A Good Cause Mentoring Program Initiative
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MENTORING PROGRAM

MISSION:
Igniting the untapped potential of youth through exploring their endless possibilities.

PHILOSOPHY:
The Ignite Mentoring Program connects our youth through purpose driven mentors around vocational experiences in order to provide them with intentional relationships and endless opportunities that ignite passion and inspire greatness.

BELIEF STATEMENTS:

Inspire purpose
• Our youth will come to realize their “true calling” as they develop an understanding of their personal self-worth and value by gaining confidence through the various types of mentoring relationships offered with Ignite.

Goal oriented
• Our youth will learn the importance of determining direction and setting milestones to assist them in their road to success.

Navigating passions
• Our youth will strategically have their interests sparked as they have the opportunity to find what excites them as they explore and learn about various social and occupational arenas.

Intentional relationships
• Our youth will understand the value of building healthy relationships in a culture of authenticity and accountability with adults and peers to better the community and their personal lives.

Talent Discovered
• Our youth will be encouraged to dream, guided to develop and released to deploy their personal talents as they embrace opportunities in areas of interest that can be strengthened into potential future occupational pathways.

Endless opportunities
• Our youth will investigate various avenues of vocation and education for self-discovery to determine areas of interest that can be enriched through relationship building.
GOALS

LONG TERM GOALS:

With a four year commitment, 85% of our mentees will:

• Acquire full-time work or enroll in accredited courses toward a degree or certificate.
• See the value in education and training.
• Will report a sense of self-worth and purpose.

Evaluation/Assessment Tools Include:

• Surveys
• High school graduation
• Interviews

SHORT TERM GOALS:

Our Mentees will:

• Increase school attendance
• Increase in academic success
• Decrease negative behaviors
• Report an improved sense of self-worth and purpose

Evaluation/Assessment Tools Include:

• Attendance records
• Report cards
• Parental reports
• Discipline reports
• Surveys
• Interviews

Possible Planned Activities to Support and Encourage Goal Attainment:

• Backwards mapping and goal setting
• Group community change projects
• Individual community change projects
• College and Technical school tours
• Internships
• Shadow experiences
• Interviews and information gathering
# INFORMATIONAL OVERVIEW OF TYPES OF MENTORING PROGRAMS


<table>
<thead>
<tr>
<th>TRADITIONAL ONE-TO-ONE</th>
<th>PEER MENTORING</th>
<th>TEAM MENTORING</th>
<th>GROUP MENTORING</th>
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<tbody>
<tr>
<td>DESCRIPTION</td>
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<tr>
<td>One adult to one young person.</td>
<td>Caring youth mentoring other youth specifically related to certain aspects such as academic and/or social related issues.</td>
<td>Several adults working with small groups of young people, in which the adult-to-youth ratio could vary based on the activity but will not exceed 1:10.</td>
<td>One adult working with a small group of young people in which the adult-to-youth ratio will not exceed 1:5.</td>
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<tr>
<td>WHERE MENTORING TAKES PLACE</td>
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<td>SELECTION OF MENTEES</td>
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<td><strong>TRADITIONAL ONE-TO-ONE</strong></td>
<td><strong>PEER MENTORING</strong></td>
<td><strong>TEAM MENTORING</strong></td>
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<th><strong>RECRUITMENT OF MENTORS</strong></th>
<th><strong>TRADITIONAL ONE-TO-ONE</strong></th>
<th><strong>PEER MENTORING</strong></th>
<th><strong>TEAM MENTORING</strong></th>
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<th><strong>TRADITIONAL ONE-TO-ONE</strong></th>
<th><strong>PEER MENTORING</strong></th>
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<th><strong>TRADITIONAL ONE-TO-ONE</strong></th>
<th><strong>PEER MENTORING</strong></th>
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<td>All mentors must complete training to prepare them to work with their mentees. Ongoing training of mentors will be provided throughout the year to assist mentors with issues and concerns that may come up throughout the course of their relationship. All mentors will be required to attend a minimum number of meetings. Supervision should occur at least monthly and support sessions should be offered every 8–10 weeks.</td>
<td>All peer mentors will complete an application and interview process. Ongoing training and support sessions will occur throughout the course of a year. Mentors are expected to attend a minimum number of meetings. Meetings will be specialized depending on mentor needs (e.g., how to tutor).</td>
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<th><strong>OVERVIEW OF PROGRAM PROCESSES</strong></th>
<th><strong>TRADITIONAL ONE-TO-ONE</strong></th>
<th><strong>PEER MENTORING</strong></th>
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IGNITE ... the untapped potential | 8
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<th><strong>MENTOR COMMITMENT</strong></th>
<th>TRADITIONAL ONE-TO-ONE</th>
<th>PEER MENTORING</th>
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| **NATURE OF RELATIONSHIP** | Community Center and other community-based areas to included special events such as baseball games, museums, etc. | Community Center (computer areas, café, outdoor space or other areas deemed appropriate by community center leaders). | Community Center and other community-based areas to included special events such as baseball games, museums, etc. including the potential work place of an individual(s). | Community Center |

| **MEETING TIMES** | All mentees will meet the mentee requirements unless a request that has been reviewed by the Advisory Committee and the Mentor Program Director and is accepted. Mentees will be between the ages of 11-20 and will complete the application and interview the process to determine appropriateness and acceptance based on alignment of the mentoring programs goals. Referrals for youth participation will be solicited from community stakeholders to include parents, educators, counselors, youth workers, etc. | All mentees will meet the mentee requirements unless a request that has been reviewed by the Advisory Committee and the Mentor Program Director and is accepted. Mentees will be between the ages of 11-20 and will complete the application and interview the process to determine appropriateness and acceptance based on alignment of the mentoring programs goals. Referrals for youth participation will be solicited from community stakeholders to include parents, educators, counselors, youth workers, etc. | All mentees will meet the mentee requirements unless a request that has been reviewed by the Advisory Committee and the Mentor Program Director and is accepted. Mentees will be between the ages of 11-20 and will complete the application and interview the process to determine appropriateness and acceptance based on alignment of the mentoring programs goals. Referrals for youth participation will be solicited from community stakeholders to include parents, educators, counselors, youth workers, etc. |

| **ACTIVITIES** | Parent/Guardian permission is required for participation in the program. | Parent/Guardian permission is required for participation in the program. | Parent/Guardian permission is required for participation in the program. | Parent/Guardian permission is required for participation in the program. |
MENTORING PROGRAM OVERVIEW

**Phase 1: Planning**
- Planning and developing overall mentoring program
- Building securement
- Fundraising and establishing partnerships
- Networking through community outreach
- Determining various committees

**Phase 2: Building**
- Cementing building plans
- Modifying and remodeling Community Center building
- Identifying and orienting Mentors
- Establishing specific procedures and policies
- Determining and hiring staff
- Fundraising and establishing partnerships

**Phase 3: Implementation**
- Identifying and orienting Mentees
- Matching individuals for mentoring relationships
- Establishing group and team mentoring programs
- Collecting and analyzing data
- Creating and maintaining schedules for activities, continued mentor support and evaluation systems
# PROGRAM IMPLEMENTATION TIMELINE

*(This timeline is designed to serve as a guide and may be adjusted as needed)*

<table>
<thead>
<tr>
<th>TASK</th>
<th>DESCRIPTION</th>
<th>TIME PERIOD</th>
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<tbody>
<tr>
<td><strong>PLANNING:</strong></td>
<td></td>
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<tr>
<td>Pre-Planning</td>
<td>• Conduct Needs Assessment</td>
<td>March – May 2014</td>
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</tbody>
</table>
| Pre-Planning Development | • Develop an initial draft of the program policies and procedures to include the purpose, type of youth/young adult needs, goals, mentoring model, and structure of the program  
• Design and budget the community center to include vocational areas | March 2014  
February - May 2014 |
| Creation and Member Selections of Mentor Advisory Committee | • Determine members  
• Create expectations and responsibilities to include a timeframe commitment | March 2014  
March 2014 |
| Structure of Mentoring Program | • Refinement of the policies and procedures from the pre-planning phase | Summer 2014 |
| Structure of the Community Center | • Secure building  
• Refinement of the community center plans from the pre-planning phase | Spring 2014  
Summer 2014 |
| Community Outreach | • Develop public relations materials  
• Plan and implement community town hall meetings to establish communication with all stakeholders  
• Develop partnerships with organizations and individuals interested in participating in mentoring program and/or community center | Spring 2014  
Spring – Summer 2014  
2014-2015 |
| Fundraising | • Plan and implement various types of fundraising events  
• Develop partnerships and sponsorships with various types of organizations | 2014-2015  
2014-2015 |
| **MENTOR/MENTEE RECRUITMENT AND SELECTION:** | | |
| Mentor Recruitment | • Recruit individuals through various venues including town hall meetings and other events  
• Make contact with interested mentors  
• Refine mentor criteria created in policies and procedures  
• Invited candidates to orientation | Spring 2015  
Spring 2015  
Spring 2015  
Summer 2015 |
| Mentee Recruitment | • Recruit individuals through various venue including town hall meetings and other events  
• Make contact with interested mentees & families  
• Refine mentee criteria created in policies and procedures  
• Invite candidates to orientation | Spring 2015  
Summer 2015  
Spring 2015  
Summer 2015 |
| Document Data | • Create and conduct surveys at the beginning, middle and end of the program cycle from the mentee and mentor that are aligned with program outcomes  
• Create and maintain communication and meeting logs  
• Create and maintain goals and progression charts | When mentoring relations begin  
When mentoring relations begin  
When mentoring relations begin |
<table>
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<tr>
<th>ORIENTATION AND TRAINING:</th>
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</table>
| Pre-Orientation and Training | • Create or choose a training program  
• Identify trainers and conduct training | Spring 2015  
Spring 2015 |
| Mentor Orientation | • Create or choose a mentor orientation program  
• Orient potential mentors to the program  
• Potential mentors will complete application form and consent to a background check | Spring 2015  
Spring 2015  
Spring 2015 |
| Mentee Orientation | • Create or choose a mentee orientation program  
• Orient interested youth to the program which will clearly outline the expectations  
• Potential mentees will complete application form  
• Orient parents and obtain permission for mentee to participate | Spring 2015  
Summer 2015  
Spring 2015  
Summer 2015 |
| Mentor Application Review, Screening and Selection | • Selection of mentors that meet pre-determined criteria including clearances of background checks  
• Selection will initially be made by Advisory Committee and Mentor Program Director | Spring 2015 |
| Mentor Training | • Create or chose a mentor training program  
• Participation in mentor training is essential and mandatory | Spring 2015 |
| Mentee Application Review, Screening and Selection | • Selection of mentees that meet pre-determined criteria  
• Selection will initially be made by Advisory Committee and Mentor Program Director | Summer 2015 |
### MATCHING:

<table>
<thead>
<tr>
<th>Pre-Matching</th>
<th>Create or choose matching criteria (software packages are available)</th>
<th>Match mentees with mentors on the basis of information from application (gender, general interests, career interests, skills, etc.)</th>
<th>Summer – Fall 2015</th>
</tr>
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<tbody>
<tr>
<td>Kick-Off</td>
<td>Activities for the formal opening of the program</td>
<td>Continued activities for mentor/mentee relationships established after initial opening to meet and “get to know” each other (parents included)</td>
<td>Fall 2015</td>
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<td>Spring 2016</td>
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<tr>
<td>Mentor/Mentee Activities</td>
<td>Arrange for group activities on a quarterly schedule for all mentee/mentors to participate</td>
<td>Assist mentee/mentors with activity ideas and/or arrangements</td>
<td>Fall 2015</td>
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<td>Ongoing</td>
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### ONGOING MAINTENANCE AND SUPPORT:

<table>
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<tr>
<th>Feedback from Mentors and Mentees</th>
<th>Establish a system to obtain regular feedback from mentees and mentors</th>
<th>Summer 2015</th>
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<tbody>
<tr>
<td>Additional Mentor Training and Support Sessions</td>
<td>Conduct regular mentor support meetings with a certain requirement of mentor attendance to be determined</td>
<td>Fall 2015</td>
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<td>Monitor mentee/mentor relationships on a monthly basis</td>
<td>Monthly</td>
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### RECOGNITION:

| Celebrate and recognize the accomplishments of the program and mentees'/mentors’ contributions to include all stakeholders | Bi-Annually |

### EVALUATION:

<table>
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<tr>
<th>Determine what outcomes to measure and evaluate</th>
<th>During the planning phase</th>
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<tbody>
<tr>
<td>Collect data on participants, mentees and mentors related to the outcomes</td>
<td>Quarterly</td>
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<tr>
<td>Measure outcomes and conduct evaluations</td>
<td>Bi-Annually</td>
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<tr>
<td>Review program progress and refine as needed</td>
<td>Bi-Annually</td>
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<tr>
<td>Reflect on and disseminate findings</td>
<td>Annually</td>
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HOW CAN YOU HELP?
You can make a difference by helping the IGNITE mentoring program in various ways.

- **IGNITE Funding**
  - Develop ways to increase financial support

- **Building & Construction**
  - Modify & Remodel Community Center

- **Marketing**
  - Create and establish campaign and drives

- **Marketing**
  - Create and establish campaign and drives

- **Advisory Board**
  - Provide input for a vocational area

- **Research**
  - Build meaningful relationships with youth

- **Legal**
  - Determine regulations & requirements
Café
A place for community folks to grab a great cup of coffee and a specialty item freshly cooked/baked from Ignite mentees while relaxing quietly or catching up with a group of friends. This space will also be utilized for special events in conjunction with the performance area.

Performance Area
A multi-purpose area created for students to showcase their performance talents or for other large events such as banquets.

Cosmetology
Ignite mentees will be able to learn how to create beautiful hair designs, apply make-up and learn the basics about skin care to determine if a future in cosmetology is in their future or simple learn how to physically prepare oneself for the professional world.
**Kitchen**
Chop, Fillet, Bake and Create! Young people will have the opportunity to learn fundamental cooking and baking skills while preparing meals for those in need and creating items to sell at the café.

**Music Room**
Guitars, drums, keyboards and microphones! Mentees will develop and enhance their skills and knowledge of music with the ability to perform on stage at the café.

**Sound Booth**
With every great performance, there is an amazing media specialist behind the scenes ensuring its success. Mentees can learn how to run the sound board, create videos and set a stage in this area.
In 2013, 7.0 percent of 8th graders, 18.0 percent of 10th graders, and 22.7 percent of 12th graders used marijuana in the past month. (drugabuse.gov)

More than 3 million referrals of child maltreatment are received by state and local agencies each year – that’s nearly 6 referrals every minute. (cdc.gov)

In 2010, 2,226 children and adolescents were served by Harford County’s public mental health system (Harford County Office on Mental Health, Core Service Agency, 2011).

In 2011, about 28 percent of students ages 12-18 reported being bullied at school during the school year. -nces.ed.gov

Highest dropout rates in Harford County occurred in Joppapawtne, Edgewood and Aberdeen High Schools. -harfordcountymd.gov

Each year, 157,000 youth receive medical care for self-inflicted injuries in Emergency Rooms across the US. -drugabuse.gov

In 2013, 15.0 percent of high school seniors used a prescription drug non-medically in the past year. -drugabuse.gov

Every year, over 1.2 million students drop out of high school in the US = one student every 26 seconds or 7,000 a day. -dosomething.org

In 2010, Havre de Grace (30%), Edgewood (26%), Aberdeen (24%) & Joppapawtne (23 %) have the highest percentage of absences from school. -harfordcountymd.gov

Between 1.6 and 2.8 million youth run away per year. -National Runaway Switchboard (2010)

The third leading cause of death among 10 to 24 year-olds is suicide resulting in 4600 lives lost each year. -cdc.gov

In 2011, a total of 329,797 babies were born to women aged 15-19 years. -cdc.gov

In 2013, 6.5 percent of 12th graders now use marijuana every day -drugabuse.gov

In the US, high school dropouts commit about 75 percent of all crimes. -drugabuse.

39 percent of Maryland youth watch 3 or more hours of TV daily.-cdc.gov

12 percent of Maryland youth are obese. -cdc.gov

39 percent of Harford County Youth have participated in binge drinking in the last 30 days.- Maryland Adolescent Survey

Approximately 5,000 runaway and homeless youth die from assault, illness and suicide. - Pergamit et al., 2010

During 2008, 10, 247 youth in Harford County were considered runaways with the highest percent from Edgewood. -Harford County Runaway Report (2011)
CONTACTS

GOOD CAUSE
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Havre de Grace, MD 21078
410.916.7770
info@serveagoodcause.org

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Jess Bousa
Executive Director
jess@serveagoodcause.org
443.987.3756

Mentoring Program:
Michelle Anderson
Executive Board Member
michelle@serveagoodcause.org
443.417.4651