

# **A Guide for Agency to Agency Peer Mentoring**

*The PASE Peer Mentoring Program*

*The Partnership for After School Education*

# *A Letter from Janet Kelley, Executive Director, The Partnership for After School Education*

Dear Colleagues,

As a network of youth practitioners, the Partnership for After School Education (PASE) collaborates with youth agencies throughout New York City to maintain and strengthen the quality of afterschool programs available to young people and their families. PASE has a number of initiatives to do this, including ongoing trainings, on-site technical assistance, topical forums, an annual conference, networking opportunities, and a regular series of publications. Within this broad menu, we have found that many people, especially those interested in building the capacity of afterschool as a field, are interested in the concept of agencies mentoring colleague agencies. In collaboration with a number of forward thinking foundations over the past few years, PASE has been implementing such a program that has grown to include about 20 community based youth serving agencies. This Guide is an outgrowth of our work with these agencies, and is intended to support “mentors” as they advise and guide their “mentees”. We also hope that it helps others who are interested in establishing similar initiatives and agency to agency relationships.

A cornerstone of PASE’s approach to strengthening the field of afterschool education is the practitioner-expert. These are youth practitioners who have accumulated extensive knowledge and experience that has value to others. PASE provides opportunities to network and leverage this knowledge and experience so that others may benefit. PASE connects peers with one another, and in so doing, strengthens youth development practice. Agency to agency mentoring is one strategy for doing this.

Over the last four years, we have learned many lessons about how to structure the mentoring process, how to best select and match mentors and mentees, and how to support the ongoing nature of their work. Many of these lessons are captured in two year-long evaluations that coincided with the first two years of program implementation. We have tried to distill these lessons in this Guide, but as is true in any distillation process, there is much that we have learned that is not captured. For additional information, we encourage the reader to contact PASE. Lastly, we hope this Guide is of value to you, and we want to thank the wonderful work of both mentors and mentees who have participated in this initiative, from whom we have learned so much.

Best,

Janet Kelley  
Executive Director

## *Background*

Over the past four years, PASE has implemented its agency to agency Peer Mentoring Program, matching community-based organizations together as mentors and mentees with a larger goal of building the capacity of staff, agencies, and the field as a whole. This Guide for Mentors was developed as a tool to assist new mentor organizations as they strive to assist their mentee over the course of a program year. In addition, the Guide for Mentors is a valuable tool for other organizations looking to start a similar program.

## *Acknowledgements*

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Lastly, we want to thank all the groups who have participated in this initiative. We have learned a great deal from their experience, which we are happy to share with the larger field of afterschool education.

### Participating Mentors and Mentees 1998-2002

<i>Mentors</i>	<i>Mentees</i>	
▪ East Harlem Tutorial Program	▪ Brooklyn Bureau of Community Service	▪ Riverdale Neighborhood House
▪ Forest Hills Community House	▪ Casita Maria	▪ Warren Street Center for Children & Families
▪ Learning through an Extended Arts Program (LEAP)	▪ Fordham Bedford Children's Services	▪ Youth Ministries for Peace and Justice
▪ Pius XII North Bronx Family Services	▪ The Genesis—Robert F. Kennedy Center	
▪ Project Reach Youth	▪ Global Action Project	
▪ Riverdale Neighborhood House	▪ Highbridge Community Life Center	
▪ Stanley Isaacs Neighborhood Center	▪ Homes for the Homeless—Saratoga Family Inn	
▪ Stephanie Pinder—Small Settlement House Collaborative	▪ Mary Mitchell Center	
	▪ Phipps Community Development Corporation	

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# *The Peer Mentoring Program: A GUIDE FOR MENTORS*

## *I. Introduction/History*

***The Partnership for After School Education (PASE) created the agency to agency Peer Mentoring Program in 1998 with the support and close collaboration of The Robert Bowne Foundation. The Foundation and PASE agreed that agency to agency peer mentoring is an effective strategy for supporting community based afterschool programs as they strengthen their level of service and expertise. Rather than a traditional mentoring design that matches individuals together, the agency to agency Peer Mentoring matches one organization, known as a mentee, with another organization, a mentor. The intended outcome is that the mentee's afterschool program will be transformed and that its internal capacity to provide quality***

**Mentoring is based on the common experience that when peers come together, programs will exchange information, visit one another, and provide reciprocal support that contributes to positive program development.**

***services will be enhanced.***

PASE, a professional association of afterschool educators, designed the Peer Mentoring program, drawing from its experience as a peer-driven organization that creates opportunities for agencies to share experiences and use each other as resources.

### **Positive Outcomes of Peer Mentoring:**



#### **Afterschool programs are transformed.**

Staff roles and responsibilities change, and management and line staff are provided with valuable planning time to research and organize activities.



#### **The peer mentoring relationship acts as a catalyst.**

Senior levels of mentee organizations support program change by investing additional resources to ensure long-term change.

***Of course, the bottom line is that as a result of the Peer Mentoring Program, children and parents experience the benefits of a newly envisioned and revamped program!***

### **Who is the audience for this guide?**

The intended audience of this Guide is primarily agencies who have been selected to be mentors and are beginning the process of working with a mentee. Agencies that wish to start up a similar agency to agency Peer Mentoring Program may use this Guide with their own peer mentors. Funders who are interested in this unique process of program support, as well as technical assistance and staff development providers, may also find this Guide useful.

### *The new mentor*

Mentors are selected to work intensively with an agency over a 12-month period (sometimes longer). While it's an honor to be chosen as a mentor because it recognizes an agency's proven track record and commitment to the field, mentoring is often a new role and opportunity. It is extremely helpful to hear about what others have experienced. This Guide draws heavily from an evaluation of the PASE Peer Mentoring Program and provides guidelines and tips for mentors based on the experiences of both mentors and mentees. This Guide shows how mentors and mentees devised a range of ways to share resources and learn from each other, created by the unique situation of each mentor/mentee partnership.

### **What exactly is mentoring?**

Mentoring is one approach in an overall technical assistance initiative to



support program change and enhance program capacity. Mentoring identifies and builds upon the strengths of both mentors and mentees. In this sense, mentoring is not viewed as "fixing" an agency's problem. Instead, mentoring is a strategy to capitalize upon mentee agency strengths and help it articulate and achieve its own goals more effectively.

### **In order to be effective, the mentoring process needs to:**

- Build trust and credibility;
- Articulate agency goals;
- Recognize the skills of the mentor and the mentee to best utilize assets.

It's important to note that there is a wide variety of creative ways that mentoring can be accomplished. Innovative approaches to mentoring have included site visits and observations, staff trainings, one-on-one meetings and linking agencies with outside resources. In many cases, mentor/mentee relationships included a mix of both management and program staff.

*"I think that what worked for us was not being all over the map. We sat down with our mentee and said, 'Let's focus on two areas...even if you have fifteen that are important – take the two most critical issues in programmatic and two in organizational management -- and then let's map out what we need to do...' - East Harlem Tutorial Program, Mentor*

## II. The Benefits of Mentoring

**“The simple fact that we met up with an agency that went through what we are going through.... I breathed a sigh of relief.” –Riverdale Neighborhood House,**

### *The mentor*

***Mentoring provides the mentor agency’s staff with an opportunity to work as a team and to grow professionally. Staff from the mentor agency has the opportunity to become familiar with a colleague’s program, and, in the process, reflect upon their own work. The mentoring relationship helps the mentor staff to identify, validate, and subsequently articulate the strengths of their programs. Mentoring allows organizations to develop new and marketable skills -- providing technical assistance to other organizations. As one mentor revealed, this gives the organization an added edge in a competitive funding climate.***

Mentors often have two-way relationships with their mentee -- they are both able to learn through the process of mentoring. Sometimes there is even a role reversal, where the mentee becomes the mentor – thus, there is an opportunity to both give and receive.

### **The mentee**

Mentees are selected because they have expressed the desire to transform an aspect of their afterschool program, and are seeking the support and advice of their peers. While agencies may be committed to change, they may not know the best ways of going about it, and this is the role of the mentor, which is to help the mentee focus and follow through on their intentions. Mentees, through their participation, realize their situations are not unique. Talking with colleagues during regular mentor/mentee meetings and cross-program visits reduces their sense of isolation and provides additional ideas and strategies. Mentees often develop long-term relationships with their mentors, and develop a wider network of professional colleagues. While mentees may be committed to change prior to participation in mentoring, their intentions might be lost, badly articulated, or ill-planned if not for the mentor’s support and focus and the program structure provided by the overall initiative – facilitated by PASE.

### *III. Overview: The Peer Mentoring Program*

**To be effective, mentors and mentees should be part of a larger initiative that brings them in contact with other mentoring pairs – the role of PASE. This larger initiative provides a structure and process, and allows for the cross-fertilization of ideas and strategies. The following is an overview of a supportive structure that builds the mentoring relationship and informs the design and implementation of mentoring activities:**

#### **1. First Steps: Selection of mentors and mentees**

Mentors and mentees are selected through an application process. Mentors are selected because of a proven track record, are good at what they do, have adequate time and resources to work in a long-term mentoring relationship. Mentees also fill out an application, but may also receive a site visit in the selection process. Mentees must have the commitment and capacity to benefit from mentoring. That is, they must be able to, at the least, commit staff time to mentoring activities.

#### **2. Program Kick-Off/Orientation:**

During the Kick-Off phase, agencies are introduced to their mentoring partners. Sometimes potential mentors will visit a potential mentee before the Orientation to “get the lay of the land” and to begin building the relationship. The Peer Mentoring Orientation, held for all of the Mentor/Mentee pairs, provides an overview of the program philosophy, and provides agencies with time to begin to more specifically identify areas of need, and fill out a twelve-month Action Plan, setting the stage for ongoing mentoring to begin.

#### **3. Program Implementation**

##### **Mentor-Only Meetings:**

Mentor-only meetings are held periodically over the course of the year. These are confidential discussions, sometimes held as a group, but also held on a one-to-one basis. In PASE’s experience, these one-to-one sessions are effective when conducted by a “master mentor.” These meetings provide an opportunity for mentors to discuss progress, difficulties, and gain suggestions and strategies.

##### **Mentor – Mentee Meetings:**

These are quarterly meetings in which PASE brings mentor and mentee staff together to share progress and engage in an open discussion regarding challenges and highlights of the mentor/mentee process. Meetings typically allow time for mentors and mentees to meet as pairs followed by time for larger group discussion to discuss challenges and highlights. At mid-point, participants assess their progress to date and revise their action plans as appropriate. PASE collects these assessments as part of program documentation and evaluation.

## **4. Management & Programmatic Workshop Series:**

Additional training is created which addresses both organizational and programmatic issues that participants indicate are of interest. Both mentors and mentee organizations have found additional training to be beneficial. PASE has held workshops on the following topics:

- Program evaluation and planning;
- Staff supervision, evaluation, and development;
- Leadership development;
- Fund development;
- Content-based training, such as literacy in the afterschool setting, classroom management and conflict resolution, youth leadership and service learning, and general curriculum development.

## **5. Closing/Reflection:**

The final closing meeting is an opportunity for participants to reflect upon the year and to provide an opportunity for celebration and closure. Mentoring pairs sit with each other and engage in a final assessment of their experience and identify mentoring outcomes. Again, PASE collects these final assessments as part of program documentation and evaluation. In the closing session, participants are able to present their experiences of mentoring to the larger group, identifying areas of short-term and long-term change. Finally, participants determine plans for future mentor/mentee relationships, which in some cases involves a second year of mentoring.

## IV. First Steps: Selection of mentors and mentees

### *Criteria for the Selection of Mentors*



Mentor organizations are selected based on an enduring commitment and capacity to involve children and families in a rich variety of activities that support a child's development in the areas of critical thinking, creativity, and self-expression. Mentor organizations must be able to involve staff, from management to program levels, at different points during the mentoring relationship. However, there must be at least one key person who will be the primary contact for the agency. Mentor organizations must exhibit strength in many of the following areas critical to program health and success:

- Program philosophy and mission;
- Curriculum development, programming, materials;
- Effective teaching practices/Best outcomes for youth development;
- Staff development;
- Management practices;
- Fund development.

#### **Successful mentors are those that are able to:**

- Guide the mentee agency, not dictate ideas;
- Be a model of good practice;
- Bring their knowledge and experiences to the relationship and be able to share.

### *Criteria for the Selection of Mentees*



Commitment from all levels of administration is the foundation for any meaningful or long-lasting change. Even if program staff is committed to changing or improving their programs, they will be stymied unless they have the support and encouragement of the administration and vice versa. Also, the agency must have the resources to support their vision for change, that is, they must be able to commit time for staff to participate in the mentoring process. All of these areas are assessed in a review of mentee applications. Some additional suggestions for selecting mentees include that they:

- Maintain a program budget of at least \$100,000;
- Have a track record of working with technical assistance providers or commitment to professional development;
- Can self-assess areas of strength and needs;
- Are committed to devoting staff and time to peer mentoring

#### **Successful mentees are those that are able to:**

- Accept valid and constructive criticism;
- Apply suggestions for the betterment of the program;
- Maintain open communication and work in collaboration with the mentor.

## Matching Programs

Mentors are involved in the peer mentoring matching process as much as possible. Matches are made to effectively link programs based on

- Leadership styles and organizational culture;
- Agency size;
- Geographic location;
- Program expertise;
- Agency specialization.



When obstacles surface in the Peer Mentoring relationship, PASE is intensively involved in mediating this situation.

## V. Program Kick-Off

There are many ways that programs have implemented the mentoring process, and this always involves multiple strategies. As mentioned before in this Guide, some of the ways that programs have approached this include: site visit exchanges, attending each other's staff training and staff meetings, key staff working one-to-one, job shadowing and observation. The most important point is to recognize that the relationship is a long term one, and will evolve and change over time.

### Starting Up

The beginning of any working relationship is critical, and both parties need to know the intended outcomes of the relationship. At the outset the mentor and mentee need to discuss their mutual expectations and responsibilities. It's important to clarify these expectations through a Memorandum of Understanding (MOU), signed at the beginning of the program year. This MOU is a contract between PASE, the mentor, and mentee.

Identifying the contact people at both the mentor and mentee agencies will ensure an effective flow of communication and coordination between the two agencies. In some cases the contact person has been the Executive Director, in other cases, the contact person has been a Project Director or other administrator.

It cannot be stressed enough how important it is for the mentor to build a trusting relationship with the mentee, as the mentee may initially hesitate to expose areas needing improvement. Besides clarifying the mentor's role, this trust can be achieved through a variety of ways including strict confidentiality, consistent follow-up and good communication on the part of the mentor.



"My staff met people that they connected with. They did things on their own and went over to the mentor's program for activities. They felt that they were part of something bigger, part of a larger professional environment. .-Youth Ministries for Peace and Justice, Mentee

## Action plan



The action plan is a key element for defining aspects of the working relationship that will be formed between mentor and mentee. Mentees and Mentors jointly develop action plans that serve as the initial focus and foundation of the mentoring relationship. Action plans encourage mentee agencies to define realistic program outcomes, allocate funds, create opportunities for innovations to be programmatically integrated, and ensure that all staff has opportunities to plan and participate in program changes. The process also draws mentees into a larger conversation about their mission, their relationship to parents and schools, and a range of program outcomes.

The action plan process helps agencies to articulate a more specific vision by acknowledging mentee gaps, strengths and capacities and to set realistic goals. This process allows the mentors to organize their own resources to meet the mentee's needs, and to gain a sense of the mentee's evolving management and programmatic issues. It's important to note that initial goals envisioned by the mentee may have to be revised later in the program year. This is very common, as mid-year the mentee and mentor assess progress and accomplishments and may have to adjust intended outcomes. For example, a mentor found that its mentee wanted to implement a literacy curriculum that was unrealistic because they had not allocated any time for staff development. Instead, the mentee had to modify its action plan and seek extra funding in order to provide time for staff training.

## Supporting the ongoing mentor/mentee relationship

Continual support is needed for the ongoing mentor/mentee relationship. One of the most critical factors to maintain an effective collaboration is a consistent focus on established goals. To do this, the action plan should be revisited at least once to examine progress and make adjustments if necessary. The mentor/mentee relationship should also model good practices of professionalism. Appointments need to be kept, meetings should begin on time, documentation and reports submitted in a timely fashion.



### Checklist for implementation:

#### Have you

- \_\_\_\_\_ assigned a point person and staff who will work with the mentee?
- \_\_\_\_\_ set up appointments to exchange site visits?
- \_\_\_\_\_ conducted a needs assessment?
- \_\_\_\_\_ created an action plan?

## **Closing/Reflection**

At the end of the first year of mentoring, all mentors and mentees get together as a group to assess their accomplishments, to share experiences, and evaluate the overall Peer Mentoring Initiative. Participants have the opportunity to continue their work for a second year, and in PASE's experience this often occurs – the second year is often key to the mentee moving to the next level and institutionalizing lessons gained from the first year of the mentoring relationship.

A new activity introduced in the Peer Mentoring program has been to bring past and current mentees and mentors together in a roundtable format to discuss critical issues, including challenges, highlights, and short-term and long-term benefits of mentoring. This is also an important informational event, in that current funders and potential funders are invited, as well as other community based agencies that may be interested in either becoming mentors or mentees.



## VI. Some Common Questions & Concerns

The following are some frequently asked questions that have emerged over the course of the Agency to agency Mentoring Program:

**Q:** *What is the mentor's time commitment over the course of the year?*

**A:** *The mentor's time may vary according to the needs of their mentee. However, some minimal benchmarks are that the mentor commit staff to a) attend half-day meetings of both mentors and mentees that occur on a quarterly basis; b) attend bi-annual mentor-only meetings; c) attend some half-day management/programmatic training; d) construct a regular schedule of time with their mentee for technical assistance and training [at the beginning of the mentoring relationship, at least once a month] and e) participate at least once as a visitor or host of a cross-site visit.*

**Q:** Who from the mentor organization needs to be involved?

**A:** At least one person in upper management (i.e., Executive Director or Associate Executive Director), middle management (Program Director or Education Director), and line staff as needed. For example, line staff may be utilized for cross-site visits, whereas middle management may be used to design and implement staff development for mentee staff. Upper management may work directly with the mentee's upper management to work on overall agency program design and agency management. As a rule, those in higher and lower positions will require less frequent involvement in terms of their time (but not their commitment). This, of course, varies with the size and structure of the agency.

**Q:** What are the limits to the mentor's responsibilities?

**A:** The mentor agency staff should always remember that they are not mentee agency staff, and should not assume these roles. Mentors should not expect mentees to make drastic, immediate changes. This takes time. Mentors are encouraged to refer back to goals established in the action plan. If the mentee cannot support meeting those goals, the mentor should not step in to do the work.

**Q:** *What happens if the mentee feels threatened?*

**A:** *It takes time to earn the confidence of mentee staff. Mentee staff may wonder if they are doing something wrong, and if this was the reason why a mentor is needed. Working hard to establish trust and clarifying the mentor's role, i.e., that they are resources to help guide rather than tell staff what to do, is very important. Mentors also need to assure mentees that they will maintain strict confidentiality, and prove it by their actions.*

**Q:** What happens if the mentee and the mentor don't see eye to eye?

**A:** *First, the mentor and mentee should revisit the established goals in the action plan. The mentor may also need to engage in self-examination to make sure that he/she is not forcing his/her own agenda on to the mentee. An important point to remember is that the mentee is ultimately responsible for his/her agency once the mentor walks out the door.*

**Q:** What happens if the match just doesn't work?

**A:** PASE has experienced cases where the mentor and mentee do not click as a pair. When this occurs, PASE tries to mediate by scheduling a meeting, with PASE in attendance, to determine if there is a misunderstanding, if a new match would be better, or if a mentoring relationship is not appropriate at the present time (despite the earlier assessment).



## **VII. Case Study**

### **Riverdale Neighborhood House, Bronx, New York**

**(Mentor: Pius XII North Bronx Youth & Family Services)**

#### ***A. Organizational Background***

##### *Mission of Organization*

Riverdale Neighborhood House (RNH) was founded in 1872 by Grace Dodge, who created a lending library in her home for neighborhood workers. In the last 128 years, this settlement house has continually worked to meet the changing needs of their community. Today, RNH's service area has grown to include a large section of the Northwest Bronx and beyond, providing support to 5,000 people of every age, ethnic and income group, with programs for new parents, teens and seniors as well as childcare for pre-schoolers and elementary school children ages 5-12.

Recently, the early childhood program at RNH earned accreditation from the National Association for the Education of Youth Children (NAEYC), making it the only program in its service area that offers subsidies for low-income families. The RNH Universal Pre-Kindergarten program is used as a model of promising practices by New York City School District 10 – assisting other schools in improving their kindergarten programs.

##### **The Afterschool Program**

RNH currently provides afterschool services to approximately 70 children daily, 50% receiving tuition subsidies. Many of the children come from single parent homes. Children represent an ethnic mix (70% of the children are Latino, and the remaining 30% are of European, African American, Asian American and Middle Eastern backgrounds) and have a wide range of educational needs.

When RNH's afterschool program began, it was mostly recreational. The program changed over time by adding homework help, library visits and computer time. RNH recognized that it needed to do more in the educational arena, as the majority of the children were at least one grade level behind in their reading skills and generally lacked excitement about learning. This

recognition did not come about "scientifically" but primarily through staff observations of children who struggled through written homework assignments, repeated grammatical and spelling errors, and resisted completion of monthly book reports. Many parents told the staff about their children's low reading scores and related how children were mandated to attend summer school.

## B. Organizational Strengths

### Staff

RNH's team, the Director and the Assistant Director, worked together well to supervise and support college-age youth counselors. RNH was successful in recruiting staff because the Directors made a conscious effort to connect with many colleges in the area that had students looking for part-time employment. RNH first looked for students enrolled in the education and psychology departments. However, they realized that some of the most qualified counselors came from other areas of study and, therefore, the directors interviewed all students who applied. They found that special interests and hobbies (such as cartooning or the ability to play a musical instrument) added to the program.

### **Programming**

Children in RNH's afterschool program participated in a variety of activities. RNH involved children in choosing the activities that interested them the most, leading to the creation of Friday "clubs." The Directors and counselors first meet to determine what "talents" each staff member possess. Then they meet with children and try to match up the children's requests with staff talents. Cartooning, woodworking, drama, and piano playing are a few of the clubs that have been offered.

RNH's inclusion of children in decision-making allows the children to express their opinions, brainstorm, and problem-solve. The "chat" sessions are as popular as the activities themselves, and help the children to see that their opinions matter. This youth development focus emphasizes the need for children to have a "voice," and for the program to respond by providing engaging activities where children are given the chance to contribute and thus, build their sense of self-worth.

### **C. Organizational Challenges**

#### Staff

When RNH entered the Peer Mentoring Program they realized that as much as staff was an asset, they needed to 1) recruit more, better qualified, and energetic staff; 2) incorporate new activities which would both interest the children and help broaden their horizons; 3) provide more staff training for the college counselors and 4) provide higher compensation for the counselors who earned little more than minimum wage.

#### Programming

The original focus of the Peer Mentoring Program was the expansion and improvement of literacy services at RNH's afterschool programs. Therefore, RNH focused on the improvement of staff development in the area of reading and writing instruction. They were able to identify that there was a general lack of interest in reading and writing on the part of children. The children seemed to fall into two categories: those who were truly struggling with reading and/or writing, and as a result, didn't enjoy it, and those who, although able to read and write, did not view it as anything more than assignments to be completed. RNH wanted to change the situation, and sought an agency with expertise in this area as their mentor.

### **D. Goals for Mentee**

The goal for RNH in the Mentoring Program was to work with staff so that they would be able to excite children about reading and writing in the afterschool program, while improving their reading, writing and speaking skills. With the advice and guidance of their mentor, they made a number of key decisions and changes to their program.

#### **Steps to implement change**

##### *1. Staff*

RNH began to initiate change by hiring certified teachers (who also taught in their pre-school programs) to plan and lead educational activities with the school-age children. They also began to use teachers as mentors for the counselors (college-age staff), re-structuring schedules so that counselors met for weekly hour-long planning meetings with the Assistant Director of the Afterschool and thirty minute planning meetings with their mentor-teacher, in addition to weekly staff meetings. RNH realized as counselors took on more responsibility and became more skilled in working with children on the educational level, that their salaries would have to increase to reflect their added capacity and responsibility.

## *2. Programming*

RNH began to offer a revamped and expanded literacy program, with groups of 10-12 children meeting for approximately 75 minutes a week for direct involvement in literacy activities. An RNH teacher and counselor conducted these activities. The two new components included:

1. An Author of the Month series for grades K-2
2. Book Clubs for grades 3-6.

RNH identified goals for the two groups:

1. Philosophical – Creating a comfortable learning environment, promoting respect for children and their ideas;
2. Technical/Educational – The incorporation of literacy strategies such as semantic mapping, word walls, and journal writing to encourage the improvement of basic literacy skills.

RNH also implemented some scheduling changes in the program, so that the children had outdoor play before their meeting time, as well as a mandatory parent meeting, to introduce the new literacy component. They also redesigned the space used for literacy activities, trying to make it as inviting as possible.

## **Resources**

RNH participated in the mentoring initiative through a grant from the Robert Bowne Foundation. This grant provided RNH with an opportunity to hire teachers to develop and run literacy activities. They were able to “build in” extra weekly meeting time for the counselors to plan with the teachers and to attend longer staff development meetings during the year. They prepared the room where the program was to take place by setting up a library (i.e., they purchased books and appropriate furnishings).

### **Staff development**

In addition to implementing longer weekly planning meetings, RNH offered staff development workshops for counselors during the program year. The mentors, after taking the time to observe children’s reading and writing behavior, created a staff development workshop series. These workshops were offered at the mentee agency Friday staff meetings. The purpose of the training was to help make counselors aware of the tone and language they used with children, and to introduce new concepts and literacy teaching strategies.

### ***E. Mentoring Process (activities, relationship)***

Early on, RNH and its mentor, Pius XII, met to discuss a range of staffing and programmatic issues, that ended up being critical to the overall success of the initiative. Very importantly, RNH had a strong commitment to the mentoring process, and invested time and staff to the relationship. In retrospect, both the mentor and mentee believe the key intervention was the mentor asking a simple question, "How will you be training your counselors to work with this new literacy emphasis?" This critical question guided the rest of the mentoring:

- mentors, from time to time, joined the regular RNH staff meetings to provide their feedback and input, discussing what had worked for them as a program and what had not.
- mentors met on an individual basis with the RNH Executive Director and Deputy Director, and time was spent discussing how RNH could measure their effectiveness and success.
- mentors observed teachers working with counselors and children, and debriefed with each teacher.

One of RNH's central concerns was how to assess their program. The mentor coached RNH on this, and advised RNH to:

- be consistent in their measurement tool(s);
- use short, easy to understand, survey-type questions in polling children;
- restrict themselves, at least in the first year, to observable measurements rather than statistical ones, as they had no system in place for this kind of evaluation.

With these guidelines, the teachers kept weekly journals on their students' progress in reading, writing, and discussion activities and conducted short surveys at six-week intervals. In addition, RNH held focus groups consisting of both children and parents. While measurement of students' progress proceeded, the directors and teachers incorporated evaluation of their own performance and program content into the weekly meetings and the Directors, in turn, shared their success and concerns with their mentors.

Throughout the mentoring relationship, the mentor and RNH participated in a structured process that was facilitated by PASE. The mentor participated in a series of regularly scheduled meetings, some mentor-only, where they were able to discuss successes and challenges. Mentors were able to help guide and support each other with possible strategies and solutions.

Both mentor and mentee staff participated in a specially designed training series and other professional development opportunities.

### **Summary**

The success of this mentoring partnership resulted in an increased capacity of RNH to expand its conceptual understanding of appropriate literacy practices in the afterschool context, train its own staff, and create a system of accountability with which to assess their literacy programming. In addition, RNH has now begun to integrate literacy into its Career Path youth development teen program. On the mentor's part, they were able to gain more competence and facility in the role of mentor and were able to access some information regarding an area in which they needed to develop, in this case, creating a kindergarten program.

What is most exciting about this story is that RNH eventually became a mentor. They were able to develop skills and expertise that they could share with another agency, bringing their perspective as a former mentee to the role of mentor, providing critical insights that would aid in their mentoring relationship. Pius XII, on the other hand, had the opportunity to grow, in a new role of "Master Mentor." They are now facilitating mentor-mentee meetings in collaboration with PASE staff and conducting mentor-only sessions. In the future, PASE hopes to be able to rotate more mentors and mentees into these new leadership roles and responsibilities.

# **Appendix**

1. Program Management Resources
2. Parent Involvement Resources
3. Classroom Management Resources
4. Web Resources
5. Sample Memorandum of Understanding
6. Sample Action Plan
7. Site Visit Guide
8. Mid-year Assessment



## Program Management

**After School Inc. (1998). *School Age Programs: Operations Guide for Site Supervisors*. A. E. Middlebrooks (Ed.). Madison: Wisconsin Youth Company**

The Operations Guide contains tools for supervisors of school-age programs to immediately put into use. Tips and ideas from personnel orientation and training through program delivery and operations, site development and operations to personal development. Included in this packed binder are numerous forms for practical use. To order contact Wisconsin Youth Company (800) 238-1174.

**Bergman, A.B. & Greene, W. (1995). *The Complete School-Age Child Care Resource Kit*. West Nyack, N.Y.: The Center for Applied Research in Education.**

This book is a comprehensive text for those just starting afterschool programs, in addition to being a valuable resource for those already in the field. The book covers needs assessment, community organizing, and foundations of program planning. Finally, the book includes lessons that may be copied by individual youth workers at their own programs.

**Carter, M. and Curtis, D. (1994). *Training teachers: A harvest of theory and practice*. St. Paul, MN: Red Leaf Press.**

A comprehensive teacher education guide which may be easily adapted by staff developers or managers in the afterschool context. Especially of value in this book are activities in which participants reflect upon their own experiences to identify assumptions and principals of practice. Chapters include topics such as cultural sensitivity, designing child-centered curriculum, networking and mentoring.

**Davidson, J. and Koppenhaver, D. (1988). *Adolescent Literacy: What Works and Why*. New York: Garland Publishing, Inc.**

A national study of youth education programs focusing on programs that incorporate language arts instruction. Provides program descriptions and program planning suggestions. Especially of note are suggestions for summer programming.

**Fund for the City of New York. (1999). *Managing the Future: A Leader's Guide*. Author.**

The guide provides a concise overview for effective management implementation and integrating technical assistance. The guide also includes tip sheets for areas including strategic planning, financial management, fund development and information technology.

**Gamburg, R. (1987). *Learning and Loving It: Theme Studies in the Classroom*. Portsmouth: Heinemann.**

A project-based approach to curriculum development that helps to promote youth's community involvement, critical thinking and problem-solving abilities. While written for school-based instruction, ideas and activities in this book may easily be modified for the afterschool context.

**Haas-Foletta, K. and Cogley, M. (1990). "School-age Ideas and Activities for After School Programs." Nashville: *School-Age NOTES*.**

A compendium of projects and activities for children in an after-school context, including guidelines on developing a multicultural curriculum, including tips for successful field trips, good teacher/parent communication, conflict resolution and problem solving. Also contains a resource and publications guide.

**Hatch, T. and Blythe, T. (1997). *More than a place to go: Creating and sustaining effective afterschool programs*. Harvard Project Zero. Cambridge, MA. To order: (617) 495-4342.**

Case studies of two afterschool programs, which serve as guides to starting and running programs. Of special interest are chapters on "educational and engaging activities," particularly resources for project-based curriculum development and suggestions for documenting and assessing program quality.

**Hill, S., Ingalls, S., Lawrence, A., Shevin, J. and Townsend, L. (1995). *Supporting Community Learning: A Staff Development Guide for After School Youth Education Programs*. New York: Institute for Literacy Studies, Lehman College, CUNY**

A collection of staff development workshops designed for youth practitioners in afterschool programs. The workshops cover topics such as Reading, Study Strategies Integrating Literacy and the Arts and Assessment. Narratives by workshop facilitators describe how workshops were developed, and describe actual workshop activities with youth educators. Includes resources and bibliographies.

***Homework Assistance & Out-of-School Time: Filling the Need, Finding a Balance* (1998). Wellesley, MA: National Institute for Out-of-School Time, MOST Initiative.**

This paper is designed to help out-of-school programs think through their role in providing homework assistance. This paper is a guide to help programs make good decisions as they work to find answers to questions such as: what does the research say about homework? What are children, staff, schools and families thinking about homework? How can we develop an appropriate homework policy? How do various programs approach homework assistance? How do we train staff to provide homework help?

**Booklet: *Homework & Out-of-School Time: Filling the Need, Finding a Balance* (1998). Wellesley, MA: National Institute for Out-of-School Time, MOST Initiative.**

This short booklet summarizes the main points in the research paper listed above on homework assistance into a short, easy to read booklet. Great for distributing to staff and parents before facilitating a discussion on homework assistance.

**Ingalls, S. (1993). "The evolution of pigs in space." *The Literacy Harvest*, 02:02. New York: The Literacy Assistance Center.**

An article that portrays the personal and professional evolution of a youth educator, and how she created the Integrated Language Arts Package (ILAP), a curriculum development approach that was specifically designed for use by afterschool programs.

***Kids' Time: A School-Age Care Program Guide*. (1994). Sacramento: California Department of Education.**

A fairly comprehensive guide to setting up a before or afterschool program. The book includes chapters on developmental stages of children as they relate to childcare, behavior management, and children with special needs. The appendices of the book include reproducible tables and forms such as a parent intake survey, staff training assessment and planning form, and a chart demonstrating activities that integrate several developmental areas.

**Richard, M. M. (1991). *Before and After School Programs. A Start-Up and Administration Guide*. Nashville: School-Age Notes.**

This book is a good tool for any manager or supervisor at an afterschool program, covering essential issues in program management, including childcare licensing, insurance, budgets and payroll, and staff recruitment and procedures. Contains actual forms, which can be reproduced for the purposes of specific child care programs for which the book was purchased.

**Routman, R. (1994). *Invitations: Changing as teachers and learners K-12*. Portsmouth, NH: Heinemann.**

*Invitations* is an extremely valuable book for educators at youth programs who want to know about literacy theory and practice. The book covers an amazingly wide range of topics, including an introduction to Whole Language, spelling & skills, thematic curricula, and classroom management and organization, to name a few. What is so special about this book is that it includes not only a discussion of literacy foundations, but also practical suggestions, lessons, and activities.

**Safe and Smart II. *Making the after-school hours work for kids*. (2000). Washington, D.C.: Partnership for Family Involvement in Education.**

Afterschool programs offer a wide array of benefits to children, their families, schools, and the whole community. However, a chronic shortage of quality afterschool programs exists. This report is a follow-up to Safe and Smart, printed in 1998. In these reports, joint publications of the U.S. Departments of Education and Justice, strong cases are made for the potential of afterschool programs to support children's academic and social development. Also, the reports indicate the components of exemplary afterschool programs and point out what appears to work best. Lastly, they list helpful resources

and outline possible linkages between school day and after-school activities. Free copies of this publication may be obtained by calling 1-800-USA-LEARN or downloading from the web site [www.ed.gov](http://www.ed.gov).

***School's out, kids in: Developing an education-based after-school program.***  
**New York: Brooklyn Children's Museum.**

This is a valuable guide for developing an after-school curriculum based on themes. The guide presents a rationale for using themes, how to develop themes that build upon young people's interests and provides activities and project ideas for themes such as "Family Objects," "Build a Neighborhood" and "Water in Motion." The guide also suggests ways afterschool programs can use museums for field trips and as resources in program development.

**Seligson, M. and Allenson, M. (1993). *School-Age Child Care: An Action Guide for the 90s and Beyond.* Second Edition. Westport, CN: Greenwood Press focus on modern aspects**

This is a guide to planning and managing care for school-aged youth. The present volume incorporates the authors' updated research and a decade of practical experience with the School-Age Child Care Project at Wellesley College. Drawing on current program models and proven methods of practice, the authors address the potential of school-age care--making this guide a resource for providers, administrators, and practitioners.

**Singer, J. Y. (1992). *People, parks and rainforests.* *Childhood Education*, 68:05.**

An article that describes a project at a community based after-school program in which the children researched rainforests, created a scale model, and got involved in the ecology of their local park.

**U.S. Department of Education. (1999). *Bringing education into the afterschool hours.* Washington, D.C.: Partnership for Family Involvement in Education.**

This new publication by the U.S. Department of Education provides a description of ways that education can be integrated into afterschool programs. The publication covers reading, mathematics, the arts, college preparation and technology, and provides actual descriptions of programs that excel in these areas. The publication also provides many resources and contacts for those that want more information. For a free copy, call 1-800-USA-LEARN or email: [Partner@ed.gov](mailto:Partner@ed.gov).

**Walter, K., Caplan, J. & McElvain, C. (2000). *Beyond the Bell: A Toolkit for Creating Effective After-School Programs.* Oak Brook, IL: North Central Regional Educational Laboratory. To order (800) 356-2735 or [www.ncrel.org](http://www.ncrel.org).**

This new publication is a comprehensive "must have" for afterschool practitioners. The guide helps afterschool program staff make effective decisions in management, collaboration, programming, integration with schools, evaluation and communication. The toolkit discusses key decision points, offers criteria for decision making, suggests effective strategies, and provides a set of tools to assist in the decision-making process.

**Youth Today.**

Youth Today is a newspaper on youth work and is available free to youth policy makers and youth workers. Published bimonthly, it includes articles on youth programs and current issues in youth work as well as funding opportunities. Upcoming trainings and conferences are listed in the publication. For more information contact: Youth Today, 1200 17th Street NW, 4th Floor, Washington, D.C. 20036 (202) 785-0764.



## Parent Involvement

**Epstein, J.L. (1995). *School/family/community partnerships: Caring for the children we share*. Phi Delta Kappan, 76: 701-712.**

This article outlines the six major types of involvement, their challenges, and expected results to help schools develop comprehensive programs of school, family, and community partnerships that help meet goals for school improvement and student success. Contact Center on Families, Communities, Schools, and Children's Learning, Johns Hopkins University.

**Epstein, J.L., Coates, L., Salinas, K.C., Sanders, M.G., & Simon, B.S. (in press). *School, family, and community partnerships: Your handbook for action*. Thousand Oaks, CA: Corwin Press.**

This handbook provides research and practical guidelines for schools, districts, and state departments of education to plan, implement, and improve programs of school-family-community partnerships, including the development of an action team and the application of the framework of six types of involvement.

**Fruchter, N., Galletta, A., & White, J. L. (1992). *New directions in parent involvement*. New York: Academy for Educational Development.**

Identifies and analyzes 18 recently developed programs or reforms that stress effective parental involvement as a means to improve student academic achievement, restructure schools, and reform public education, particularly in schools serving low-income and disadvantaged students.

**Morton-Young, T. (1995). *After-School and Parent Education Programs for at-Risk Youth and Their Families: A Guide to Organizing and Operating a Community-Based Center for Basic Educational Skills Reinforcement, Homework Assistance, Cultural Enrichment, and a Parent Involvement Focus*. Chicago: Charles C Thomas.**

This work is about after-school programs that are designed to assist students in completing homework, aid youth in acquiring basic educational and social skills, and help their parents in becoming more effective agents in their children's schooling experiences. The book is intended for use by community organizers, parent/child advocates, parents, teacher education programs and field experience classes, and as a supplementary resource for schools. The work is divided into four parts: Part I – Getting Started; Part II – Planning and Implementing the Program; Part III – Parent Programs; and Part IV – Resources Directory. This work is a response to a number of concerns that impact the lives of children, families, and the schools. It is based on program ideas and procedures implemented in university learning laboratories and community-based projects directed by university staffs, local community leaders and the author of this work for more than twenty years.

**Rioux, J. W. & Berla, N. (1993). *Innovations in parent and family involvement*. Princeton, NJ: Eye on Education.**

Highlights innovative parental involvement programs for diverse populations from pre-kindergarten through high school, and provides strategies for creating successful programs.

**Rogers, M. (1995). *Planning for Title I programs: Guidelines for parents, advocates, and educators*. Washington, DC: Center for Law and Education.**

Provides timely information on Title I guidelines: what the law says, how to promote wider involvement, the roles of state and local education agencies, how schools can reach and assist parents, and organizations that parents can turn to for help. Contact (202) 986-3000

**Shockley, B., Michalove, B., and Allen, J. (1995). *Engaging families: Connecting home and school literacy communities*. Portsmouth, N.H.: Heinemann Press.**

This book describes how classroom teachers created a connection between home and school and collaborated with parents in the teaching/learning process. The authors discuss what they learned about creating an extended literacy community, and provide examples of their work including a complete home-school journal. While originating in the classroom, the ideas can easily be adapted to the afterschool context.

**U.S. Department of Education. (1993). *Building school-family partnerships for learning: Workshops for urban educators*. Washington, DC: Author. (ERIC Document Reproduction Service No. ED 364-651)**

Contains materials for five workshops with leader guides, transparency masters, and handouts designed for local staff development activities in elementary education (K-6). The publication contains the following workshops: Homework and Home Learning Activities; School Programs and Practices; Families as Learning Environments; Communication Skills and Strategies; and School District Policies and Supports for School-Family Partnerships.

**U.S. Department of Education. (1996). *Goals 2000: Educate America Act parent information and resource centers grant abstracts FY 1995*. Washington, DC: Author.**

This list of 28 parent information and resource centers located in states across the country includes descriptions of the services each center provides. (See State Parent Information and Resource Centers: appendix B.)

**U.S. Department of Education. (1996). *Reaching all families: Creating family-friendly schools*. Washington, DC: Author.**

This booklet contain strategies for and examples of parent outreach activities such as the fall open house, parent-teacher conferences, parent resource centers, and positive telephone communications.

**U.S. Department of Education. (1994). *Strong families, strong schools: Building community partnerships for learning*. Washington, DC: Author.**

This booklet describes how schools, businesses, communities, states and federal programs can help parents take a more active role in their child's learning.

**Wilson, G. B. (1998). *Activities for parent groups. Structured developmental activities for parent groups*. Atlanta: Humanics, Inc.**

This is a practical book for parent involvement coordinators or for parents themselves who want to learn how to run groups. Chapters in the book cover assessment, group work, conflict resolution, problem solving and program development. The book includes reproducible forms in addition to a list of resources.

**Winters, W. G. (1993). *African American mothers and urban schools: The power of participation*. New York: Macmillan.**

The book describes a research study conducted by Howard University, which, rather than observe the relationship between parent involvement and children's performance, examined the relationship between parent involvement and parents. The study particularly focused on African American mothers, and the development of "personal power" as a result of their participation. The study documented how many mothers who became involved in their children's school went back to school themselves, some becoming professionals in the roles of teachers, social workers, or nurses.



## Classroom Management

**Kids' Time. *A School-Age Care Program Guide*. (1994). Sacramento: California Department of Education.**

A fairly comprehensive guide to setting up a before school or afterschool program. The book includes chapters on developmental stages of children as they relate to childcare, behavior management, and children with special needs. The appendices of the book include reproducible tables and forms such as a parent intake survey, staff training assessment and planning form, and a chart demonstrating activities that integrate several developmental areas.

**Middlebrooks, T. (1996). *Behavior Quicks: On-the-Spot Behavior Management Resource*. Madison: Wisconsin Youth Company.**

A pocket-pack of quick, accessible behavior management information for staff, supervisors, and anyone who needs to manage. Topics include prevention, interventions and explanations, and behaviors to avoid. Exercises and examples of potential situations are included. To order contact Wisconsin Youth Company (800) 238-1174

**Richard, M. M. (1991). *Before and After School Programs. A Start-Up and Administration Guide*. Nashville: School-Age Notes.**

This book is a good tool for any manager or supervisor at an after school program, covering essential issues in program management, including child care licensing, insurance, budgets and payroll, and staff recruitment and procedures. Contains actual forms that can be reproduced for the purposes of specific child care programs for which the book was purchased.

**Read Smith, A. (1996). *Building Children's Self-Esteem: A Creative Behavior Handbook for after-School Child Care*. Berkeley: Bennerly Press.**

*Building Children's Self-Esteem* is the first after-school child-care text to provide teachers and trainers with a wealth of techniques to help children develop a positive self-image. It's a handbook for making long-term change and provides a variety of practical, easy to use lesson plans that encourage learning and self-validation. Its methods and techniques apply equally well to instructors, day care providers, parents and teachers of elementary children. This easy-to-read book presents information on preparing the environment, group management, curriculum planning, team teaching and working with parents.

**Rubin, H. (1998). *Building the Village: Collaboration skills for educators and nonprofit leaders*. Chicago: Lyseum Books.**

It offers insight into the key questions about collaboration to build relationships that support children and communities. It first broadly establishes a context for collaboration. It then offers a 12-step conceptual model of the points to be considered as collaborations are built and manages.

**Sisson, L. G. (1990). *Kids Club: A School-Age Program guide for Directors*. Nashville: School-Age Notes.**

This is a practical handbook for directors containing helpful advice on running a child care program for elementary school children. Techniques are clearly described and worksheets are provided for space usage, content activities, staff trainings and parent involvement. This book describes a specific school-age program, the Edina Kids Club, but can serve as a guide to and model for other youth programs. Of special interest is how the program philosophy is woven into all aspects of the program. Available through School-Age Notes, P.O. Box 40205, Nashville, TN 37204 (615) 242-8464



## Web Resources

[www.aed.org](http://www.aed.org)

The website for the Academy of Educational Development. Contains information about projects, both national and international which are AED-sponsored, a place to order publications, in addition to information about AED itself.

[www.afterschool.gov](http://www.afterschool.gov)

This is a website created by the U.S. Department of Education that is intended to connect afterschool educators to federal resources. It is organized into four major categories: Finding Federal Dollars, Building Strong Programs, Publications & Clearinghouses, and Websites for Kids and Teens.

[www.cyfernet.org](http://www.cyfernet.org)

CYFERnet was created in 1992 by professionals working for the Cooperative Extension System (USDA), National Agricultural Library (USDA), and the Children, Youth and Family Consortium (University of Minnesota). CYFERnet provides up-to-date resources and research-based information. Information on this site includes: descriptions of successful programs, practical information on child and youth development and evaluation tools.

[www.lacnyc.org](http://www.lacnyc.org)

The Literacy Assistance Center's website is a rich source of information on adult and youth literacy resources. It contains more than 100 links to other internet resources, including instructional resources, resources on multicultural education, and funding and grant information.

[www.mapnp.org](http://www.mapnp.org)

This website is orchestrated by The Management Assistance Program for Nonprofits. The website includes a free management library for for-profit and nonprofit organizations on valuable topics including boards of directors, leadership development and supervision. Links are also available to on-line lesson plans and related discussion groups.

[www.npin.org](http://www.npin.org)

The National Parent Information Network (NPIN) is a project of the ERIC Clearinghouse system. The NPIN is an Internet-based information network for parents, and for organizations and individuals who support parents. Services include a question and answer service, a discussion list and current literature resources for parents, and for those who work with parents on family life, child development, and parenting from birth through early adolescence. For more information about NPIN, contact: ERIC Clearinghouse on Elementary Education and Early Childhood Education, University of Illinois at Urbana-Champaign, Children's Research Center at <http://ericps.crc.uiuc.edu> or <http://ericeece.org>.

[www.nydic.org](http://www.nydic.org)

The National Youth Development Information Center contains a multitude of materials and resource information on such diverse issues as funding and training opportunities, federal and state policy information, and youth-related statistics.

[www.pasesetter.com](http://www.pasesetter.com)

PASE's website contains its quarterly newsletter, monthly job bulletin, a bibliography of readings in such subject areas as curriculum development, program design, library development, computers, and evaluation, and other useful resources for afterschool practitioners.

[www.search-institute.org](http://www.search-institute.org)

Search Institute is an independent, nonprofit, nonsectarian organization whose mission is to advance the well-being of adolescents and children by generating knowledge and promoting its application. Search Institute offers research, evaluation, publications, and trainings. This website is a wealth of resources for youth practitioners.

[www.tc.columbia.edu/edpartners](http://www.tc.columbia.edu/edpartners)

This Education Partnerships Directory is a searchable, web-based inventory of public-private collaborations in support of public education. The Directory was created to help school-based educators find the resources available in the corporate, foundation and nonprofit worlds to improve instructional programs, and to help nonprofit organizations discover new school partners.

[www.nonprofits.org](http://www.nonprofits.org)

This web site focuses on volunteering at non-profits, its aim being to help people obtain information ABOUT nonprofit organizations, making no attempt to help those seeking information FOR nonprofits. It does include some information that nonprofits could find useful. The site contains a library which is a repository for publications, information and data about nonprofit organizations and the nonprofit sector. The Nonprofit Locator is a tool to help users find out about any charity in the US. There is a Gallery of Organizations, which includes information drawn directly from nonprofits themselves. Nonprofits use this space to put online their own brochures, annual reports and home pages. There is the Parlor which includes information about the Internet Nonprofit Center, what's new at the Center, GIVING (an email list for donors and volunteers), events, acknowledgements, Nonprofit News, a Chat corner, an essay on "Nonprofits and the World Wide Web", starting your own web site and current postings about volunteer opportunities.

[www.philanthropy.com](http://www.philanthropy.com)

This is the website of the Chronicle of Philanthropy, and includes several full text articles which are found in the hard copy version. In addition, the website has a job database. Also, the website includes information about conferences, workshops and other professional events such as "fund-raising" and "managing nonprofits." Finally, the website includes a database on current gifts and grants.

**AGENCY TO AGENCY PEER MENTORING PROGRAM**  
**MEMORANDUM OF UNDERSTANDING**

**Responsibilities of the Partnership for After School Education (PASE):**

- PASE will award a stipend of \$\_\_\_\_\_ to the mentor agency.
- PASE will provide supplemental workshops to both mentor and mentee agencies through its Management Training Series and other training sessions.
- PASE will coordinate quarterly meetings for mentors and mentees over the course of the program year.
- PASE will collect documentation from mentor and mentee agencies for the purpose of program assessment and evaluation.

**Responsibilities of the mentor agency:**

- The mentor agency will provide assistance and guidance in developing an educational after school program to a selected mentee agency.
- The mentor agency will assist the mentee agency in identifying areas of need, and assist the agency to meet their needs. The mentor agency will meet with the mentee agency regularly for the purpose of observation, discussion of goals, progress and planning, and provision of technical assistance.
- The mentor agency will document their work with mentee, including meetings, progress, and areas for assistance.
- The mentor agency will participate in an evaluation of the program and be included in a final report on the project.

**Responsibilities of the mentee agency:**

- The mentee agency will commit executive through direct service staff time to mentoring activities. This includes meeting with mentor agency staff regularly, and participating in supplemental training sessions provided by PASE.
- The mentee agency will identify areas of need and work with mentor agency to meet these needs. The mentee agency is responsible for writing up the final Action Plan, providing a copy to the mentor and submitting the original to PASE.
- The mentee agency will be open to hearing and trying new techniques.
- The mentee agency will participate in on going reporting to PASE regarding meetings and progress.
- The mentee agency will participate in an evaluation of the program and be included in a final report on the project.

We agree to the aforementioned and will provide the necessary resources to support the Mentoring Program and contribute in order to create successful program outcomes.

\_\_\_\_\_  
MENTOR Agency Executive Director, Date

\_\_\_\_\_  
MENTEE Agency Executive Director, Date

\_\_\_\_\_  
PASE Executive Director, Date

**AGENCY TO AGENCY  
PEER MENTORING PROGRAM  
ACTION PLAN**

**This action plan should be completed jointly by the mentee and mentor agencies to determine mutual goals, methods to reach those goals, as well as staff who will be involved in the mentoring process.**

Mentee Organization: \_\_\_\_\_

Date: \_\_\_\_\_

Afterschool Program site receiving mentoring: \_\_\_\_\_

Mentor Organization: \_\_\_\_\_

Person(s) completing this plan: \_\_\_\_\_

Names/Positions of others who will participate in the mentoring program (*attach additional pages as needed*):

***Mentee Agency:***

***Mentor Agency:***

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Financial Information:***

Organization Budget: \_\_\_\_\_

Afterschool Program Budget: \_\_\_\_\_

Supplies Budget: \_\_\_\_\_

**SIGNATURES (*Please sign after all parties have agreed to the content of the Action Plan*)**

Mentee Executive Director: \_\_\_\_\_ Date: \_\_\_\_\_

Mentee Representative: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Executive Director: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Representative: \_\_\_\_\_ Date: \_\_\_\_\_

***As you develop your plan for mentoring in your afterschool program, keep in mind your original application, particularly the various questions you answered about the program, staff, areas of assistance requested.***



**4. Identify one or two goals that you would like to work on in your program.** *(Your goals should address the high priority needs outlined in question #3)*

<b><i>GOAL(S)</i></b>	<b>How will mentoring help you reach this goal?</b>	<b>How will the participants in the program benefit?</b>	<b>Resources Needed (i.e. staff, training, materials, etc.)</b>
1.			
2.			

**Please complete the following time line to include the specific steps necessary to reach your goals, agreed upon time commitments, and deadlines. Attach additional pages as needed.**

GOAL #1

<b>Necessary Steps</b> <i>(Be specific. Include shadowing, participation in staff meetings, staff development needed, staff hiring, development of materials etc.)</i>	<b>Who?</b> <i>(people who will carry out each step—mentee and mentor staff)</i>	<b>Time</b> <i>(specify # of expected hours per person)</i>	<b>Deadline</b> <i>(By when will each step be completed?)</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

**5. Please complete the following time line for GOAL # 2, if applicable. Attach additional pages as needed.**

GOAL #2

<b>Necessary Steps</b> <i>(Be specific. Include shadowing, participation in staff meetings, staff development needed, staff hiring, development of materials etc.)</i>	<b>Who?</b> <i>(people who will carry out each step—mentee and mentor staff)</i>	<b>Time</b> <i>(specify # of expected hours per person)</i>	<b>Deadline</b> <i>(By when will each step be completed?)</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

**6. What resources are available at your agency/program (check all that apply, and describe where applicable)?**

***Guides***

- Organization Personnel Guide
- Program Procedure Guide
- Job Descriptions
- Training Guides

***Meetings (How often? How long? Areas covered?)***

- Orientation for new staff \_\_\_\_\_
- Staff Meetings \_\_\_\_\_
- Curriculum Planning Time \_\_\_\_\_
- Staff Development \_\_\_\_\_

**7. Is there paid time for staff development? \_\_\_\_\_**

**PLEASE ATTACH THE FOLLOWING:**

- Organizational & Program Charts
- Activity/program calendars
- Program mission statement, if applicable
- Assessment/Evaluation Tools

***Mentees and mentors should retain a copy for their records.***

## ***AGENCY TO AGENCY PEER MENTORING SITE VISIT GUIDE***

### **Before First Visit**

- Ask that key staff be present, including Executive Director, Program Director(s), line staff, youth, etc.
- Ask for pertinent program materials before visit, including such things as organizational chart, mission, program-developed curriculum, forms, etc.
- Arrange for a visit when some sort of program activity is taking place – mention that it shouldn't be staged for the visit, just normal program activities. Ideally site visit occurs while program is running, however that is not always possible and should not be an immediate disqualifier.

### **At Meeting/Site Visit**

*These questions and suggestions are designed to help you learn more about the agency and guide you through an initial assessment. Not all apply in every situation or covered in the initial visit.*

1. At meeting, ask key staff to identify things they're really good at, successful with.
  2. Ask key staff to identify challenges (esp. relating to potential mentoring areas of assistance).
  3. Ask staff to articulate program goals.
  4. What outcomes would they like their program to achieve & how are they documenting these outcomes?
  5. What are some second tier goals of the program (i.e. arts, community service, possibilities for cross curriculum linkages)?
  6. Ask staff to discuss what kinds of help they think they need.
  7. Ask staff to discuss what they envision the mentoring relationship to consist of (i.e., if they want the mentor to teach a class or fill in as staff, they've got the wrong idea).
  8. What resources do they possess? Do they need?
  9. Ask them to describe both the community in which they are located and the community they serve (can be one and the same).
  10. What is the staff role in the development & implementation of program?
  11. What is the staff's desire to participate in mentoring?
- Observe program activities

### **Post-Visit**

- Write/type up notes.
- Include any follow-up questions you may have.

## **AGENCY TO AGENCY PEER MENTORING PROGRAM**

### MID-YEAR ASSESSMENT

Mentor:

Mentee:

*Mentor/Mentee should review the Action Plan and respond to the following questions on a separate sheet of paper:*

1. What's working, and how do you know it's working?
2. What's not working, and why?
3. What will you do (can you do) about what's not working?
4. What new goals do you have? How have you revised your old goals?
5. What are your next steps?
6. What additional training/technical assistance can PASE provide to support your goals?
7. What other comments/questions do you have?

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