences, make new friends among their peers, and establish healthy relationships with an adult who really listens to and cares about what they have to say.
- **Describe the steps for becoming a mentee:** Outline the steps and key dates in a clear and simple manner, so potential mentees understand what they must do if they want to participate in your Mentoring Program.
- **Customize messages for specific populations:** Messages should be customized for specific needs and interests of youth; such as LGBTQ youth, immigrant populations, and youth with English as a second language.

Determine Mentee Recruitment Strategies

You may choose to implement similar recruitment strategies for youth mentees as you did for mentors. These may include flyers, media advertisements and open houses. Consider these additional strategies as well.^{xiii}

- Invite current mentees to serve as recruitment ambassadors to their peers, highlighting what they like about the program and how mentoring has supported them.
- Ask parents and caregivers to serve as recruitment ambassadors to other parents and caregivers. Ask volunteers to complete a [Parent and Caregiver Referral Form](#), which can be found on page 34.
- Engage local school professionals and community partners as recruitment ambassadors. They understand the needs of youth within the community, and may know some who have expressed a particular interest or displayed certain risk behaviors to be mitigated through mentoring.
- Communicate an inclusive, welcoming message to all youth so they know they belong.

Host an Information Session

Plan to host an information session so interested ones can learn more about your Mentoring Program. Make sure this session takes place *before* the volunteer application, screening and matching processes begin. By giving prospective participants a thorough overview of your mentorship opportunities and activities, you ensure they understand what mentorship at your Club or Youth Center aims to accomplish and how they may benefit.^{xiv}

While information sessions for youth, prospective mentors, and parents and caregivers should be designed differently, each group should leave the session with a clear understanding of:

- What mentoring is
- The goal of mentorship opportunities and activities
- Key safety policies and procedures
- Qualifications of mentors and mentees
- Positive outcomes or benefits of participating in mentorship opportunities and activities

Such information sessions should build on your previous recruitment messages and should clearly describe next steps in the Mentoring Program application, screening and matching process. An information session can be the “hook” that takes someone from simply being interested in the program to actually becoming a mentor or mentee.

Follow up with participants shortly after the session to see if they are interested in volunteering, or if they have questions or concerns about mentorship at your Club or Youth Center.

Tool: Parent and Caregiver Referral Form

Purpose and Instructions: The purpose of this referral form is to provide you the opportunity to refer your child to the Boys & Girls Clubs or Youth Centers of _____ Youth Mentoring Program. This program matches a small group of youth with a mentor who focuses on their specific goals and interests. Please review the questions and complete them to the best of your knowledge about your child and their needs and interests.

Parent/Caregiver Information

Name: _____

Telephone number: _____

Email address: _____

What is your preferred method of contact? (Circle one): PHONE EMAIL

When are you most available to speak with Club staff about your referral? (Circle one):

MORNING AFTERNOON EVENING

Youth Information

Name: _____ Age: _____ Grade: _____

School name: _____

Telephone number (if different from parent/caregiver's above): _____

Interests/hobbies: _____

How do you think your child would benefit from participating in a mentoring program?

List any specific topics or skills you would like to be addressed during mentoring.

Are there specific needs or circumstances that will help us support your child?

Additional comments and/or recommendations:

Please return this completed form to Boys & Girls Clubs of _____ at _____ (email).

Plan Action 2: Screen Potential Mentors and Youth Mentees

Congratulations! By now, you should have recruited mentor applicants along with prospective youth mentees into your Mentoring Program. It's time to **meet back together** to discuss the results of your Action 1 Support Tasks. Use the [Plan Action 1 Worksheet](#) (page 24) to guide you, and fill in the remaining fields as you discuss the results.

It is important to screen your mentor and mentee applicants to ensure they are appropriate for the program, can commit to participate fully, and have the necessary traits to be effective. Above all, this keeps Clubs and Youth Centers safe. So pick up now with your [Plan Action 2 Worksheet](#) following, and customize SMART Actions to the three following Support Tasks.

- 1. Establish Mentor Screening Criteria.** Mentors will spend most of their time with minors, so apply employee and volunteer screening and evaluation policies. Then establish clear guidelines for acceptance and rejection, consistent with organizational screening policies. Use the [Mentor Screening Tip Sheet](#) on page 37 to guide the entire screening process.
- 2. Screen Potential Mentors.** Each mentor applicant must:
 - Complete the [Prospective Mentor Application](#) (page 41)
 - Interview with Mentoring Program staff
 - Submit employment history and reference checks, which must be verified
 - Consent to criminal history and background screening, to be completed before on-boarding
 - Agree to and sign your code of conduct (See [Sample Mentor Code of Conduct](#) on page 45.)
- 3. Screen Youth Mentees** next to ensure they are right for the program, based on the program priorities. This process also helps applicants understand their roles and responsibilities. Ask youth to fill out the [Prospective Mentee Application](#) (page 48) and [Mentee Needs and Interests Profile](#) (page 49). Then send a [Parent and Caregiver Consent Form](#) (see page 51) home for their caregivers to complete, sign and return. To learn more, see the [Mentee Screening Tip Sheet](#) on page 47.

Designate someone to be responsible for overseeing each Support Task above, and assign a deadline for completion. Add these details and more to your [Plan Action 2 Worksheet](#) following.

Once you've discussed the Action 2 Support Tasks and determined how your team will carry them out, discuss your Club or Youth Center's capacity. This will help you round out your plan to make sure it is written in a way that is realistic to complete effectively.

Thank the Mentoring Program Committee for their continued hard work, and schedule your next meeting together. There you will discuss your progress and move on to [Plan Action 3: Train Mentors, Youth Mentees, and Parents and Caregivers](#) (page 52). In the meantime, periodically check on everyone's progress and offer support to complete each step before the next meeting.

OJP Callout

If you are running a program funded by OJP, you are required to use the OJP Mentor Application. You can find the form and other required OJP case management files on the Federal Grants Webpage here: [BGCA.net/Funding/FG/OJP-2019/ProgramDocuments/Forms/AllItems.aspx](https://www.bgca.net/Funding/FG/OJP-2019/ProgramDocuments/Forms/AllItems.aspx)

Plan Action 2 Worksheet: Screen Potential Mentors and Youth Mentees

Transfer your **Three Objectives** to Build Into the Mentoring Program Plan from the Data Collection and Reflection Tool.

1. _____
2. _____
3. _____

Review the guiding questions for each of the Support Tasks to complete the table below.

Remember to weave the Three Objectives into each SMART Action.

Plan Action 2: Screen Potential Mentors and Youth Mentees						
Support Tasks	SMART Action <i>What needs to be done?</i>	Person Responsible <i>Who should complete this step?</i>	Deadline <i>By when?</i>	Resources <i>What's needed?</i>	Potential Challenges <i>How will you overcome them?</i>	Results <i>How did it turn out?</i>
1. Establish Mentor Screening Criteria						
2. Screen Potential Mentors						
3. Screen Youth Mentees						

Mentor Screening Tip Sheet

Screening is a key component of the Mentoring Program planning process, and it is important for Club or Youth Center staff managing the program to oversee this phase. This ensures the right mentors are on-boarded so participating youth mentees stay safe and supported.

Screening Keeps Clubs and Youth Centers Safe

Our commitment to safety is realized every day as the Boys & Girls Club Movement creates safe, fun environments where young people can pursue Academic Success, Good Character and Citizenship, and Healthy Lifestyles – all under the guidance of caring, trained, trustworthy adult leaders. The BGCA Child & Club Safety Team is dedicated to helping Clubs strengthen safety policies and practices. For safety resources, please use this link: [BGCA.net/ChildSafety/](https://www.bgca.net/ChildSafety/).

We work hard to create a Culture of Safety in Clubs and Youth Centers. To learn more, please consult these sources:

- **National Child Safety Advisory Task Force**, made up of leading experts
- **Child Safety Committee on our Board of Governors** to guide our national safety efforts
- **National Safety Award Program** to recognize leadership and innovation
- **National Child Safety and Protection Symposium**, a forum to enable all youth organizations to share their best ideas and solutions for protecting kids

If you have any questions about the screening process, please contact Boys & Girls Clubs of America Child & Club Safety Team by email: ChildSafety@BGCA.org, or call the confidential, toll-free Child Safety Helpline: 866-607-SAFE (7233).

Establish Your Mentor Screening Process

Because mentors will spend most of their time with minors, your Club or Youth Center should apply its employee and volunteer screening and evaluation policies to mentors. Screening is done not only as a safety or risk management process, but also is important to ensure mentors and mentees are appropriate for the program, can commit to participating fully, and have the traits to be effective.

Before applicants continue through the screening process, they should sign a release of information, allowing your Club or Youth Center to conduct a criminal background check. This release should be included in the application, as it is in the [Prospective Mentor Application](#) on page 41. Please refer to your Club or Youth Center's criminal background check process for the approved release form.

Our recommended baseline screening process includes six actions to take, which are listed below and explained in detail throughout this tip sheet.

Note: *Additional screenings may be necessary depending on your Club or Youth Center.*

1. Establish criteria for accepting or rejecting applicants
2. Have applicants complete an application
3. Invite qualifying applicants for a personal interview with Mentoring Program staff
4. Check selected applicants' employment and personal references
5. Conduct criminal history and background screening checks according to organizational policies
6. Congratulate applicants who pass all screening processes, and invite them to become mentors

1. Establish criteria for accepting or rejecting applicants. Prior to screening both mentors and mentees, establish clear criteria for acceptance and rejection, consistent with existing organizational screening policies. (For information on mentee screening, see the [Mentee Screening Tip Sheet](#) on page 47). Formalize your screening criteria in advance by developing eligibility or position descriptions. These should be clearly written in your mentor eligibility policy or position description, are non-negotiable, and should be strictly enforced. Ensure your criteria aligns with your organization’s hiring procedures. For help establishing mentor guidance criteria, see the [Sample Mentor Job Description](#) on page 28.

Follow your organization’s existing policies on background screening and hiring exclusions that apply to staff, volunteers and anyone (adult or minor) who will have direct, repetitive contact with minors. Boys & Girls Clubs’ **automatic disqualifiers** include the following, when an applicant:

- Refuses to consent to a criminal background check
- Makes a false statement in connection with the application or criminal background check
- Was terminated from a paid or volunteer position due to misconduct involving a child
- Has insufficient time to dedicate toward mentoring
- Seems to be motivated to volunteer primarily for work status or job promotion
- Wants to be a mentor to work out problems with their own past
- Does not have the skills that match the needs and interests of Club and Youth Center youth

In addition, heed these **required barrier crimes and exclusions** for automatic rejection. Applicant is:

- Registered or is required to be registered on a state or national sex offender registry
- Convicted of a drug-related offence within the last five years
- Convicted of a felony consisting of:
 - Murder
 - Child abuse
 - A crime against children, including child pornography
 - Domestic violence
 - Abduction or human trafficking
 - A crime involving rape or sexual assault
 - Arson
 - Weapons
 - Physical assault or battery

2. Reference applicants’ written applications. An applicant’s written application should be similar to a job application and should include both personal and professional references. See the [Prospective Mentor Application](#) tool on page 41. You may customize the blanks and have applicants fill in the rest. On the application, have the prospective mentor include information about their:

- Interests
- Hobbies
- Professional areas of expertise (e.g., STEM, art, engineering)
- Motivation for wanting to serve as a mentor
- Preference for working with a specific age, gender or cultural youth population
- Additional skills that might enhance the mentoring relationship and experience
- Criminal history
- Professional references

OJP Callout

If you are running a program funded by OJP, you are required to use the OJP Mentor Application. Find the form and other required OJP case management files on the Federal Grants Webpage here: [BGCA.net/Funding/FG/OJP-2019/ProgramDocuments/Forms/AllItems.aspx](https://www.bgca.net/Funding/FG/OJP-2019/ProgramDocuments/Forms/AllItems.aspx)

3. Interview qualifying mentor applicants. First work with your Mentoring Program Committee to develop a series of interview questions. Such questions should help the interviewer dive deeper into information the potential mentor shares in the application. These questions should also help determine the potential mentor's personality and motivations. In addition, certain questions should generate answers that could serve as automatic disqualifiers.

During the interview, explain to mentors the requirements associated with the program. Make sure they understand expected time commitments and obligations associated with participation. If you determine your potential mentor would be a good fit, it's time to start completing their reference checks.

4. Check selected applicants' references. Reference checks give your potential mentors creditability and confirm whether they are capable of serving as mentors, from both professional and personal perspectives. Check multiple references per candidate; ideally these should be both professional and personal references. Ask references questions to verify the information potential mentors included on their applications and to assess their suitability for mentoring youth. Enlist your Club or Youth Center's reference check forms and/or processes that are already in place.

5. Conduct criminal background checks. A strict membership requirement for all Boys & Girls Club and Youth Center organizations is that they conduct criminal background checks on all Club staff and volunteers, including minors (youth under the age of 18), who have direct, repetitive contact with children. Additionally, all potential employees and volunteers are run through the National Sex Offender Registry. BGCA partners with one of the largest background screening companies to provide the most comprehensive screenings available. Here is a sample Background Check Policy that meets BGCA membership requirements, as of Sept. 27, 2019:

[BGCA.net/ChildSafety/BackgroundChecksLibrary/Sample%20Policy %20Background%20Checks.pdf](https://www.bgca.net/ChildSafety/BackgroundChecksLibrary/Sample%20Policy%20Background%20Checks.pdf)

You may use name- or fingerprint-based record searches in any combination. At a minimum:

- Verify the applicant's identity and legal aliases
- Conduct a National Sex Offender Record Search
- Conduct a National Criminal Record Search

Such background checks MUST be completed prior to employment or volunteering, and at regular intervals not to exceed 12 months. If any potential mentors have previous experience with a Boys & Girls Club or Youth Center, you may obtain a reference from the former Club or Youth Center supervisor before they start mentoring. This requirement may change: For the most current information on criminal background checks, review your Boys & Girls Club or Youth Center policies and visit [BGCA.net/ChildSafety/Pages/Background-Checks.aspx](https://www.bgca.net/ChildSafety/Pages/Background-Checks.aspx). Consult your organization's policies for additional information.

OJP Callout

If you are running a program funded by OJP, in addition to completing background checks, you need to also complete a *Fitness Determination Form*. This should be completed for each accepted mentor. You can find the *Fitness Determination Form* and other required OJP case management files on the Federal Grants webpage: [BGCA.net/Funding/FG/OJP-2019/ProgramDocuments/Forms/AllItems.aspx](https://www.bgca.net/Funding/FG/OJP-2019/ProgramDocuments/Forms/AllItems.aspx)

6. Welcome selected qualifying mentors to the program. If a mentor is a suitable candidate and passes all screening stages, welcome them to the program. Make sure they sign an agreement to become a mentor and agree to your code of conduct. Please see the [Sample Mentor Code of Conduct](#) on page 45. In addition, make sure they agree, in writing, to participation standards. For example, mentors, mentees, and parents and caregivers should commit to a minimum of six months (recommended at least a year), and to meet one hour per week, or four hours per month.

However, not all applicants will be a good fit for your Mentoring Program. There is no legal right for interested volunteers or Club or Youth Center staff to serve as mentors. When you must turn down an applicant, thank them for applying and, when appropriate, encourage them to reapply or engage in a different volunteer capacity at your Club or Youth Center. If an applicant passes the required background and reference checks but is not suited for mentoring, you may offer a different opportunity. You may choose to prepare a list of volunteer assignments to offer other than mentoring, such as fundraising, office work, public relations, etc.

Tool: Prospective Mentor Application

Purpose and Instructions: The purpose of this Prospective Mentor Application form is to ensure the safety of all Club and Youth Center staff and youth, particularly those participating as mentees. Secondly, your information will help us match you with youth who share your interests, skills and experience. Please review each question and complete them with the best of your knowledge.

Personal Contact Information

Name: _____

Date of birth: _____ Social Security number: _____

Physical address: _____ City: _____

State: _____ ZIP: _____

Cell phone: _____ Email: _____

Work Contact Information

Employer name: _____

Occupation: _____ Title: _____

Physical address: _____ City: _____

State: _____ ZIP: _____

Business phone: _____ Business email: _____

What is your preferred method of contact? (Circle one): PHONE EMAIL

When are you most available to speak with Club staff about your referral (Circle one):

MORNING AFTERNOON EVENING

Prior Residence Addresses

List the addresses where you have lived over the last five years. (Begin with the most recent address after the current address listed above.) Use the back of this or a separate sheet if more space is needed.

1. Dates: From: _____ To: _____

Physical address: _____ City: _____

State: _____ ZIP: _____

2. Dates: From: _____ To: _____

Physical address: _____ City: _____

State: _____ ZIP: _____

Three Personal References

Please provide three personal references (other than family members).

1. Name: _____ Phone: _____ Relationship: _____

Physical address: _____ City: _____

State: _____ ZIP: _____

2. Name: _____ Phone: _____ Relationship: _____

Physical address: _____ City: _____

State: _____ ZIP: _____

3. Name: _____ Phone: _____ Relationship: _____

Physical address: _____ City: _____

State: _____ ZIP: _____

Employment History

Please list your last three places of employment, with the most recent first.

1. Company name: _____ Dates: From: _____ To: _____

Occupation: _____ Title: _____

Physical address: _____ City: _____

State: _____ ZIP: _____

Business phone: _____ Business email: _____

2. Company name: _____ Dates: From: _____ To: _____

Occupation: _____ Title: _____

Physical address: _____ City: _____

State: _____ ZIP: _____

Business phone: _____ Business email: _____

3. Company name: _____ Dates: From: _____ To: _____

Occupation: _____ Title: _____

Physical address: _____ City: _____

State: _____ ZIP: _____

Business phone: _____ Business email: _____

Interests and Hobbies

Preferred youth mentee age range: _____

Applicant interests/hobbies (Please list): _____

What skills, experiences and areas of expertise do you have that may benefit youth you would mentor?

What do you believe makes you an ideal mentor? _____

Additional comments and/or recommendations: _____

Mentoring Commitments

What duration of time are you willing and able to commit to mentoring assigned youth mentees?

(Please circle): 6 MONTHS 9 MONTHS 12 MONTHS

Mentoring will take place for _____ hours _____ times per month. Are you willing and able to commit to this for the time period you circled above? YES NO

I agree to:

- Pre-match mentor training, in addition to ongoing training, monitoring and support as defined by the Club or Youth Center (Circle one): YES NO
- Keep accurate records of my time for mentor activities (Circle one): YES NO
- Submit all professional and criminal background checks as defined by the Club or Youth Center's safety policies and procedures (Circle one): YES NO
- Communicate in a timely manner, if for any reason I am unable to continue serving as a mentor for the duration of the Mentoring Program (Circle one): YES NO

Mentor Release Statement

I, the undersigned, hereby state that I agree to abide by the rules and policies of the Boys & Girls Club or Youth Center (hereafter known as the "Club"), including those associated with the Mentoring Program. I will also strictly adhere to their Codes of Conduct. I understand that the program involves spending a minimum of one hour per week at the Club. I am not allowed to take youth off Club grounds or communicate privately with youth outside of approved Club activities. The program takes place only at the Club, and relationships established between mentor/mentee and family members beyond the organized and supervised activities of the program are expressly prohibited.

Further, I understand that I will attend a training session, keep in regular contact with my mentees, and communicate with staff regularly during this period as outlined by the Boys & Girls Clubs of _____ Mentoring Program requirements. I am willing to commit to the program and may be asked to renew for another period.

I hereby fully release, discharge, hold harmless, and fully indemnify the Club, participating organizations, and all of their employees, officers, directors, and coordinators from any and all liability, claims, causes

of action, costs, and expenses that may at any time hereafter become attributable or relate to my participation in the Mentoring Program. I understand that the Club staff reserves the right to terminate a mentor from the program in the Club's sole discretion.

I give permission for the Boys & Girls Club to conduct a comprehensive background check according to organizational policies as part of the screening for entrance into the program. This includes verification of personal and employment references, as well as a criminal history background check with the authorities. Program staff makes the final determination whether to accept an applicant into the program and reserves the right to terminate a mentor from the program at any time.

I have read this Release Statement and agree to the contents. I certify that all statements in this application are true and accurate.

Name

Date

Please return this completed form to Boys & Girls Clubs of
at _____ (email).

Sample Mentor Code of Conduct

Purpose and Instructions: Creating formal codes of conduct for mentors is an important step in developing a strong culture of safety for your group Mentoring Program. Codes should clearly outline what behaviors are and are not allowed by anyone representing the Club or Youth Center, or using its space. Once you draft a code of conduct, have all relevant parties sign it, verifying their understanding and agreement with it. Keep copies of their signatures on file. Below is an example of a code of conduct for mentors. Clubs and Youth Centers are urged to adapt this content to ensure it meets the relevant standards for your organization.

I. General

- Encourage and enforce proper personal boundaries between persons at the Club.
- Be mindful of the personal boundaries between all persons.
- Treat members as your responsibility, but not as your children, peers or siblings.
- Avoid displaying favoritism or intimacy with any mentee.
- Avoid inappropriate materials, language, gestures or touching.
- Do not engage in one-on-one situations with mentees.
- Do not engage in off-site fraternization with mentees.

II. Technology and Other Media

The following are **not** allowed:

- Any material that is sexually explicit, provocative, inappropriate, unwholesome, or unprofessional on any computer or personal digital assistant (PDA) in the Clubhouse or any computer or PDA owned by the organization
- Communications to staff, mentors or mentees that is unprofessional, inappropriate or unwholesome
- Communications with mentees by email and instant message, except via Club email address
- Communications with mentees by text message
- Sharing home or personal email, instant message or social media addresses with mentees
- Communication with mentees through social media platforms, except via the Club's social media pages (i.e., Facebook, Instagram, Twitter)
- Sharing any magazines, literature, photos, videos, or music with mentees that would be considered inappropriate or "adult" in nature. Such materials shall not be on Club premises.
- Any inappropriate personal photos in the office or on your person

III. Physical Contact

Utilize verbal expressions of approval and encouragement in lieu of physical contact, whenever possible.

- It is acceptable for mentors to express themselves to mentees via physical contact through handshakes or "high-fives."
- A hug, pat on the back, or placing arms around the shoulders of a mentee should only be done in public or plain view of others.
- Do not let mentees hang on you or sit in your lap.
- Do not touch mentees through a pat on the buttocks, backrub, massage or similar contact.
- Any physical contact between mentors and mentees during athletic activities must be Club-supervised.

IV. Verbal Communication

The following are not allowed:

- Using language of a sexual, vulgar or provocative nature
- Speaking in a teasing, deriding or sarcastic tone
- Sharing personal information with mentees, such as about one’s love life, sex life, romances or other similar information
- Sharing your personal phone number with a mentee
- Communicating with mentees by telephone/cell phone for social or any other purposes except for Club matters

V. Off-Campus Contact

The following are prohibited, unless approved in advance by your unit director or senior staff:

- Socializing with mentees off campus
- Performing any service for the family of a mentee
- Sharing any activity that is not Club-sponsored with the family of a mentee
- Entertaining mentees in your own home
- Entering the home of a mentee

VI. The Appearance of Impropriety

- There should be few, if any, instances when mentors must be alone with a mentee.
- If you confer with a mentee, the office or room door must always be open, even if the mentee wishes to speak in confidence.
- Do not let a mentee wear your clothes or have access to your personal belongings.
- Avoid being alone in a locker room with a mentee who is showering or changing clothes.

VII. Secrets and Confidentiality

Mentors are mandated reporters, so are required by law to report if a mentee reveals they are being harmed or will harm someone else. If a mentee asks you not to reveal a secret, advise the mentee that in some instances you may be required to reveal the secret, especially if the secret carries potential harm to themselves or others. In such cases, you must reveal it to the proper authorities.

VIII. Accusations of Impropriety

- Record keeping is a necessary means of protecting mentors. If a mentor is accused of impropriety or is a witness to an incident that is the basis of such an accusation, write down all details (date, time, who was present, who said what, who did what) before the memory fades.
- In the course of an investigation into accusations of impropriety, you must never withhold information or provide false or misleading information out of loyalty to a friend or coworker.
- All mentors hold positions of responsibility, and your obligation is to the emotional, physical and mental well-being of the mentees who are entrusted to your care.

Print Name

Signature

Date

Mentee Screening Tip Sheet

Screen youth mentees to ensure they are right for the program, based on the program priorities. Make sure they fill out a [Prospective Mentee Application](#) (see page 48). If a mentee and their parent or caregiver have not yet attended a Mentoring Program information session prior to submitting their applications, they should do this before you accept them into the program. This ensures they understand the commitments and outcomes associated with participation, and determines if mentorship is appropriate for their needs.

If the mission of your program meets the prospective mentee's needs and expectations, screen the applicant through an interview. The mentee interview can be informal, in a group setting, and conducted during programming time. Focus the interview on the youth's eligibility for participation. Have their completed application and profile handy during your interview. Strive to determine the young person's attitude and interest in the program. This will help you when it is time to match them with a mentor. You can also use the interview to gather personal information, and share the program expectations and policies with the applicant's parent/caregiver if they are present.

If you determine the mentee applicant could benefit from participating in the Mentoring Program, have the parent/caregiver complete and sign a consent form. Use the [Sample Parent and Caregiver Consent Form](#) on page 51 for guidance. In addition, make sure they agree, in writing, to participation standards. For example, mentors, mentees, and parents and caregivers should commit to a minimum of six months (recommended at least a year), and to meet one hour per week, or four hours per month.

Using the information you gathered from the Prospective Mentee Application form, the Parent/Caregiver Consent Form, and your interview with the mentee, fill in the [Mentee Needs and Interests Profile](#) (page 49). This will help you place the young person into the program and match them with a mentor.

OJP Callout

If you are running a program funded by OJP, each mentee is required to complete and return a *Youth Application for Mentoring Program* and *Parent Caregiver Consent Form*. Additionally, a staff member or mentor must complete a *Mentee Risk Profile* for each mentee. You can find these forms and other required OJP case management files on the Federal Grants webpage here: [BGCA.net/Funding/FG/OJP-2019/ProgramDocuments/Forms/AllItems.aspx](https://www.bgca.net/Funding/FG/OJP-2019/ProgramDocuments/Forms/AllItems.aspx).

Tool: Prospective Mentee Application

Purpose and Instructions: We want to get to know you better. Your answers to the following questions will help us match you with an adult mentor who shares your interests and hobbies.

Your Information

Date: _____

What is your name? _____

How old are you? _____ What grade are you in? _____

What is the name of your school? _____

Do you have a brother or sister who is also a Club or Youth Center member? (Circle one): YES NO

If so, what are their names? _____

What are your top five favorite things to do when you're not in school?

1. _____
2. _____
3. _____
4. _____
5. _____

Which clubs, sports leagues or activities do you participate in – both inside and outside the Club or Youth Center? _____

Why do you want a mentor? _____

What are the top three ways you would like a mentor to support you?

1. _____
2. _____
3. _____

What else would you like to share to help your mentor get to know you better?

Please return your completed form to Boys & Girls Clubs or Youth Centers of _____ at _____ (email).

Tool: Mentee Needs and Interests Profile

Purpose and Instructions: The purpose of this form is to create a “picture” of each young person served by your Mentoring Program. Review and complete each section using information captured by the Parent/Caregiver Referral Form, the Prospective Mentee Application form and through direct conversations with the young person, including during their interview.

Mentee name: _____ Mentee age: _____ Mentee gender: _____

Mentee preferred name: _____

Mentee preferred pronouns (Circle one): HE/HIM SHE/HER THEM/THEY OTHER: _____

Social-Emotional Skill-Building Opportunities

(Check all that apply):

- Communication
- Impulse Control
- Healthy Risk-Taking
- Emotional Regulation
- Self-Esteem
- Self-Awareness
- Problem-Solving
- Decision-Making
- Coping
- Teamwork/Collaboration
- Healthy Relationships (with peers and adults)

Family Circumstances

(Check all that apply):

- Parental Separation (for any reason)
- Family Separation (for any reason)
- Parent/Caregiver-Identified

Circumstances: _____

- Youth-Identified Circumstances:

Other Skill-Building Opportunities

(Check all that apply):

- Academic Support
- Employability Skills (i.e., time management, professionalism)
- Art Exploration
- Leadership Skill Building
- STEM

Strengths: What makes this person great?

Interests: What are they interested in?

Passions: What do they care about?

Goals: What do they and their parents/caregivers hope to gain through mentoring?

Based on the information above, the mentee should enroll in the following programs that address issues and build on strengths, interests and passions. Please log into BGCA.net and see the Youth Development Resource Catalogue:

[BGCA.net/Programs/ProgramDocuments/Youth%20Development%20Resource%20Catalog.pdf](https://www.bgca.net/Programs/ProgramDocuments/Youth%20Development%20Resource%20Catalog.pdf)

OJP-Funded Sites should also assess youth for the following behaviors/risk factors.

<p>Risk Factors:</p>	<p style="text-align: center;">Individual</p> <ul style="list-style-type: none"> <input type="checkbox"/> Antisocial behavior – fights and/or bullies other youth <input type="checkbox"/> Struggles to form relationships with peers and/or has been bullied <input type="checkbox"/> Poor emotional regulation or impulse control <input type="checkbox"/> Drug and/or alcohol use <input type="checkbox"/> Delinquent activity and/or contact with the juvenile justice system <p style="text-align: center;">Family Risk Factors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Socio-economic vulnerabilities: low-income or impoverished, low parental educational attainment, lack of health insurance, housing costs are >30% of income <input type="checkbox"/> Instability: parental job loss, frequent moves, lack of routine or structure in family life <input type="checkbox"/> Absence of an important adult role model due to addition, divorce, incarceration, military deployment <input type="checkbox"/> Family member currently using/have used opioids <input type="checkbox"/> Parent or relatives(s) have favorable attitudes about substance use <input type="checkbox"/> Parent or relative involved in crime or gangs 	<p style="text-align: center;">Peers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Antisocial peer(s) <input type="checkbox"/> Peer use of opioids, other drugs and/or alcohol <input type="checkbox"/> Peers have favorable attitudes about substance use <input type="checkbox"/> Peer gang involvement or affiliation <input type="checkbox"/> Peer delinquent activity <p style="text-align: center;">School Risk Factors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low academic achievement <input type="checkbox"/> Low school attachment <input type="checkbox"/> Poor attendance or truancy <input type="checkbox"/> School behavior or disciplinary problems <input type="checkbox"/> School is under-resourced and/or low performing <input type="checkbox"/> Drugs accessible/available at school <input type="checkbox"/> High rates of school violence or bullying <input type="checkbox"/> Low parental involvement or expectations
	<p style="text-align: center;">Community Risk Factors</p> <ul style="list-style-type: none"> <input type="checkbox"/> High rates of gang activity, drug trafficking and/or community violence <input type="checkbox"/> Community norms and/or laws favorable towards substance use <input type="checkbox"/> Opioids and/or other drugs easily accessible <input type="checkbox"/> Concentrated poverty (30% or more of neighborhood residents below poverty line) <input type="checkbox"/> American Indian/Alaska Native (AI/AN) Communities: Loss of tribal language and/or culture 	

Tool: Parent and Caregiver Consent Form

Purpose and Instructions: The purpose of this form is to lend your consent for your child to participate in the Boys & Girls Clubs or Youth Centers of _____ Mentoring Program. Please carefully review and complete this form. If you have any questions, please speak with any Club staff member.

I, _____ (print your name), the parent or legal caregiver for _____ (print child's name), hereby give my permission for my child to participate in the Mentoring Program at the Boys & Girls Club.

I fully understand the program involves mentors, who shall be selected from the community and will be screened (including a criminal background check) and trained before beginning in the program. A mentor will spend a minimum of one hour per week with my child, providing mentoring in a small group on-site at the Boys & Girls Club. The mentor is not allowed to take or meet my child beyond the Club facility, nor communicate privately with my child outside of Club hours. I agree to report any violations to the Club's Mentoring Program coordinator.

I understand that both my child and I are required to participate in the Mentoring Program orientation, offered by the Boys & Girls Clubs of _____, where the program will be explained. The Mentoring Program will last one year and continuation may then be discussed.

I understand that during the course of the Mentoring Program there may be special group events (incorporating all mentors and youth) and family events. Special group and family event dates and locations include:

1. Location: _____ on _____ (Date)
2. Location: _____ on _____ (Date)
3. Location: _____ on _____ (Date)

I understand the staff of the Boys & Girls Club or Youth Center will provide ongoing monitoring of the mentoring activities.

I give the Boys & Girls Clubs of _____'s Mentoring Program coordinator permission to obtain my child's academic and attendance records from my child's school.

I (Circle one): DO/DO NOT permit the Mentoring Program staff and the Boys & Girls Clubs of _____ to utilize photographs of my child taken during his/her involvement in the Mentoring Program in whatever way the Club deems appropriate and waive all rights of compensation.

(Signature of Parent/Caregiver)

(Date)

(Printed name of Parent/Caregiver)

Please sign this permission form and return it to the Boys & Girls Club Mentoring Program Coordinator by _____ (Date).

Plan Action 3: Train Mentors, Youth Mentees, and Parents and Caregivers

During Action 2, you screened mentors and youth mentees in order to select those who are the right fit for your program. It's time to **meet back together** with the Mentoring Program Committee to discuss the results. Use the [Plan Action 2 Worksheet](#) (page 36) to guide you, and fill in the remaining fields as you move through your discussion.

Now you're ready to train everyone selected for the program so they will be well prepared. So pick up now with your [Plan Action 3 Worksheet](#) following, and customize your SMART Actions to the following three Support Tasks.

- 1. Train Selected Mentors** on your mentoring approaches. Before your selected mentors start working with youth, help them understand your program goals and expectations, and their roles and responsibilities related to serving at a Boys & Girls Club or Youth Center. Conduct a two-hour Pre-Match Training in addition to other mandatory trainings, including volunteer training and reporter and abuse prevention training. See the [Training Mentors Tip Sheet](#) (page 54), [Mentor Training Resources](#) (page 55), [Sample Mentor Training Agenda](#) (page 57), and [Sample Mentor Training Outline](#) (page 58) for all of the information you'll need to complete this step.
- 2. Train Youth Mentees** so they can look forward to the program and know what to expect. Help youth understand the relationship they can expect to have with their prospective mentor, and critical safety policies all will be expected to follow. Use the [Training Mentees Tip Sheet](#) (page 62); [Sample Mentee, Parent and Caregiver Training Agenda](#) (page 64); and [Sample Mentee, Parent and Caregiver Outline](#) (page 65) to help you prepare for and conduct this important training for your mentees.
- 3. Train Parents and Caregivers** to help them understand the Mentoring Program goals and benefits, as well as their responsibilities and requirements. Detail how they can support the program and help their children to benefit most from it. Please see the [Training Parents and Caregivers Tip Sheet](#) (page 63); [Sample Mentee, Parent and Caregiver Training Agenda](#) (page 64); and [Sample Mentee, Parent and Caregiver Outline](#) (page 65) for an effective meeting.

Designate a person to be responsible for overseeing each Support Task above, and assign a deadline for completion. Add these details and more to your [Plan Action 3 Worksheet](#) that follows.

Once you've discussed the Action 3 Support Tasks and how your team will carry them out, discuss your Club or Youth Center's capacity. This will help you round out your plan to make sure it is written in a way that is realistic to complete effectively.

Thank the Mentoring Program Committee for their continued hard work, and schedule your next meeting together where you will discuss your progress and move on to [Plan Action 4: Pair Mentors With Mentees](#) (page 68). In the meantime, periodically check on everyone's progress and offer support where needed to complete each step before the next meeting.

Plan Action 3 Worksheet: Train Mentors, Youth Mentees, and Parents and Caregivers

Transfer your **Three Objectives** to Build Into the Mentoring Program Plan from the Data Collection and Reflection Tool.

1. _____
2. _____
3. _____

Review the guiding questions for each of the Support Tasks to complete the table below.

Remember to weave the Three Objectives into each SMART Action.

Plan Action 3: Train Mentors, Youth Mentees, and Parents and Caregivers						
Support Tasks	SMART Action <i>What needs to be done?</i>	Person Responsible <i>Who should complete this step?</i>	Deadline <i>By when?</i>	Resources <i>What's needed?</i>	Potential Challenges <i>How will you overcome them?</i>	Results <i>How did it turn out?</i>
1. Train Selected Mentors						
2. Train Youth Mentees						
3. Train Parents and Caregivers						

Training Mentors Tip Sheet

Once you have finished screening mentors and choosing the ones to welcome into your program, it's time to prepare them for mentorship with effective training. Volunteers who receive training tend to be more satisfied, and in turn they stay longer in the program. This section will review when to deliver trainings and what content to include.

Training on Mentoring Approaches

Boys & Girls Clubs and Youth Centers use a small-group (three to five youth) mentoring approach, as opposed to one-on-one mentoring. Help mentors understand how to mentor youth who are at different ages and stages of their development. Remember that relationships are developmental. This means mentors will help young people discover who they are, develop abilities to shape their own lives, and learn how to engage with and contribute to the world around them.^{xv} There are two ways mentors can work with youth to build relationships: the developmental approach and the goal approach.

Developmental Approach – The developmental approach first emphasizes getting to know each other and building trust. In the developmental approach, mentors might play games and have discussions about mentees' hobbies, interests and feelings. Mentors focus on listening, affirming, and helping mentees reflect on experiences and emotions. This approach is best used for youth ages 6-12.

Goal Approach – In contrast to the developmental approach, the goal approach first emphasizes building skills and addressing goals. Mentors serve more as teachers, guides and coaches. The relationship develops afterwards, as the mentor and mentee work in partnership to learn new skills. An example of a goal approach might be a mentor and mentee who start their relationship by practicing soccer and doing drills. This approach is best used for youth ages 13-18.

When deciding what approach to use, consider youths' developmental characteristics. For more information on developmental approaches, see the section entitled, [Understanding Children and Teens in the Program Basics BLUEprint](https://www.bgca.net/Programs/ProgramDocuments/FINAL%20Program%20Basics-BLUEprint-WEB.pdf#48=48) (BGCA.net/Programs/ProgramDocuments/FINAL Program Basics-BLUEprint-WEB.pdf#48=48).

Mentor Training Resources

See the following resources for help mentoring youth of various demographics and needs.

Population	Resource	Description
LGBTQ	Serving LGBTQ Youth	(BGCA.net/Programs/Pages/LGBTQ.aspx) This BGCA resource provides information and tools to help staff support LGBTQ-identifying youth. It provides background information, talking points, activities and tips for building an inclusive environment.
	LGBTQ Supplement	(mentoring.org/new-site/wp-content/uploads/2019/03/MENTOR_LGBTQ-Supplement-to-EEP-for-Mentoring.pdf) This supplement created by MENTOR provides step-by-step guidance to develop safer, affirming and responsive mentoring relationships with LGBTQ-identifying youth.
Youth With Disabilities	Disability Inclusion Initiative	(BGCA.net/Programs/Pages/Embracing-Inclusion.aspx) This BGCA resource provides information and tools to help staff support youth with disabilities. It provides tips and activities to build an inclusive environment for youth with disabilities and other complex needs.
Native Youth	Boys & Girls Clubs of America Best Practices: Mentoring Native Youth	(naclubs.org/images/PDF/Best_Practices_Mentoring_Native_Youth.pdf) This resource provides tips and recommendations for mentors and staff to enhance mentoring for Native youth. It provides tips on recruitment, cross-cultural communication, matching and mentor retention.
	Supporting and Inspiring Native Youth	(mentoring.org/program-resources/mentor-resources-and-publications/supporting-and-inspiring-native-youth) This training resource developed by MENTOR orients mentors to the strengths, challenges and opportunities of working with Native youth.
	Considerations for Mentoring Indigenous Children and Youth	(albertamentors.ca/wp-content/uploads/2017/07/Considerations-for-Mentoring-Indigenous-Children-and-Youth-Alberta-Mentoring-Partnership.pdf) This guide lists 10 considerations when working with Native youth. It provides information on creating safe and inclusive spaces, and tips for recruitment, retention, screening, training and closure.
Sexual Abuse Prevention	Sexual Abuse Prevention Training	(BGCA.net/Training) These trainings provide information on identifying the signs of sexual abuse. The trainings are located on BGCA's Spillett University. There are three courses available, and each course ranges from 25 to 45 minutes.
Boys & Young Men of Color	Guide to Mentoring Boys & Young Men of Color	(mentoring.org/new-site/wp-content/uploads/2016/05/Guide-to-Mentoring-BYMOC.pdf) This resource produced by MENTOR provides an overview of best practices and discusses additional benchmarks for recruitment, screening, training, matching, monitoring, and closure for mentoring programs working with boys and young men of color.

Pre-Match Mentor Training

Pre-Match Training refers to training that is provided to mentors before they begin working with youth. The training helps prepare potential mentors for the mentoring relationship. It provides opportunities for mentors to understand program goals, expectations, roles, and responsibilities related to serving as a mentor at a Boys & Girls Club or Youth Center. All mentors should go through at least two hours of Pre-Match Training in addition to your Club's mandatory volunteer training, which includes mandated reporter and abuse prevention training. Trainings help mentors feel more capable as they prepare for the mentoring relationship.^{xvi}

Pre-Match Training should help mentors identify their goals, modify unrealistic expectations, and align their goals with your local Club or Youth Center's Mentoring Program. While your Pre-Match Training should focus on your Mentoring Program's requirements, it should equally address Child & Club Safety as it relates to risk management policies in place to keep youth, staff, volunteers and parents safe. Below are some recommendations for what to include in your Pre-Match Training.

- **Boys & Girls Clubs and Youth Center approach:** Highlight how Boys & Girls Clubs facilitate group mentoring, and explain how this works at your Club or Youth Center.
- **Program requirements:** Explain how long mentors and mentees will be in a relationship, how often they should meet, the expected time commitment, and processes if a mentor is absent or cannot make the scheduled meeting.
- **Mentor's obligations and roles:** Explain the roles and responsibilities of being a mentor at your Club or Youth Center.
- **Working with youth:** Explain best practices for working with youth. Refer to the [Program Basics BLUEprint](#) for tips and advice. If mentors are working with youth with certain characteristics – such as youth with incarcerated parents or youth at high risk for gang involvement – highlight any best practices or information that will help them be successful. Access the Program Basics BLUEprint at: BGCA.net/Programs/ProgramDocuments/FINAL%20Program%20Basics-BLUEprint-WEB.pdf.
- **Commitment to Safety:** Review your local Club's safety policies and mentors' responsibilities in upholding these policies. Make sure mentors understand they are mandatory reporters, and explain safety procedures and risk management policies. Share what confidentiality means in the mentoring relationship, and explain what mentors should communicate to mentees regarding confidentiality, given that each mentor is a mandated reporter. Highlight ethical and safety challenges that may arise during the mentoring relationship, such as reporting suspicions of child abuse and one-on-one interactions. Ensure mentors have completed the Sexual Abuse Prevention Training on Spillet Leadership University at BGCA.net/Training/.
- **Mentoring relationship:** Make sure mentees understand the mentoring relationship cycle. Explain how they will be matched, how relationships are monitored, and closure procedures. Reiterate that if a mentor wants to end a relationship, they should notify staff immediately so staff can begin closure procedures.

Sample Mentor Training Agenda

Learning Objectives

In this Pre-Match Training session, participants will understand:

- The Boys & Girls Club and Youth Center’s approach to group mentoring
- The matching process, the mentoring relationship and developing that relationship
- Critical safety policies to follow as part of the mentoring relationship to support ethics and safety

Agenda Item	Discussion Topics	Time
Welcome and Introduction	Review the Learning Objectives from the Community Builder	15 minutes
Mentoring in Boys & Girls Clubs and Youth Centers Program Requirements	Small-Group Mentoring and the Matching Process	15 minutes
The Mentoring Relationship	<p>Developmental Relationships and Relationship Styles</p> <p>Goals and Expectations of Mentors, Mentees, and Parents and Caregivers</p> <ul style="list-style-type: none"> • Program Requirements • Approved Activities • Relationship Monitoring <p>Mentor Obligations and Roles</p> <p>Child and Club Safety</p> <ul style="list-style-type: none"> • Mandated Reporting (BGCA.net/ChildSafety/ProgramDocuments/Mandated_Reporting_of_Suspected_Child_Abuse_FINAL.pdf) • Supervision (BGCA.net/ChildSafety/ChildSafetyResourceLib/Sample_Policy_Supervision.pdf) • Restroom Usage (BGCA.net/ChildSafety/ChildSafetyResourceLib/Sample_Policy_Restrooms_v3.pdf) • Transportation (BGCA.net/ChildSafety/ChildSafetyResourceLib/Sample_Policy_Transportation_v3.pdf) • Incident Reporting (BGCA.net/ChildSafety/ChildSafetyResourceLib/Sample_Incident_Reporting_Policy_and_Guidance_FINAL.pdf) • Prohibition of One-on-One Interaction (BGCA.net/ChildSafety/ChildSafetyResourceLib/Sample_Policy_and_Guidance_One_on_One_Contact.pdf) • Sexual Abuse Prevention Training (BGCA.net/ChildSafety/ChildSafetyResourceLib/Abuse_Prevention_Training_Registration_Instructions.pdf#search=sexual%20abuse%20prevention%20training) 	90 minutes
Relationship Development and Maintenance	Three Stages of the Mentoring Relationship	15 minutes
Effective Closure	Closing the Mentoring Relationship After the Program Requirements Have Commenced	15 minutes

Sample Mentor Training Outline

For more training resources to support this sample agenda, visit **Mentor Training Resources:** nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/resources-for-mentoring-programs.html#2.

Welcome and Introduction

- a. Review agenda with participants and share the learning objectives.
- b. Facilitate a Community Builder by selecting one from the [YD Toolbox](http://ydtoolbox.goodbarber.com/) (ydtoolbox.goodbarber.com/).

Mentoring in Boys & Girls Clubs and Youth Centers Program Requirements

- a. Share Boys & Girls Clubs' approach to small-group mentoring: Our recommendation for group mentoring is **three to five youth** – of similar age, characteristics or interests – with one mentor. Ensure no less than two youth with one adult to follow the rule of three that prohibits one-on-one contact. Provide the definition for small-group mentoring, and explain how this works in your local Club.
- b. Discuss the program requirements, addressing the following areas:
 - How mentees and mentors will be matched (i.e., needs, interests, etc.)
 - Length of time mentees and mentors will be matched
 - Frequency of the match (i.e., how often mentees and mentors meet)
 - Training mentees, parents and caregivers will receive in the matching process
 - Duration of mentoring experiences and activities (e.g., how long they meet per session)
 - Process for when mentees or mentors are absent from mentoring experiences/activities
 - Approved activities mentors are responsible for implementing with mentees
 - Relationship monitoring and reporting
 - Closure period; highlighting when the Mentoring Program cycle ends

OJP Callout

If you participate in Boys & Girls Clubs of America's federally funded project, Mentoring at Boys & Girls Club funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Office of Justice Programs (OJP) and U.S. Department of Justice, your Letter of Agreement outlines key components of your program requirements, such as:

- **Mentorships:** The number of youth who must be matched with an appropriate mentor
- **Evidence-Based Program:** All youth mentored complete a full cycle of an approved evidence-based program
- **Program Implementation:** Facilitating needs- and interest-based programs for targeted youth in mentoring relationships

The Mentoring Relationship

- a. **Developmental Relationships and Relationship Styles:** Share that mentoring occurs through building positive relationships with youth. Help mentors understand that relationships are developmental. Young people should discover who they are, develop abilities to shape their own lives, and learn how to engage with and contribute to the world around them.^{xvii} There are two

primary ways to develop these relationships – a developmental approach and a goal approach – and this depends on the age of youth mentors are working with. Both approaches are explained in the [Training Mentors Tip Sheet](#) (page 54). Based on the program requirements, share what approach your Boys & Girls Club or Youth Center uses to support your Mentoring Program. For information on developmental relationships, visit the Search Institute: search-institute.org/developmental-relationships/

b. Goals and Expectations of Mentors, Mentees, and Parents and Caregivers

- Share how your Club or Youth Center will organize small-group mentoring experiences and activities by characteristics such as age, grade, gender, race/ethnicity, etc.
- Share goals of your Mentoring Program and discuss mentor expectations.
- Share what is expected from parents and caregivers and provide information about the mentoring relationship.

c. Mentor Obligations and Roles

- Share roles and responsibilities related to being a small-group mentor.
- Share the budget for mentors to purchase supplies for small-group mentoring activities.
- Share your organization’s expectations for mentors facilitating small-group mentoring experiences and activities to support the program requirements.
- Share approved activities for your Mentoring Program. For example, if mentors are required to meet with specific small groups at a certain day and time to complete specific activities, communicate this to them now.
- If applicable, share opportunities and challenges associated with mentoring specific populations, (e.g., children with an incarcerated parent, youth involved in the juvenile justice system, youth in foster care, high school dropouts). Review these links for more information:
 - [Resource for Mentoring Immigrant and Migrant Youth](#)
 - [Supporting Children Who Have an Incarcerated Parent](#)
 - [Mentoring Indigenous Children and Youth](#)
 - [BGCA's Best Practices for Mentoring Native Youth](#)
 - [Best Practices for Mentoring Youth with Disabilities](#)
 - [Guide to Mentoring Young Men of Color](#)

d. Child & Club Safety

- Share that mentors are responsible for the safety and well-being of each mentee in the small-group mentoring relationship. Review the requirements of mandated reporters, and provide information on reporting all suspicions of child abuse and neglect.
- Share what confidentiality means in the mentoring relationship. Relate what mentors should communicate to mentees regarding confidentiality, given that each mentor is a mandated reporter.

- Provide the Child Safety Helpline telephone number and email address. Encourage mentors to call for guidance on any safety-related concerns, suspected familial abuse, and for information about reporting bullying, emotional, physical or sexual abuse.
- Highlight ethical and safety challenges that may arise during the mentoring relationship, such as reporting suspicions of child abuse, one-on-one interactions, and being asked to perform favors for the family, such as transporting mentees.
- Review your organization’s safety policies and the responsibility mentors have in upholding them. Provide a copy of these policies to mentors during this part of training. See these links to BGCA’s sample policies related to these risk management areas:
 - [Mandated Reporting](https://www.bgca.net/ChildSafety/ProgramDocuments/Mandated_Reporting_of_Suspected_Child_Abuse_FINAL.pdf)
(BGCA.net/ChildSafety/ProgramDocuments/Mandated_Reporting_of_Suspected_Child_Abuse_FINAL.pdf)
 - [Supervision](https://www.bgca.net/ChildSafety/ChildSafetyResourceLib/Sample_Policy_Supervision.pdf)
(BGCA.net/ChildSafety/ChildSafetyResourceLib/Sample_Policy_Supervision.pdf)
 - [Restroom Usage](https://www.bgca.net/ChildSafety/ChildSafetyResourceLib/Sample_Policy_Restrooms_v3.pdf)
(BGCA.net/ChildSafety/ChildSafetyResourceLib/Sample_Policy_Restrooms_v3.pdf)
 - [Transportation](https://www.bgca.net/ChildSafety/ChildSafetyResourceLib/Sample_Policy_Transportation_v3.pdf)
(BGCA.net/ChildSafety/ChildSafetyResourceLib/Sample_Policy_Transportation_v3.pdf)
 - [Incident Reporting](https://www.bgca.net/ChildSafety/ChildSafetyResourceLib/Sample_Incident_Reporting_Policy_and_Guidance_FINAL.pdf)
(BGCA.net/ChildSafety/ChildSafetyResourceLib/Sample_Incident_Reporting_Policy_and_Guidance_FINAL.pdf)
 - [Prohibition of One-on-One Interaction](https://www.bgca.net/ChildSafety/ChildSafetyResourceLib/Sample_Policy_and_Guidance_One_on_One_Contact.pdf)
(BGCA.net/ChildSafety/ChildSafetyResourceLib/Sample_Policy_and_Guidance_One on One Contact.pdf)
- Share follow-up expectations related to mentors completing the Sexual Abuse Prevention Training, and be available to answer any questions or concerns they pose. Access these trainings through Spillett Leadership University: [BGCA.net/Training/](https://www.bgca.net/Training/)
- Define appropriate and inappropriate communication.
 - Appropriate communication includes positive reinforcement, appropriate jokes and encouragement.
 - Inappropriate communication includes name-calling; secrets; cursing; shaming; belittling; derogatory remarks; harsh language that frightens, threatens or humiliates; and derogatory remarks about a mentee’s family.
- Ensure mentors understand all mentoring happens at the Club or Youth Center. The following are prohibited behaviors:
 - Promising mentee favors outside the Mentoring Program
 - Taking mentee on an outing without Club staff
 - Visiting mentee at their home
 - Entertaining mentee at mentor’s home
 - Sharing overnight lodging with mentee
 - Giving youth a ride in mentor’s vehicle

Relationship Development and Maintenance

Review the three stages of a mentoring relationship,^{xviii} and share expectations related to what program requirements need to occur during each stage.

- a. **Stage 1 | Developing Rapport and Building Trust:** This is the getting-to-know-you stage and is critical to fostering a healthy mentoring relationship. It is important to focus on the following.
 - **Predictability and Consistency:** Being predictable and consistent helps mentees to adjust to the mentor relationship and develop trust.
 - **Testing:** It is important to remember that a mentee may test the mentor to see if the mentor really cares about them. In this way, young people are testing to the degree a mentor is predictable and consistent.
 - **Establish Confidentiality:** This helps facilitate trust and helps a young person know they can share information. As this is happening, the mentor should help mentees understand they are a mandated reporter, so are required by law to break confidence if mentees reveal they are being harmed or will harm someone else.
 - **Goal Setting:** It is important for the mentor and mentee to share goals for the mentoring relationship, while helping mentees set goals for themselves.
- b. **Stage 2 | The Middle – Reaching Goals:** Once trust is established, the mentor and mentee begin to work towards the goals they set. In this stage, it is important to focus on **supporting the relationship**. The mentee is continuing to get to know youth and build support on common experiences. The mentor and small group of mentees will begin to see and feel genuine bonds established from their unique experiences shared during mentoring and related activities.
- c. **Stage 3 | Closure:** Setting clear boundaries for when the mentoring relationship ends is important to both the mentor and mentee. Explain this in the final part of training (following).

Effective Closure

Closure signifies the duration of the mentorship experience and activities are ending.

- a. In this stage, it is important to focus on the following.
 - **Recognize Emotions:** There may be a range of emotions as the mentoring relationship comes to a close. Mentees and mentors should be given appropriate opportunities to express how they are feeling about the end of the relationship.
 - **Recognize and Celebrate Efforts:** It is important to provide formal occasions for youth to recognize each other for reaching their intended goals, as well as time for mentors to recognize youth directly.
- b. Share the process and procedure for when the mentoring relationship comes to a close, along with what reporting is required during the closure period.
- c. Review the safety policies as it relates to Closure, and what is appropriate contact with small groups during this time.

Training Mentees Tip Sheet

Similar to the Pre-Match Training for mentors, mentee training is an important aspect of the matching process. Mentee training helps youth understand small-group mentoring, its purpose, and what to expect from having a mentor. This type of training helps the mentee understand the relationship they can look forward to and set realistic expectations that can contribute to the overall success of their mentoring relationship.^{xix}

If you have trouble getting mentees to commit to a training, consider replacing a training with a discussion or interview. Regardless of what format you use, it's important that mentees enter into the mentoring relationship with an idea of what to expect.

Mentee Training Content

Mentee training should give mentees opportunities to ask questions. Provide them with a platform to share their needs, interests and goals for mentorship. Below are some recommendations for what to include in your mentee training. Consider using the [Sample Mentee, Parent and Caregiver Training Agenda](#) found on page 64.

Program Requirements – Share expectations your organization has for mentees. Highlight their time commitment, how often they should meet, and expectations of mentees during meetings and activities.

What Is a Mentor? Mentees might be unfamiliar with mentoring. It's important to define what a mentor is, and is not, early on so mentees know what to expect. Highlight that a mentor is someone who listens, is supportive, and is there to help.

How Mentors Can Help – Help the mentee understand what they can look forward to in a mentoring relationship. Consider asking them to brainstorm goals or skills they want to work on with their mentor.

Mentee Responsibilities – Help mentees understand their role in ensuring the mentoring relationship is a success. Discuss the importance of attendance, respect, being open and willing to share, and how to give appreciation to mentors.

Healthy Boundaries – Share that mentors are responsible for the safety and well-being of each mentee in the small-group mentoring relationship. Review any safety guidelines, including the prohibition of private one-on-one contact, and communication outside the Club – such as texting and social media. Be sure the mentee knows what to do and who to contact if they feel uncomfortable or unsafe.

Mentoring Relationship – Outline the steps of the relationship, including how mentees will be matched, how relationships will be monitored, and what happens during closure. Below are some additional resources you can use to supplement your mentee training:

- [Training New Mentees: A Manual for Preparing Youth in Mentoring Programs](#): This training manual discusses the importance of training, outlines topics for mentee training, and provides sample agendas, training tips and activities.
- [Mentee Training Toolkit: A Guide for Staff](#): This guide created by YouthBuild USA prepares organizations to deliver pre-match mentee trainings. It includes a facilitator guide, PowerPoint slides, activities, handouts and detailed instructions. You can use this as an example of what information to cover and how to discuss it in your mentee Pre-Match Training.

Training Parents and Caregivers Tip Sheet

While not essential, it's a good idea to have a training for parents and caregivers. When parents and caregivers are clear about the Mentoring Program requirements, goals and benefits, they can help ensure their children meet their requirements as mentees. Below are some recommendations for what to include in your parent and caregiver training. These are modified recommendations from the Mentoring Resource Center.^{xx}

Parent and Caregiver Training Content

This training should give parents and caregivers opportunities to ask questions. Provide them with a platform to share their needs, interests and goals for the program. Below are some recommendations for what to include in your training. Consider using the [Sample Mentee, Parent and Caregiver Training Agenda](#) on page 64 of this resource guide.

Introduction to Boys & Girls Club or Youth Center – This is a great opportunity to introduce your Club or Youth Center to parents and caregivers who may be unfamiliar with your work. Use this time to establish who you are, your role in the community, and to introduce the organization.

Goals of Your Mentoring Program – Parents and caregivers should understand why your program exists and what it aims to achieve. Consider highlighting data from your Mentoring Program Assessment.

Programs Rules and Guidelines – Give an overview of your Mentoring Program policies. Explain how mentors and mentees will be matched, expectations for duration and frequency of meetings, and important safety guidelines. Tell parents and caregivers who to contact if they have any concerns, or to report any suspicions of contact outside approved Club activities, including prohibited social media contact. Request their cooperation with upholding the policies by not asking the mentor for rides or other special favors, which are prohibited. Provide the Child Safety Helpline information as an additional way to give feedback, receive guidance, ask safety-related questions or get advice.

Role of a Mentor – Explain what a mentor is and is not, with specific attention to how a mentor is different from a parent. This helps establish clear roles and expectations.

Who Mentors? Parents and caregivers may be concerned about who will be mentoring their children. Explain how you have selected and recruited mentors, and tell them about your screening procedures. Parents should feel confident that mentors are capable, caring and committed to the youth they serve.

Overview of Mentoring Relationship Cycle – Outline the process of a mentoring relationship including how mentees are matched, how you plan to monitor the relationship, and what happens during closure.

Role of Parents and Caregivers – Detail how parents and caregivers can be involved in the program. Discuss when they should check in and provide feedback on the mentoring relationship. Make sure they understand all rules and expectations.

Sample Mentee, Parent and Caregiver Training Agenda

Learning Objectives

In this training session, participants will understand:

- The Boys & Girls Club and Youth Center’s approach to group mentoring
- The matching process, the mentoring relationship and developing that relationship
- Critical safety policies to follow as part of the mentoring relationship to support ethics and safety

Agenda Item	Discussion Topics	Possible Activities	Time
Welcome and Introduction	Review the Learning Objectives	Community Builder	10 minutes
Mentoring in Boys & Girls Clubs Program Requirements	Small-Group Mentoring The Matching Process	Power Point Presentation Mentee Goal and Expectation Worksheet	10 minutes
The Mentoring Relationship	Relationship Styles Goals and Expectations of Mentors, Mentees, and Parents and Caregivers <ul style="list-style-type: none"> • Program Requirements • Approved Activities • Relationship Monitoring Mentee Obligations and Roles Child & Club Safety Sample Policies (see page 60 for links) <ul style="list-style-type: none"> • Mandated Reporting • Supervision • Drug/Alcohol Usage • Restroom Usage • Transportation • Incident Reporting • Prohibition of One-on-One Interaction 	Discussion	60 minutes
Initiating the Mentoring Relationship	Identifying Youths’ Own Needs and interests		15 minutes
Relationship Development, Maintenance and Closure	Three Stages of the Mentoring Relationship		20 minutes

For more training resources to support this sample agenda, visit Mentor Training Resources: nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/resources-for-mentoring-programs.html#2.

Sample Mentee, Parent and Caregiver Training Outline

Welcome and Introduction

- a. Review agenda with participants and share the learning objectives.
- b. Facilitate a Community Builder by selecting one from the [YD Toolbox \(ydtoolbox.goodbarber.com/\)](http://ydtoolbox.goodbarber.com/).

Mentoring in Boys & Girls Clubs Program Requirements

- a. Share Boys & Girls Clubs' approach to small-group mentoring. Provide the definition for small-group mentoring and explain how this works in your Club or Youth Center.
- b. Discuss the program requirements, addressing the following areas:
 - How mentees and mentors will be matched (i.e., needs, interests, etc.)
 - Length of time mentees and mentors will be matched
 - Frequency of the match (i.e., how often mentees and mentors meet)
 - Duration of mentoring experiences and activities (e.g., how long they meet)
 - Process for when mentees or mentors are absent from mentoring experiences/activities
 - Approved activities mentors are responsible for implementing with mentees

The Mentoring Relationship

- a. Share that mentoring occurs through building positive relationships. It is important for mentees to understand relationships are developmental when young people discover who they are, develop abilities to shape their own lives, and learn how to engage with and contribute to the world around them.^{xxi} Based on the age of mentees, share either of the ways to develop these relationships: a developmental approach or a goal approach. Both approaches are explained in the [Training Mentors Tip Sheet](#) (page 54).
- b. Based on the program requirements, share what approach your Boys & Girls Club uses to support youth. For more information on developmental relationships, visit the Search Institute: search-institute.org/developmental-relationships/
- c. Share how your Club or Youth Center will organize small-group mentoring experiences and activities by characteristics, such as age, grade, gender, race/ethnicity, etc.
- d. Refer to your Mentoring Program Needs Assessment and any survey and/or focus group data you have from conversations with youth about mentoring.
- e. Share what is expected from parents and caregivers, and provide them with information about the mentoring relationship.
- f. You may refer to the [Sample Mentor Training Outline](#) under **The Mentoring Relationship** subhead (page 58) for more information to share.
- g. Use the content from the [Sample Mentor Training Outline](#) under the **Child & Club Safety** subhead (page 59) for this discussion.

Initiating the Mentoring Relationship

Remind mentees that mentor relationships are built upon youths' needs and interests. Identifying what youth are interested in, as well as areas in which they hope to grow, supports youth in developing their own leadership abilities. Therefore, they will be matched with a mentor who shares similar interests and can best support their identified needs.

Relationship Development, Maintenance and Closure

Use the content from the [Sample Mentor Training Outline](#) under the subhead: **Relationship**

Development and Maintenance (page 61) to review the three stages of a mentoring relationship:^{xii}

- Stage 1 | Developing Rapport and Building Trust
- Stage 2 | The Middle – Reaching Goals
- Stage 3 | Closure

Plan Action 4: Pair Mentors With Mentees

During Action 3, you trained selected mentors, mentees, and parents and caregivers to prepare them for the Mentoring Program. It's time to **meet back together** with your Mentoring Program Committee to discuss the results. Use the [Plan Action 3 Worksheet](#) (page 52) to guide you, and fill in the remaining fields as you move through your discussion.

Now you're ready to start matching youth mentees to mentors by considering similar backgrounds, interests, skills and experiences. This step is important, since a strong match sets the foundation for a healthy, long-term mentoring relationship. In order to match selected mentees and mentors, you need to understand their goals, interests and motivations. So pick up now with your [Plan Action 4 Worksheet](#) following and customize your SMART Actions to the following three Support Tasks. Use the [Pair Mentors With Mentees Tip Sheet](#) on page 69 to guide your conversation.

- 1. Listen to Mentees' Wishes.** Create opportunities for youth to creatively articulate their interests, passions, values and identities. This could be through focus group discussions, activities, surveys or the [Prospective Mentee Application](#) on page 48. However you collect the information, it is important for youth to understand their needs and interests are the basis for mentorship.
- 2. Listen to Parents and Caregivers' Wishes.** Create opportunities for parents and caregivers to articulate their hopes and desires for the mentoring relationship. Remember, they may have their own ideas, goals and wishes for the type of mentor their child is matched with. It is important to factor this into the matching process, as parents can support youth engagement.
- 3. Host a Group Matching Event** where mentees and mentors quickly move around tables to talk about their interests, passions and goals. Use the [Sample Group Matching Event Tip Sheet](#) (page 71) and [Sample Group Matching Event Agenda](#) (page 72) to guide you. Mentors can facilitate games and icebreakers to help form connections. At the end of the event, ask mentees and mentors to write down three individuals with whom they had a positive connection, and the reason for their choices, on the [Mentoring Match Form](#) (pages 74, 75).

Designate a person to be responsible for overseeing each Support Task above, and assign a deadline for completion. Add these details and more to your [Plan Action 4 Worksheet](#) (page 68).

Once you've discussed the Action 4 Support Tasks and how your team will carry them out, discuss your Club or Youth Center's capacity. This will help you round out your plan to make sure it is written in a way that is realistic to complete effectively.

Thank the Mentoring Program Committee for their continued hard work, and schedule your first Improve meeting together. This is when you'll begin to implement and improve your Mentoring Program. In the meantime, periodically check on everyone's progress and offer support where needed to complete each step before the next meeting.

Plan Action 4 Worksheet: Pair Mentors With Mentees

Transfer your **Three Objectives** to Build Into the Mentoring Program Plan from the Data Collection and Reflection Tool.

1. _____
2. _____
3. _____

Review the guiding questions for each of the Support Tasks to complete the table below.

Remember to weave the Three Objectives into each SMART Action.

Plan Action 4: Pair Mentors With Mentees						
Support Tasks	SMART Action <i>What needs to be done?</i>	Person Responsible <i>Who should complete this step?</i>	Deadline <i>By when?</i>	Resources <i>What's needed?</i>	Potential Challenges <i>How will you overcome them?</i>	Results <i>How did it turn out?</i>
1. Listen to Mentees' Wishes						
2. Listen to Parents and Caregivers' Wishes						
3. Host a Group Matching Event						

Pair Mentors With Mentees Tip Sheet

Once you've finished training mentors and mentees, you are ready to start matching. A strong match sets the foundation for a healthy, long-term mentoring relationship.

Introduction to Matching Mentees With a Mentor

Youth voice and choice is an essential element of the mentor matching process. Mentoring Programs should actively engage youth in defining:

1. What youth want to get out of the mentoring relationship
2. Characteristics and qualities youth want in a mentor
3. Experiences youth want to have during the relationship

Mentoring Programs that leverage youth voice and choice^{xxiii} from the onset are more likely to promote active engagement and participation, improved decision-making, and experiences that are tailored to the needs of youth.^{xxiv}

A successful Mentoring Program implements a thoughtful matching process. Below, we offer a number of considerations for how to match youth with a caring adult, but make sure to leave room in your process for your "gut instincts."^{xxv} You and your staff have already established relationships with the youth in your programs. Work with youth to create a mentoring relationship that will help them thrive.

Collecting Information for a Good Match

In order to match identified mentees and mentors, you need to thoroughly understand their goals, interests and motivations. Below are some additional strategies for how to collect this information.

- **Create opportunities for youth of all ages to creatively articulate their interests, passions, values and identities.** This could be through focus group discussions, activities, surveys or the [Prospective Mentee Application](#) (page 48). However you collect the information, it is important for youth to understand their needs and interests are the basis for mentorship.
- **Create opportunities for parents and caregivers to articulate their hopes and desires for the mentoring relationship.** Remember, they may have their own ideas, goals and wishes for the type of mentor their child is matched with. It is important to factor this into the matching process, as parents can support youth engagement.
- **Consider hosting a Group Matching Event.** In a Group Matching Event, mentees and mentors quickly move around tables and have five to seven minutes to talk about their interests, passions and goals. Mentors can facilitate games and icebreakers to help form connections. At the end of the event, ask mentees and mentors to write down three individuals with whom they had a positive connection. A [Sample Group Matching Event Tip Sheet](#) can be found on page 71.

Matching Considerations

At this point you will have a great deal of information about mentors and mentees from the applications, interviews, training process, and any other interactions you might have had. Use this information to match each mentor with mentees. Use the following criteria.^{xxvi}

- Similar background
- Availability/schedule
- Shared interests
- Mentees' needs and interests
- Mentors' skills and strengths
- Life experience
- Shared values

Note: *Of all the criteria, shared interest can be one of the strongest predictors of a successful mentoring relationship. Having a shared interest makes it easier to find common ground.*^{xxvii}

Preparing for the Initial Meeting

Once you determine good matches for youth and their mentors, it's time to host a Group Matching Event to kick off the mentoring relationship. This is a facilitated way for youth and adult mentors to get to know one another better.

Use SMART – (S)pecific, (M)easurable, (A)chievable, (R)ealistic and (T)imebound] – event goals and objectives. Here are some examples.

- SMART Goal: By the end of our one-day Group Matching Event, our Mentoring Program will establish at least 15 mentoring relationships.
- SMART Objectives:
 - During the event, all attendees will become familiar with the Mentoring Program's Code of Conduct, requirements and risk management policies.
 - Youth ages 6 to 12 will be paired based on interests and skill building, and youth ages 13 and up will be paired based on professional interests and skill building.
 - By the end of the event, each party within the mentorship match (i.e., youth mentee, adult mentor and parent/caregiver) will sign a commitment agreement to formalize the match.

Clarify Club or Youth Center staff roles and responsibilities. Club or Youth Center staffs' primary responsibility is to ensure the safety of each participating mentee by:

- Ensuring each prospective mentor and mentee have completed all required paperwork and training prior to the Group Matching Event
- Monitoring interactions between paired mentors and mentees

Sample Group Matching Event: See the [Sample Group Matching Event Tip Sheet](#) on page 71.

Remember, the goal of this event is to provide each participating youth and prospective mentor with supervised and structured time to get to know each other.

Sample Group Matching Event Tip Sheet

Purpose and Instructions: The purpose of this event is to provide a fun, safe, and engaging way for mentees and mentors to get to know one another. Use this sample agenda to help facilitate your Group Matching Event.

Event Preparations: Consider how to prepare in the weeks leading up to the Group Matching Event.

12 Weeks Before the Event:

- Have all youth who expressed interest in the Mentoring Program complete the [Mentee Needs and Interests Profile](#) on page 49 (part of Plan Action 2 in this Guide).
- Ensure all prospective mentors complete the necessary paperwork, screening, interview processes and training.

10 Weeks Before the Event:

- Determine a date and location for your Group Matching Event. Try sticking to typical Club or Youth Center hours – weekdays between 3 and 6 p.m. But if a weekend better accommodates your participants, allow for significant advance planning and notice.
- Create an invitation or flyer, and send these ONLY to interested youth who completed the [Prospective Mentee Application](#) (page 48) and mentors who completed the [Prospective Mentor Application](#) (page 41), as this is a closed event.
- Send the invitation/flyer to parents and caregivers of all participating youth.
- Arrange for the meeting setup, determine food and beverages, etc.

4 Weeks Before the Event:

- Review all Prospective Mentor Applications, Prospective Mentee Applications, and Mentee Needs and Interests Profiles.
- Prepare a simple Info Form for mentors and mentees to fill out. This could include places for prospective mentors and mentees to include:
 - Photo
 - Name
 - Experience and interests
 - Why do you want to be a mentor/mentee?
 - What are you hoping to gain from this experience?
- Prepare numbers or symbols on slips of paper that will be used to form small groups.
- Print [Mentoring Match Forms](#) (pages 74, 75) for youth mentees and mentors, and make them available at registration when participants arrive on-site.

Sample Group Matching Event Agenda

Day of the Event: Use this agenda to organize your event.

Upon Arrival

- Greet all participants when they arrive. Check them in, and give them a nametag, agenda, three numbers or symbols, and an Info Form.
- Allow 10 minutes for everyone to review and complete the Info Forms.

Welcome and Share Guidelines for Participation

- Welcome and thank everyone for coming.
- Give a brief overview of the Mentoring Program and benefits to all participants.
- Share the process for getting to know each other.
- Highlight the importance of safety (physical and emotional).
- Tell everyone to stay together in the large room.
- Instruct all to only share what they feel comfortable with.
- Tell participants if they feel uncomfortable at any time, to speak with the facilitator.

Facilitate Small-Group Discussions

- Tell participants to use the first number or symbol they received to find their group members (groups will be a mixture of youth and adults).
- Tell mentors to select from these conversation starters to facilitate small-group discussions.
 - What do you want people to know about you?
 - What makes you happy?
 - What energizes you?
 - What are your interests?
 - What are your strengths/skills?
 - What things do you want support with?
 - What are some things you want to get better at?
 - Share one word that describes you.
 - Why do you want to be a mentor/mentee?
 - What are you hoping to achieve from this experience?

Close and Rotate to Next Group

- Rotate! After five to seven minutes, tell participants to use the second number or symbol they received to find their new group members.
- Use the same conversation starter options with the new groups.
- Rotate! After five to seven minutes, tell participants to use the third number or symbol they received to find their new group members.
- Use the same conversation starter options with the new groups.

Convene Large Group to Reflect and Share Next Steps in the Process

- Thank everyone for their active participation.
- Ask for volunteers to share how their experience was.
- Distribute the Mentoring Match Form to prospective mentors and mentees. Allow participants to complete their forms, and then collect them.
- Share next steps: The Mentoring Program Committee will review completed Mentorship Match Forms, and consult with mentors, youth, and parents and caregivers to determine the matches.

Tool: Mentoring Match Form (for Youth Mentees)

Please complete this form and return it to the facilitator overseeing this event.

Date: _____

Your name: _____

Think about the mentors you met today. Which ones would you like to be matched with? Why might they be a good match for you? List any additional information you need to make a decision.

First Preferred Mentor Name: _____

Reasons why they may be a good match for me: _____

More information about them I'm curious to know: _____

Second Preferred Mentor Name: _____

Reasons why they may be a good match for me: _____

More information about them I'm curious to know: _____

Third Preferred Mentor Name: _____

Reasons why they may be a good match for me: _____

More information about them I'm curious to know: _____

Other information I want to share about today's experience: _____

Tool: Mentoring Match Form (for Mentors)

Please complete this form and return it to the facilitator overseeing this event.

Date: _____

Your name: _____

Think about the youth you met today. Which ones would you like to be matched with? Why might these young people be good matches for you? List any additional information you need to make a decision.

First Preferred Mentee Name: _____

Reasons why they may be a good match for me: _____

More information about them I'm curious to know: _____

Second Preferred Mentee Name: _____

Reasons why they may be a good match for me: _____

More information about them I'm curious to know: _____

Third Preferred Mentee Name: _____

Reasons why they may be a good match for me: _____

More information about them I'm curious to know: _____

Other information I want to share about today's experience: _____

PHASE THREE: IMPROVE YOUR MENTORING PROGRAM

PHASE THREE: IMPROVE YOUR MENTORING PROGRAM

Congratulations! You've worked hard to plan your Mentoring Program by **recruiting, screening, training, and matching** mentors and mentees. Now it's time to implement your Mentoring Program and invite feedback from all participants to keep improving. Acting to make your Mentoring Program successful is an ongoing process, and you can do it effectively by following the guidelines in this section.

Implement and improve your Mentoring Program with the following Support Tasks.

- 1. Facilitate Small-Group Experiences** throughout the Mentoring Program. This will develop, strengthen, and sustain supportive relationships among mentors and mentees, and mentee peers. Include Targeted Programs and High-Yield Activities to promote youth skill building.
- 2. Monitor and Support Relationships** by periodically checking in with mentors, mentees, and parents and caregivers. Support your mentors with professional development. And recognize your mentees for their progress and participation, both formally and informally.
- 3. Close Mentoring Relationships** when the time is right. To minimize any negative impact on mentees' feelings, follow a closing procedure. Conduct an Exit Interview with mentors and mentees individually. Allow time for mentors and mentees to celebrate their time together during a final meeting, and thoughtfully re-match each mentee with a new mentor, if desired.

Improve Action 1: Facilitate Small-Group Mentoring Experiences

Now that your Mentoring Program is well underway, make sure it keeps running smoothly. When you continually monitor the program and its participants, you'll know if there are any concerns so you can quickly address them.

Gather your Mentoring Program Committee to your first scheduled **Mentoring Program Improvement Meeting**. It's a good idea to have a copy of the [Improve Action 1 Worksheet](#) (page 79) available for each member to fill in during your discussion. Use your time together to discuss your roles in overseeing and facilitating the program, as well as guidelines to enforce for mentors and mentees. Then discuss how to facilitate small-group mentoring experiences. Use the [Small-Group Mentoring Experiences Tip Sheet](#) on page 80 to guide your discussion on the following key points. Work through Improve Action 1, and customize your SMART Actions to the following three Support Tasks.

- 1. Understand Guidelines for Club or Youth Center Staff.** This includes the roles you will play in the program, and guidelines you'll need to monitor and enforce. Perhaps during your meeting, you can determine who is best suited to take on certain roles and to be responsible for individual tasks.
- 2. Communicate Guidelines for Mentors.** Have these guidelines printed and ready to distribute to mentors when they arrive at your site. This is also a good time to review the Club Safety Guidelines with them. Remind mentors of their roles, and make sure they understand your expectations.
- 3. Facilitate Targeted Programs and High-Yield Activities.** These are some of the best ways to promote youth skill building, a sense of belonging, positive peer relationships, and a host of social-emotional and other skills. Discuss the [Sample Small-Group Mentoring Experience Agenda](#) (page 83) and [Sample Small-Group Mentoring Experience Outline](#) (page 84) during your meeting together. If you understand the Agenda, it will be easier to share and communicate these expectations to your mentors. You will need to support them in facilitating such programs with their small groups.

Thank the Mentoring Program Committee for their continued hard work, and schedule your next meeting together, where you will discuss your progress and move on to [Improve Action 2: Monitor and Support Mentoring Relationships](#) (page 88). In the meantime, periodically check on everyone's progress and offer support where needed before the next meeting.

Improve Action 1 Worksheet: Facilitate Small-Group Mentoring Experiences

Review the guiding questions for each of the Support Tasks to complete the table below.

Improve Action 1: Facilitate Small-Group Mentoring Experiences						
Support Tasks	SMART Action <i>What needs to be done?</i>	Person Responsible <i>Who should complete this step?</i>	Deadline <i>By when?</i>	Resources <i>What's needed?</i>	Potential Challenges <i>How will you overcome them?</i>	Results <i>How did it turn out?</i>
1. Understand Guidelines for Club or Youth Center Staff						
2. Communicate Guidelines for Mentors						
4. Facilitate Targeted Programs and High-Yield Activities						

Small-Group Mentoring Experiences Tip Sheet

Within the small-group mentoring experience, take time and intentional steps to develop, strengthen and sustain positive, supportive relationships among mentors, youth and their peer mentees.

Targeted Programs and High-Yield Activities are some of the best resources to promote youth skill building, a sense of belonging, positive peer relationships, and a host of additional social-emotional and other skills.

The guidelines following, and the [Sample Small-Group Mentoring Experience Agenda](#) (page 83) and [Sample Small-Group Mentoring Experience Outline](#) (page 84) will help you and your mentors prepare and lead effective experiences, including Targeted Programs and High-Yield Activities.

Guidelines for Club or Youth Center Staff

- The recommended size for mentoring sessions is between three and five youth per mentor.
- Post the date and location of upcoming mentoring experiences in the Club or Youth Center.
- Use typical Club or Youth Center hours – typically 3-6 p.m. (varies based on location) – and choose a day of the week that does not conflict with other events (i.e., field trips, sports events, celebrations).
- Send email confirmations to mentors, and send notes home with youth, to remind them of the upcoming experiences. You may also use another method of communication you commonly use to engage parents and caregivers.
- Designate space in the Club or Youth Center that allows participants to speak freely, without other groups hearing and interrupting. Arrange chairs in a circle so participants see each other's faces and build a sense of community.
- Arrange food and refreshments, if serving.
- Greet and check in mentors and youth upon arrival to the program, and give them each a name tag. Even though youth may know each other, this will help mentors to recognize and get to know their mentees.
- Review the Club Safety Guidelines from the Pre-Match Training with each mentor upon arrival.
- Ensure staff are always present in the room where the mentor and mentees can see them.
- Have a few Community Builders ready to share with mentors if they don't have one prepared, or encourage them to ask a mentee to offer a suggestion.

Note to Club or Youth Center Staff: Please print [Guidelines for Mentors](#) from the page following, and distribute these to mentors when they arrive on-site.

Guidelines for Mentors

- Your role as mentor is an active facilitator. That means you will lead the conversation and participate along with youth. This creates an authentic and transparent environment, which sets the tone for youth to share and build a community of trust.
- Model “being your best self.” So before beginning a small-group conversation, take a few minutes to check in with yourself, and pause or reflect as needed. Remember Club staff are also on-site and available to check in with you before beginning.
- Allow a few minutes for everyone to get in and settled.
- Lead with a Community Builder, which is a brief activity intended to engage the group. This creates an environment for sharing and relationship building. You can come prepared with a Community Builder, or ask a young person to offer one.
- The small-group conversation to follow will center on *youth interests* and *issues that are important to them*. Your role is to contribute to the conversation as an active participant, but you are not driving the conversation.
- Explore new ideas with youth through open-ended questions such as, “What feelings do you have about that?” or “Can you tell me what excites you about that activity?”
- Use the small-group experience to explore topics, not to debate or compare experiences. Each person will have his or her unique perspective. It is important that everyone is heard and celebrated for their individual contributions to the conversation.
- Allow each person to speak without interruption.
- Everyone should practice active listening, which is to wait until the speaker has finished sharing.
- Allow young people to express their emotions about things that concern them (e.g., anxiety about school, concern about a peer relationship or family member).
- Avoid answering questions or engaging in a back and forth dialog. Instead, allow the young person to speak about their experience.
- If you hear things that concern you about a young person’s wellness, meet with Club or Youth Center staff and talk with them separately about the conversation.

In order for a group to work together effectively, youth need to believe the environment is emotionally supportive and safe. By creating Group Agreements (or ground rules), youth have a shared vision for their time together and feel emotionally supported by others. Before mentoring, it is important to take time to help youth create guidelines. Ask group members these questions to guide them in making a Group Agreement:

- How do we want to feel during our time together?
- What behaviors and actions will we agree to so we can all feel this way?
- What will we do if there is a conflict in the group?

Once you have identified the group's agreed upon responses, post them in a place youth can see during their Mentoring Program.

Sample Small-Group Mentoring Experience Agenda

Learning Objective

In this mentoring experience, mentors will begin to develop supportive relationships that will help each young person grow, learn and share their skills.

Agenda Item	Discussion Topics	Possible Activities	Time
Welcome and Introduction	Review the Learning Objectives and Guidelines for Participation	Community Builder	10 minutes
Conversation Starters Discussion	Facilitated Conversation Starters	Discussion	40 minutes
Reflection	Reflecting on the Experience	Reflection Handout	10 minutes

Sample Small-Group Mentoring Experience Outline

Welcome and Introduction

- a. Review agenda with participants and share the learning objectives.
- b. Announce the guidelines for participation.
 - Underscore the importance of safety (physical and emotional).
 - Everyone stays together in the large room.
 - We are co-creating this experience; your active participation is important.
 - All questions are welcome and help shape this experience; we are learning together.
 - Confidentiality – What you share here remains here. If you share something that signals a concern that needs support, the mentor may talk with you and staff about it later.
 - Only share what you feel comfortable sharing.
 - If you feel uncomfortable at any time, say something to the mentor or Club staff.

Conversation Starters and Discussion

- a. Have each person take a turn sharing their responses to the following questions. Mentors can add to these questions or expand on them as they choose. Allow each young person to bring their topic or issue of choice to the conversation. Conversation prompts could center around areas of their life – school, family, community. Sample questions:
 - What is it like to be here today?
 - How are you feeling?
 - Is there something you are excited about?
 - Is there something you are challenged by?
- b. Facilitate the small-group discussion.
 - Remind participants the purpose of the small-group mentoring experience is to build a community of trust and to support each other to learn and grow.
 - Once you open the conversation, let youth share in more depth. Focus on listening to the young person without interrupting. Refrain from giving advice, and ask other mentees to do the same.
 - Ask if anyone wants to use the group time to get additional support. For example, if a mentee shares she is struggling with preparing for her math exam and she feels anxious, ask open-ended questions to help guide her in preparing for her exam. You could ask:
 - What techniques have you used to help you stay calm?
 - Can you think of other things that will help you?
 - Is there someone you want to support you?
 - What would support look like to you?

Reflection

- a. Thank everyone for their active participation.
- b. Ask a few open-ended reflection questions.
 - What did you notice as you were talking?
 - What did you notice as you were listening?

- What is one thing you learned from today's conversation?
 - What is one action you can take in the next two weeks to support you in accomplishing a goal or facing a challenge?
- c. Distribute the [Small-Group Mentoring Experience Youth Reflection Form](#) (page 86) to youth and [Small-Group Mentoring Experience Mentor Reflection Form](#) (page 87) to mentors. Allow participants five minutes to complete their forms.
- d. Collect the Small-Group Mentoring Experience Reflection Forms from each participant.
- e. Announce the date and time of the next small-group mentoring session. (Confirm this date ahead of time with Club or Youth Center staff.)

Mentor and Club Staff Check-in After the Experience

- Designate time with Club or Youth Center staff directly following the mentoring experience.
- Review the completed Reflection Forms.
- Identify any adjustments to the process.
- Address next steps if, for example, a concern was raised that signaled additional support needed for a young person.

Tool: Small-Group Mentoring Experience Youth Reflection Form

Purpose and instructions: Please complete this form about your small-group mentoring experience.

Your name: _____ Date: _____

What I liked about today's experience: _____

What I did not like about today's experience, and how it could have been better: _____

How much did you enjoy your experience today, on a scale from 1-4? (1=Not at All; 4=Very Much)

Help I need from Club or Youth Center staff: _____

Tool: Small-Group Mentoring Experience Mentor Reflection Form

Purpose and instructions: Please complete this form about your small-group mentoring experience.

Your name: _____ Date: _____

What was successful about today's experience: _____

What was not optimal about today's experience, and my suggestions for improvement: _____

How successful was your experience today, on a scale from 1-4? (1=Not at All; 4=Very Much)?

Additional support I need from Club or Youth Center staff: _____

Improve Action 2: Monitor and Support Mentoring Relationships

Now that your Mentoring Program is in full swing, it's time to talk about how to keep track of the relationships that are building. Your successful Mentoring Program should include regular check-ins with mentors, mentees, and parents and caregivers. Gather your Mentoring Program Committee to your second scheduled **Mentoring Program Improvement Meeting**. You may want to have a copy of the [Improve Action 2 Worksheet](#) (page 89) available for everyone to fill in the details of your conversation.

Use your time together to discuss how to effectively monitor your program participants, so you can best support their needs. Use the [Mentoring Program Participant Monitoring and Support Tip Sheet](#) (page 90) to guide your discussion on the following key points. Work through Improve Action 2, and customize SMART Actions to the following three Support Tasks.

- 1. Monitor and Survey Participants.** You will be observing participants throughout the program. Establish a monitoring process that your Club or Youth Center staff will follow to track progress and the relationships developing between mentors and mentees. It is also helpful to host a joint meeting with mentees and their mentors to ask how they feel it is going. Use the [Mentor/Mentee Meeting Tracker](#) (page 92) for information on how to conduct the meeting, questions to pose, and instructions on how to interpret the data to best support participants.

***Note:** If you suspect your mentees have safety concerns about their mentor, or are not in compliance with Boys & Girls Clubs of America's Safety Policy, follow your Club or Youth Center's safety policy immediately.*

- 2. Support Mentors Through Professional Development.** Post-match training helps mentors process their mentoring relationships, learn best practices, and use them to enhance the Club or Youth Center experience of all youth. Identify common themes mentors are struggling with, and try to locate someone with expertise in your network or community to deliver the training. See **Supporting Mentors Through Professional Development** in the [Mentor/Mentee Meeting Tracker](#) (page 93) for more information.
- 3. Support Mentees Through Recognition.** It is important to recognize, acknowledge and encourage youth, and create an environment where they feel supported. Include both youth and their parents and caregivers in mentoring recognition activities. For ideas on how to give recognition both formally and informally, see **Supporting Mentees Through Recognition** in the [Mentor/Mentee Meeting Tracker](#) (page 93).

Thank the Mentoring Program Committee for their continued hard work, and schedule your next meeting together. You will then discuss your progress and move on to [Action 3: Close Mentoring Relationships](#) (page 95). In the meantime, periodically check on everyone's progress and offer support where needed before the next meeting.

Improve Action 2 Worksheet: Monitor and Support Mentoring Relationships

Review the guiding questions for each of the Support Tasks to complete the table below.

Improve Action 2: Monitor and Support Mentoring Relationships						
Support Tasks	SMART Action <i>What needs to be done?</i>	Person Responsible <i>Who should complete this step?</i>	Deadline <i>By when?</i>	Resources <i>What's needed?</i>	Potential Challenges <i>How will you overcome them?</i>	Results <i>How did it turn out?</i>
1. Monitor and Survey Participants						
2. Support Mentors Through Professional Development						
3. Support Mentees Through Recognition						

Mentoring Program Participant Monitoring and Support Tip Sheet

This tip sheet provides guidance and strategies on how to monitor and support your mentors and mentees throughout the mentoring relationship. As you monitor these relationship, gather important data and support participants who may be experiencing challenges or barriers. Additionally, your monitoring will enable you to identify and manage potential risks as you conduct safety checks to ensure there are no serious behavioral issues with participants.^{xxviii}

Since your ultimate goal is to increase program quality, work with your Mentoring Program Committee to learn from what worked, what did not work, and opportunities to improve the Mentoring Program for the next group of mentors and mentees.

Review Mentor and Mentee Files

To ensure a meaningful and safe experience for mentors and mentees throughout the Mentoring Program, continue tracking the progress of mentoring relationships, and keep good records. Consider using your Mentoring Program Committee to collect and review individual mentor and mentee files to ensure all records are maintained and each essential SMART Action (i.e., background checks and consent forms) was completed. Through this process, ask the following questions and make improvements to your record keeping process as necessary.

- Are all of the required tools completed, including background checks and other safety-related documents?
- How can we improve our record keeping to ensure effective monitoring?
- What can we do next time to improve mentees' safety?

Develop a Monitoring Procedure

Establish a monitoring procedure to track the progress of your Mentoring Program and the relationships between mentors and mentees. Research has shown that most mentoring programs included the following monitoring procedures.^{xxix}

- Check-ins with Parents and Caregivers:
 - Contact mentees' parents and caregivers within two weeks of their children being matched with a mentor.
 - Build relationships with parents and caregivers by providing an overview of mentoring activities youth are engaged in, sharing progress, and answering questions at least monthly, based on their expressed interest.
- Check-ins with Mentors: Check in with mentors every two weeks for two to three months, then once per month through scheduled meetings.
- Check-ins with Mentees:
 - Check in with each mentee every two weeks for two to three months, then once per month.
 - Check in during the group mentoring process at each meeting.

Use the [Mentor/Mentee Meeting Tracker](#) on page 92 to help Club, Youth Center and program directors to provide monitoring and support to both mentors and mentees throughout the course of their mentoring relationship.

OJP Callout

If you are running a program funded by OJP, as part of the monitoring process you need to complete a *Mentee Weekly Activity Tracking Report*. This form should be completed weekly for each mentee to document progress. You can find the *Mentee Weekly Activity Tracking Report* and other required OJP case management files on the Federal Grants webpage here:

[BGCA.net/Funding/FG/OJP-2019/ProgramDocuments/Forms/AllItems.aspx](https://www.bgca.net/Funding/FG/OJP-2019/ProgramDocuments/Forms/AllItems.aspx).

Tool: Mentor/Mentee Meeting Tracker

Purpose and Instructions: The purpose of this tool is to provide monitoring and support to both mentors and mentees in a joint meeting. Staff should ask the following questions to mentees, then to mentors, to gain better insight into the mentoring relationship. Keep a copy of this completed form for your records.

Name of mentee: _____

Name of mentor: _____

Date of match: _____ Usual day/time of meetings: _____

Questions for Mentee

(Introductory comment: *We are just checking to see how you and your mentor are doing together.*)

How often do you and your mentor meet? _____

What are some of the activities you do together? _____

What other activities would you like to do with your mentor? _____

What do you like most about your mentor? _____

Please share any problems that you are having with your mentor that I can help you with:

Questions for Mentor

How often do you and your mentee meet? _____

How is the relationship going? _____

How satisfied are you with the activities that you participate in with your mentee? _____

As far as you know, is your mentee satisfied with the activities in which you are both engaged?

How are you communicating with each other? Give an example: _____

What do you consider the positives about the relationship with your mentee? _____

What are some questions or challenges you'd like to discuss? _____

How can the Club or Youth Center help to improve the relationship? _____

As far as you know, does your mentee need additional resources? _____

Is there anything else I should know? _____

Interpreting the Data

As your Mentoring Program Committee collects data, analyze the data for any key themes that may impact your Mentoring Program. Continuous quality improvement questions include:

- What challenges are mentors experiencing? How might you support them?
- What successes are happening that you can recognize at your Club or Youth Center?
- What topics or approaches may need to change because of lack of youth interest?
- What red flags do you see (i.e., communication issues, safety issues)?
- What are next steps to prioritize to improve our program?

Continuous monitoring of your Mentoring Program enables you to provide support and recognition. If you suspect your mentees may have safety concerns with their mentor, or are not in compliance with Boys & Girls Clubs of America's Safety Policy, follow your Club and Youth Center's safety policy immediately.

Supporting Mentors Through Professional Development

Support your Mentoring Program by providing professional development for mentors. Current professional development opportunities can enhance volunteers' mentoring abilities. Post-match training helps mentors process their mentoring relationships, learn best practices, and use them for new mentoring relationships. Ultimately, training enhances the Club or Youth Center experience of all youth. Identify common themes mentors are struggling with, and try to locate someone with expertise in your network or community who can deliver the training. Visit the BGCA.net/Training/ to access Spillett Leadership University. Log in and use the search function to find a full range of learning opportunities.

Supporting Mentees Through Recognition

Include both youth and their parents and caregivers in mentoring recognition activities. Continue to check in with parents and caregivers about their experience with your Mentoring Program. Ask about the impact it is having on their children, give progress updates, share your appreciation, and continue to build relationships with them. See these examples to formally and informally recognize mentees.

Informal Recognition

- Recognize mentees "in the moment," and use authentic gestures, such as high fives and encouragement, to positively reinforce their efforts and persistence.
- Write a note acknowledging the progress of mentees.
- Acknowledge mentees for their contribution during mentoring group activities.

Formal Recognition

- Showcase mentees' achievements on walls, bulletin boards and monitors, during assemblies and special events, or in newsletters or social media posts.
- Have a mentoring showcase at the end of group mentoring sessions, where mentees receive an honor for their participation and share experiences.
- Have mentees create and give each other awards to recognize each other.
- Establish a Mentee of the Month process to recognize mentees.

It is important to recognize, acknowledge and encourage *all* youth and create an environment where they feel encouraged and supported.

Improve Action 3: Close Mentoring Relationships

You've reached the final step of your Mentoring Program improvement process. Since continuous quality improvement is an ongoing cycle, you'll be repeating these steps for the life of your program. But now you'll know just what to expect, and it will get easier as your program keeps improving.

It's time to **meet back together** with your Mentoring Program Committee to discuss the results of your Action 2 Support Tasks. Use the [Improve Action 2 Worksheet](#) (page 89), and fill in the remaining fields as you discuss the results. Then use the majority of your time to discuss when and how you will facilitate the closure of mentoring relationships. Use the [Close Mentoring Relationships Tip Sheet](#) (page 97) to guide your conversation. So pick up now with the [Improve Action 3 Worksheet](#) (page 96), and customize your SMART Actions to the following three Support Tasks.

- 1. Establish a Closing Procedure.** Mentoring relationships end for a variety of reasons. Your program should include written closure procedures for handling both unexpected and planned mentorship closures. Once you establish your policies, be sure to follow these processes every time a relationship ends. In all cases, program staff should facilitate closing in a way that honors the contributions of participants and allows them to reflect on their experiences. Finally, include procedures for re-matching mentees with new mentors, if youth wish to continue the program.
- 2. Conduct an Exit Interview.** This is a time to discuss with both mentors and mentees the reasons for ending the mentorship. Listen to their feelings and the highs and lows of their time together.
 - Give mentors the [Mentor Reflection Form](#) (page 99) to fill out and return during your meeting, and help mentees fill out the [Youth Reflection Form](#) (page 100).
 - Conduct interviews separately (mentor separate from mentee), with the parent and/or caregiver invited to be present. Use the [Mentor/Mentee Exit Interview](#) tool found on page 101 to facilitate and record the results from your discussion.
 - Be sure all parties sign the [Mentorship Closure Agreement](#) (page 103) to conclude the Exit Interview.
- 3. Host a Final Meeting** between the mentor and mentees. This is a time for the mentor and mentees to reflect on their mentoring relationship and celebrate their time together. Use the [Final Meeting Tip Sheet](#) (page 104) to guide the process.

Designate a person to be responsible for overseeing each Support Task above, and assign a deadline for completion. Add these details and more to your [Improve Action 3 Worksheet](#) on page 96.

Use the [Mentoring Program Reflection Worksheet](#) on page 105 to reflect on the results of your Mentoring Program improvement process. Consider what worked well and what could be improved next time as the cycle continues. Note the committee's thoughts and suggestions in the right column.

Thank everyone for their continued hard work, and schedule your next meeting together as needed. In the meantime, periodically check on progress and offer support to keep the program running smoothly.

Improve Action 3 Worksheet: Close Mentoring Relationships

Review the guiding questions for each of the Support Tasks to complete the table below.

Improve Action 3: Close Mentoring Relationships						
Support Tasks	SMART Action <i>What needs to be done?</i>	Person Responsible <i>Who should complete this step?</i>	Deadline <i>By when?</i>	Resources <i>What's needed?</i>	Potential Challenges <i>How will you overcome them?</i>	Results <i>How did it turn out?</i>
1. Establish a Closing Procedure						
2. Conduct an Exit Interview						
3. Host a Final Meeting						

Close Mentoring Relationships Tip Sheet

Eventually, all mentoring relationships will come to an end. This is a normal part of the process. There are many reasons that can lead to the closure of a mentor-mentee relationship, and it is important to develop a clearly outlined procedure to safely and appropriately navigate this transition. This section will provide guidance on deciding when and how to close a mentoring relationship.

When to Close

Mentoring relationships may end for a variety of reasons. Here are some examples.^{xxx}

- **Not a great match:** Sometimes it's just not a great fit, and that's OK. It is most important the mentee feels comfortable in the relationship and fully supported by their mentor. If the mentor and mentee pair are not working out, it is appropriate and sometimes necessary to formally close the relationship.
- **Mentor or mentee leaves the program:** In cases where the mentor or mentee leaves the program, the relationship cannot continue, so closure is a necessity.
- **The mentor or mentee experiences major life changes:** It may be appropriate to end a mentoring relationship if either the mentor or mentee experiences some major life changes and can no longer participate or meet their commitment. Examples include moving, a mentor taking a new job, a mentee going through a major change in home life, or either experiencing a change in health.
- **The Mentoring Program ends:** If the program ends and there is no ability to continue, it will be appropriate to close the relationship.
- **The mentee is no longer in need of a mentor:** The goal of mentorship is to empower mentees to become successful, happy and healthy adults. Once mentees achieve the defined goals of the program, they may no longer want or need mentoring.
- **A breach of safety policy or inappropriate conduct causes the relationship to end:** Any breach in a safety policy or inappropriate conduct by the mentor or mentee must result in the termination of the mentoring relationship.

Once you know a mentoring relationship is going to close, you should notify the mentee and their parents and caregivers as soon as possible.

Establishing a Closing Procedure

Your program should have written closure procedures for handling both unexpected and planned mentorship closures. As you develop your closure procedures, think of closure as a process rather than a single event. Once you establish your policies, be sure to follow these processes every time a relationship ends. In all cases, program staff should facilitate closing in a way that honors and affirms contributions of mentors and mentees and allows participants to reflect on their experiences. Closure procedures should include the following:

- **Exit Interviews** with mentor, mentee and, when relevant or able, parents and caregivers
- **Signed acknowledgement** that mentorship is closed
- **Final meeting** where mentor and mentee can discuss their feelings and celebrate their time together, when possible
- **Re-matching** procedures

Exit Interviews

The Exit Interview is a time for both the mentor and mentees to discuss with program staff reasons for ending the mentorship, their feelings, and highs and lows of the experience. Program staff should establish contact guidelines moving forward, create a plan for contact post closure (if applicable), set up the final meeting, and determine whether a new mentoring relationship is desired.

Exit Interviews should be conducted separately (mentor apart from mentees), and in a safe and private space. Invite the mentee's parent or caregiver to participate in this process. Interviews may take up to an hour to complete. Use the [Mentor/Mentee Exit Interview](#) tool found on page 101. Work with the mentor and mentees to complete it separately in a conversational format, taking notes throughout. Rephrase and reflect upon what the mentor/mentees share, to be sure you are accurately capturing their feedback. The document must be signed at the completion of the process and filed.

Impact of Closure

The end of a mentoring relationship can feel emotionally complicated and lead to mixed feelings, regardless of the reason for closure.^{xxxii} It may be difficult for both the mentee and the mentor to process their emotions and feel closure. Common emotions experienced by both parties may include anger, sadness, guilt, disappointment, relief, rejection, abandonment, understanding and hopelessness.

This transition can be particularly difficult for mentees with trauma histories. The termination of a mentoring relationship may bring up old feelings of past relationships ending, making it particularly important to be supportive throughout the closure process.^{xxxiii} **Error! Bookmark not defined.** It is important to recognize the mentee's history and past experiences, provide empathy, and allow the space and time for them to express their emotions. It is equally important to include the mentee's parents and caregivers in the closure process, as they too might have strong emotional reactions around the ending of the relationship. They may need guidance to find additional resources to support their child.

Mentors, like mentees, may also have a difficult time with this transition. Be sure to provide a place for them to voice their feelings and concerns about the closure of the relationship. Be patient, provide empathy, and work together to create a post-closure plan. Working collaboratively with mentors throughout the closure process will make the transition easier on everyone involved.

Tool: Mentor Reflection Form

Purpose and instructions: Please complete this form about your small-group mentoring experience.

Your Name: _____ Date: _____

What I liked about today's experience: _____

What I did not like about today's experience, and my suggestions for improvement: _____

How much I enjoyed the experience today, on a scale from 1-4 (1=Not at All; 4=Very Much):

Additional support I need from Club or Youth Center staff: _____

Thank you for your support throughout the Mentoring Program process, and for your candid expressions offered on this Reflection Form.

Tool: Youth Reflection Form

Purpose and instructions: Please share your thoughts about your mentoring group. There are no wrong or right answers.

Your Name: _____ Date: _____

What I liked about today's mentoring group: _____

What I did not like about today's mentoring group: _____

Changes that would make my mentoring group better: _____

How much I enjoyed the experience today, on a scale from 1-4 (1=Not at all; 4=Very Much):

Additional help I need from my Club or Youth Center: _____

Thank you for supporting your mentoring group, and for your honest answers written on this form.

Tool: Mentor/Mentee Exit Interview

Purpose and Instructions: The purpose of this tool is to support Club, Youth Center, or Program directors complete a one-on-one Exit Interview each with a mentor and mentee at the end of the mentoring relationship. Fill in the information on the first page of this form according to what you know and/or observe during the interview. During the mentor's interview, ask the questions on the top of the next page, and record their responses. During your separate interview with the mentee, ask the questions on the second half of the next page and record their responses. This will help you to gain better insights into opportunities to improve the quality of the next mentoring relationship. Keep a copy of this completed form for your records.

Name of Mentee: _____

Name of Mentor: _____

Please fill in the following information according to the information you have available or observe during the interview.

1. Why did the mentoring relationship end? Check all that apply and provide explanation.

- | | |
|--|--|
| <input type="checkbox"/> Program Ended | <input type="checkbox"/> No Longer a Need for Mentorship |
| <input type="checkbox"/> Life Changes | <input type="checkbox"/> No Longer Involved in Program |
| <input type="checkbox"/> Mentor and Mentee Differences | <input type="checkbox"/> Other: _____ |

2. How is the mentee feeling about closing the mentoring relationship? Circle all that apply, and provide an explanation below.

Happy Sad Confused Mad Disappointed Guilty Relieved Hopeful Peaceful
Hopeless Rejected Content Frustrated Worried Excited Rejected Scared Understanding

3. Has the mentee's family been notified about the closure of the mentoring relationship?

(Circle YES or NO below).

YES: Date of Contact: _____ Contact Method: Phone / Email / In Person

NO: Date of Future Contact: _____ Contact Method: Phone / Email / In Person

4. After the mentoring relationship is closed, will the mentor and mentee continue to have contact? (Circle YES or NO below).

YES, but within the restrictions outlined in the **Post Closure Contact Plan** below: The mentor/mentee will only have post-closure contact if it occurs at the Club while participating in Club programming.

- No formal mentoring will occur after the closure of this relationship.
- If the mentor/mentee desires to re-enter the mentoring relationship, they will contact the program facilitator.

NO FUTURE CONTACT

5. Date of last mentorship meeting: _____

6. Will the mentee be matched with a new mentor? (Circle one): YES NO

Ask the **mentor** the following questions during the interview, and note the responses.

7. What were the top three positive experiences in the mentoring relationship?

- i. _____
- ii. _____
- iii. _____

8. What were three areas for improvement in the mentoring experience?

- i. _____
 - ii. _____
 - lii. _____
-

Ask the **mentee** the following questions during the interview, and note their responses.

9. What are the best three things about your time spent with the mentoring group?

- i. _____
- ii. _____
- iii. _____

10. What are three things that would have made the mentoring group experience even better?

- i. _____
- ii. _____
- lii. _____

Tool: Mentorship Closure Agreement

Purpose and Instructions: The purpose of this form is to outline what is expected now that your mentoring relationship has ended. Please sign this agreement and return it to program staff. We will keep a copy of this form for our records.

Date: _____

I understand that my mentoring relationship has officially ended. I will not have contact with my mentee/mentor outside the Club environment. I will no longer have official mentorship meetings with my mentor/mentee after the closure of this relationship. If I wish to re-engage in a formal mentorship with my mentor/mentee, I will contact program staff.

Mentee Name

Parent/Caregiver Name

Parent/ Caregiver Signature

Mentor Name

Mentor Signature

Program Staff Name

Program Staff Signature

Final Meeting Tip Sheet

The Final Meeting between the mentor and mentees is a time for all participants to reflect together on their mentoring relationship. In this meeting, mentors and mentees will share their feelings regarding the closure of the mentoring relationship. It is also time for mentors and mentees to have a guided discussion to reflect on their accomplishments, learnings, and highs and lows of the mentoring experience. Consider having them create items that symbolize their time together and celebrate their achievements and experiences as a team.

This meeting will also outline post closure expectations, as defined in the [Mentorship Closure Agreement](#) found on page 103. Make sure both mentor and mentee sign this agreement and return it to program staff after the meeting. Keep this form for your records.

Re-matching

Do not re-match a mentee or mentor without fully completing the closing procedure, including the Exit Interview, Final Meeting and Closure Agreement. If either the mentor or mentee indicates an interest in re-matching, first allow space and time to process the closure, offering support and resources along the way. If the match was unsuccessful, do not move forward with a re-match until you have a complete understanding of why the initial match was not successful.

Tool: Mentoring Program Reflection Worksheet

Purpose and Instructions: As you come to the end of the CQI cycle, it's important to take a moment to reflect on your journey. Use this worksheet to reflect with your Mentoring Program Committee to identify what to adopt (keep doing), adapt (make changes) and discard (not do again) before starting a new Mentoring Program.

Steps	Description	Notes on Current Practice and/or Next Steps
<p>Phase 1: Assess</p>	<ol style="list-style-type: none"> <li data-bbox="337 495 927 632"> <p>1. Form a Mentoring Program Committee: Gather a team, elect a leader, conduct your first meeting, and take the Mentoring Program Needs Assessment.</p> <li data-bbox="337 674 927 810"> <p>2. Collect and Review Mentoring Program Needs Assessment Data: Gather feedback from the Club and community, and meet to organize the data.</p> <li data-bbox="337 852 927 989"> <p>3. Prioritize Youth Needs and Interests: Review the assessment results to prioritize what youth in your Club need, and reflect upon the capacity to fill those needs.</p> 	
<p>Phase 2: Plan</p>	<ol style="list-style-type: none"> <li data-bbox="337 999 927 1136"> <p>1. Recruit Mentors and Youth Mentees: Learn what criteria to look for and how to craft recruitment messaging to engage high-quality mentors and youth mentees.</p> <li data-bbox="337 1178 927 1314"> <p>2. Screen Potential Mentors and Youth Mentees: Discover how to appropriately vet your mentors to ensure safety and quality. Ensure mentees are a good fit.</p> <li data-bbox="337 1356 927 1493"> <p>3. Train Mentors, Youth Mentees, and Parents and Caregivers: Help all participants understand the program before engaging in a formal mentoring relationship.</p> <li data-bbox="337 1535 927 1650"> <p>4. Pair Mentors With Mentees: Learn how best to match mentors with youth mentees, and initiate them to the Mentoring Program.</p> 	

<p>Phase 3: Improve</p>	<p>4. Facilitate Small-Group Experiences: Take time and intentional steps to develop, strengthen and sustain positive, supportive relationship among youth and adults, and among youth.</p> <p>5. Monitor and Support Relationships: Develop a monitoring procedure to track relationships between mentees and mentors, and help them progress towards intended outcomes.</p> <p>6. Close Mentoring Relationships: Engage mentors and mentees in a closure process when it is time to end a mentoring relationship.</p>	
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Endnotes

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