Section

1

Introduction & Start Up

NATIONAL MENTORING MANUAL
JUVENILE JUSTICE MINISTRY

YOUTH FOR CHRIST®
GIVE LIFE TO YOUR STORY

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Introduction

MESSAGE TO THE JJM DIRECTOR

Dear JJM Director,

Mentoring justice-involved youth is both an incredible adventure and an extremely rewarding opportunity! Thank you for committing to build a program for teens facing significant life challenges. Youth for Christ needs a growing number of lifelong followers of Christ to encourage young people in tough situations so that they can become contributing members of society.

YFC has typically mentored young people who have been involved in the juvenile justice system. We partner with Youth Corrections / Juvenile programs and other private facilities that serve this population. Our desire is to come alongside a young person's existing team to match them with a caring and competent adult to serve in a trusted friendship role. After 48 months, youth in the program who have completed all the requirements have a recidivism rate of 28 percent compared to 62 percent for those not in the program.[1] Mentoring works!

While some YFC chapters have seen "informal mentoring" relationships naturally progress over time, other chapters have created distinct mentoring ministries to formalize these relationships. YFC now has nearly 200 JJM sites impacting thousands of justice-involved youth across the nation. Because there are multiple chapters, affiliates, field staff, and volunteers who are working within these growing programs, YFC USA wants to promote increased collaboration and standardization among them so that all YFC mentoring programs are highly effective.

With the publication of this mentoring manual, we strive to clarify what mentoring is within YFC's context and empower our ministries to move forward in unity. The content in this introductory portion will provide you with an overview of YFC's approach to help you along your journey of mentorship. Whether you are just starting a new program or you have an established program and are looking for additional ideas, come take a look inside!

Being about God's business,
Youth for Christ
National Juvenile Justice Team

[1] MENTOR / The Mentoring National Partnership, Issue Brief. "Mentoring: An Investment in Reducing Youth Violence," (December 2015), https://www.mentoring.org/new-site/wp-content/uploads/2015/12/Youth-Violence-Report-Online.pdf

JUVENILE JUSTICE MINISTRY & MENTORING

YFC's Mission

Youth for Christ's mission is to reach young people everywhere, working together with the local church and other like-minded partners to raise up lifelong followers of Jesus who lead by their godliness in lifestyle, devotion to the Word of God and prayer, passion for sharing the love of Christ, and commitment to social involvement. Youth for Christ (YFC) believes that authentic relationships are the most effective way to reach the next generation. These relationships are essential to achieving our mission, especially in the context of previously incarcerated youth.

Juvenile Justice Ministry (JJM) plays an important role in furthering YFC's mission. JJM seeks to engage young people in relational outreach within a variety of youth-serving institutions and services such as detention centers, probation, correctional facilities, group homes, residential treatment centers and emergency shelters. Our relational approach introduces young people to the Good News of Jesus and models a Christ-like way of living. It creates space for youth to develop and assists in balancing the physical, social, emotional, mental, and spiritual aspects of life. As youth re-enter their communities, they remain involved in these valued relationships and continue to grow and mature.

History of YFC Mentoring

Since 1944, Youth for Christ in chapters around the country has been responding to the needs of young people. While the organization's focus has been on reaching all youth, specialized programs, including YFC's Juvenile Justice Ministry, were developed to increase the effectiveness of the organization in working with young people who find themselves in situations and communities where positive outcomes in life are far from certain.

YFC has used mentoring as a method for addressing the profound challenges faced by those participating in their programs. YFC mentoring creates opportunities for youth to interact with caring and responsible adults who are committed to influencing youth in positive, life-changing ways. YFC has also been instrumental in assisting other programs, such as Save Our Youth and Christian Association of Youth Mentoring.

Understanding the Need

Each year in the United States, over 740,000 teens are referred to the juvenile justice system.[2] Every day, over 48,000 of these youth are detained[3] in over 1,280 American detention centers.[4]. And yet, many in the juvenile youth population are adjudicated for nonviolent offenses.[5] On average, US taxpayers will pay $407 per day to keep a kid confined, more than it would cost to send them to

[2] Sickmund, M., Sladky, A., and Kang, W. (2020). "Easy Access to Juvenile Court Statistics: 1985-2018." Available online at: https://www.ojjdp.gov/ojstatbb/ezajcs/. (Visit this website to access recent data and customize reports for your area's mentoring program needs.)

[3] Sawyer, Wendy. "Youth Confinement: The Whole Pie 2019." Prison Policy Initiative Press Release, December 19, 2019. Available online at: https://www.prisonpolicy.org/reports/youth2019.html

[4] Research on the number of detention centers in the United States was compiled by Youth for Christ and is available online at: http://1280project.org/what_is_the_1280_project/

[5] Melissa Sickmund, T.J. Sladky, W. Kang, and C. Puzzanchera, "Easy Access to the Census of Juveniles in Residential Placement" (Office of Juvenile Justice and Delinquency Prevention, 2011).

Harvard University.[6] In one major metropolitan city, it costs $1,431 per day to incarcerate a juvenile.[7] Some studies predict that the national cost of youth incarceration could be an estimated $8 to $21 billion in long-term economic impact as a result of our kids growing up incarcerated.[8]

There is much scientific research that discredits the effectiveness of both temporary and long-term confinement. Over-incarceration of teens is our society's first inclination, and it simply doesn't work.[9] Nevertheless, the sad fact is that many of these young people view the detention center as the only place where they feel safe, access meals reliably, maintain sobriety, and do not face constant verbal abuse. It is also a place of deep despair for many as they have the time to think about their lives with a clear mind and an open heart. Detention can be a place where influence is amplified and destinies are shaped; many of the young people become receptive to the grace-filled transformational message of Jesus.

Understanding the JJM Context

Justice Process

Having a basic understanding of the juvenile justice process is essential for meeting the needs of justice-involved youth. The process alone can be difficult to understand and navigate. Use the chart and the corresponding text below to review the terminology and process, which have been summarized and adapted from the US Department of Justice's Office of Juvenile Justice and Delinquency Prevention.[10] Keywords have been bolded to follow along with the chart.

Young people generally enter the juvenile justice system through **law enforcement**; however, each State's process is unique. At arrest, a decision is made either to send the matter further into the justice system or to **divert** the case out of the system, often into alternative programs. The **court intake** function is generally the responsibility of the juvenile probation department and/or the prosecutor's office. At this point, intake must decide either to **dismiss the case**, **handle the matter informally**, or request **formal intervention** by the juvenile court. If there is not enough evidence to prove the allegation, the case is dismissed. If there is, intake will then determine if formal intervention is necessary, or if the case can be handled informally according to certain conditions developed and documented in a "consent decree." When the case can be handled informally, a youth is often assigned a probation officer to monitor compliance. When formal intervention is necessary, juvenile

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[6] The estimates were generated based on data for 2010 and estimated for the year 2011. Research shows that the impact of confinement on a detained juvenile awaiting court proceedings can be as harmful to the young person's trajectory as a placement out of their home. See Barry Holman and Jason Ziedenberg, *The Dangers of Detention: The Impact of Incarcerating Youth in Detention and Other Secure Facilities* (Washington, D.C.: Justice Policy Institute, 2006).

[7] "Mayor's Management Report," City of New York, Mayor Bill de Blasio, September, 2016, p.189. https://www1.nyc.gov/assets/operations/downloads/pdf/mmr2016/2016_mmr.pdf

[8] Justice Policy Institute. "Sticker Shock: Calculating the Full Price Tag for Youth Incarceration." 2011. http://www.justicepolicy.org/uploads/justicepolicy/documents/executive_summary_-_sticker_shock_final.pdf

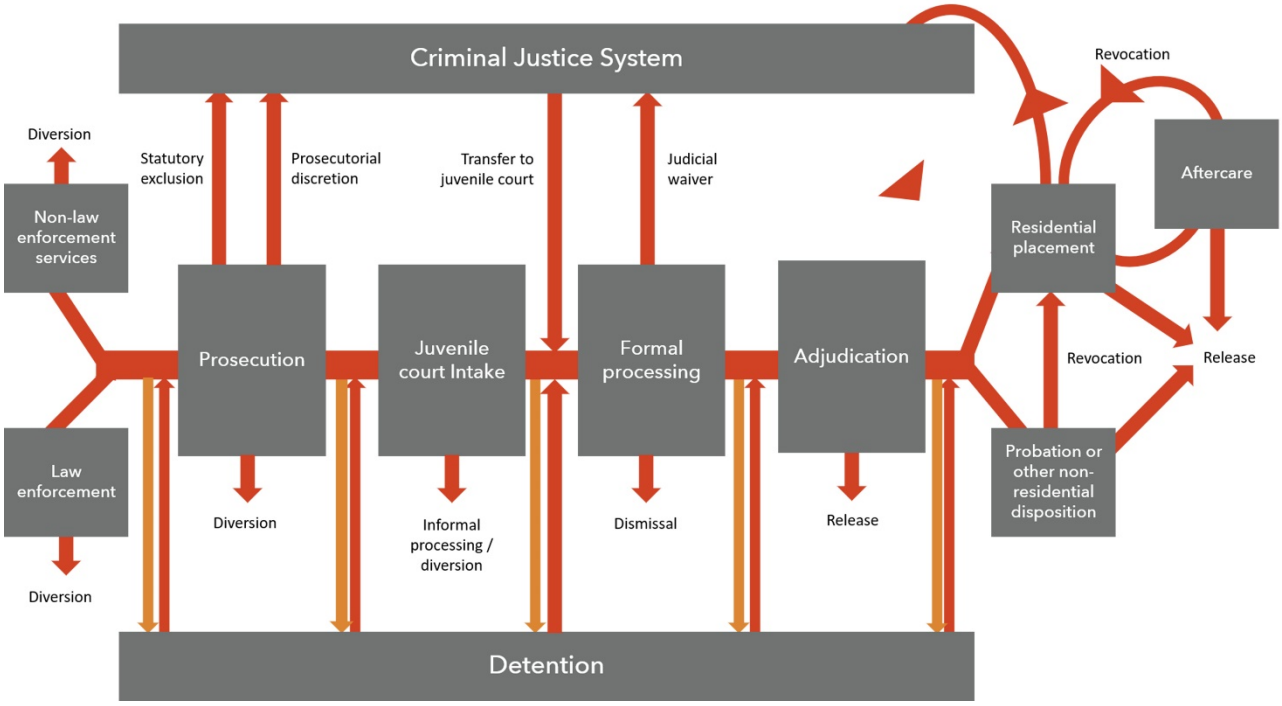
[9] National Research Council, *Reforming Juvenile Justice: A Developmental Approach* (Washington, DC: The National Academies Press, 2013). Richard J. Bonnie, Robert L. Johnson, Betty M. Chemers, and Julie A. Schuck., eds. Committee on Assessing Juvenile Justice Reform; Committee on Law and Justice; Division of Behavioral and Social Sciences and Education; National Research Council.

[10] Please visit the website for a comprehensive reading of the process and a copy of the case flow diagram. https://www.ojjdp.gov/ojstatbb/structure_process/case.html. Text is originally from the "Juvenile Offenders and Victims: A National Report publication." NCJ 153569, pp 76–79.

courts may hold delinquents in a secure detention facility during the processing of a case if the court believes it is in the best interest of the community or the child. In all states, a **detention hearing** must be held within a time period defined by statute, generally within 24 hours. In that hearing a judge reviews the case and determines if continued detention is warranted.

In many states, prosecutors are required to file certain cases (generally serious) involving juveniles in the **criminal court**. These are the cases in which the legislature has decided the juvenile should be handled as a criminal offender. If the case is handled in juvenile court instead, two types of petitions may be filed: **delinquency** or **waiver**. A delinquency petition states the allegations and requests the juvenile court to *adjudicate* (or judge) the youth a delinquent, making the juvenile a ward of the court. In response to the delinquency petition, an adjudicatory hearing is scheduled. At the **adjudicatory hearing (trial),** witnesses are called and the facts of the case are presented. Between the adjudication decision and the disposition hearing, an investigation report is prepared by probation staff and a disposition plan is prepared. At the **disposition hearing**, dispositional recommendations are presented to the judge and the judge orders a disposition in the case. At this point, the judge may order a formal **probation** or the judge may order the juvenile committed to a **residential placement**. Following **release** from an institution, the juvenile is often ordered to a period of **aftercare** (juvenile aftercare is similar to adult parole). During this period, the juvenile is under supervision of the court or the juvenile corrections department. If the juvenile does not follow the conditions of aftercare, he or she may be recommitted (**revocation**) to the same facility or to another facility.

For more information on the juvenile justice system, please refer to YFC's presentation on the topic.



Facilities
There are a number of different types of facilities in the juvenile justice system. Each one is unique and will have a separate set of rules, guidelines, and opportunities. Prior to beginning a mentoring program, it is important to understand the different types of facilities.

- **Juvenile Detention Centers (Pre-Adjudication):** Juvenile detention centers are secure facilities that are staffed 24 hours a day. Most juveniles at these facilities are being held short-term and are there for criminal behaviors. Juveniles may be waiting for a hearing and/or sentencing from a case. The average stay is about 21 days.
- **Juvenile Prisons (Post-Adjudication):** Juvenile prisons are secure facilities that are staffed 24 hours a day. Most juveniles at these facilities are there long-term for criminal behaviors.
- **Residential Treatment Facilities:** Residential treatment facilities vary depending on what type of treatment is necessary. These facilities are staffed 24 hours a day, under monitoring, and have their own policies and procedures for volunteers. These facilities seek to treat and modify behaviors.
- **Probation:** When a juvenile is released from a detention center they may be considered "on probation" for a period of time. They will report to a probation officer at a set day or time. Juveniles on probation have certain conditions or criteria that need to be met in order to be released.
- **Home Detention:** Juveniles on home detention report to a home detention officer. They will serve their time in the home and be monitored by an ankle monitor or some GPS device. Teens are not allowed to leave the set parameters without prior permission from their home detention officer.

Officials
Being knowledgeable about the different types of facilities and the related officials active in a justice-involved youth's life will help you begin to understand the youth's current or previous context. Remember that YFC staff are guests in the juvenile justice system, and it is a privilege to have access to the youth. Building relationships with officials within the system is essential to obtain access to the facilities in your area. Knowing who to meet and build relationships with is important as you begin and grow your aftercare program, specifically your mentoring program.

- **Facility Administrator (Director, Superintendent, Judge, etc.):** This is the individual who manages the entire facility. Getting to know the facility administrator is important either initially (if you aren't connected to a volunteer services director) or as you build deeper relationships within the facility. The JJM site director should be the one who facilitates this relationship for the ministry. Having one main YFC contact for the facility administrator is vital.
- **Volunteer Service Director:** JJM typically enters a juvenile facility under the supervision of a volunteer service director. This is the person who oversees all of the volunteers that come into a facility (religious, Alcoholics Anonymous, Narcotics Anonymous, etc.) Having a good working relationship with this person will enable you to gain more and more access to the facility and youth.
- **Shift Supervisor:** In most facilities one or two supervisors will be consistently present while you are in the building. Because YFC typically accesses the facility during the second shift of the day (usually after 2:00 pm), the facility administrator is not often present. The shift supervisor may be the one in charge of the facility during this time. Check in with them often and maintain a great working relationship with them.

- **Central Control:** Most facilities have a central security location with staff that control all movement within the building. Getting to know these staff can be very advantageous.
- **Unit Staff:** The unit staff are the people you will spend the most time with while at the facility. Unit staff know the pulse of the facility, can point you to teens that need your attention, and can quickly help you gain credibility with the youth and other staff. Get to know their names and stories.
- **Probation Officers / Case Managers / Diversion Counselors:** Youth will often be introduced to our program in detention centers and then be assigned one of these county or state staff. Establishing a strong relationship with these agencies may help most in getting connected to our young people in aftercare.
- **CASA Case Managers or GAL (Guardian ad Litem):** These individuals are court appointed or legal guardians that assist in getting services for young people who are wards of the state.
- **Group Home Directors / Residential Facility Manager:** Once a young person is sent from detention to the community, these relationships are key for young people who may be transitioning from a higher security facility towards independent living.
- **School Counselors / Social Workers:** If young people go back to mainstream schools or alternative schools, these individuals will be a great resource.

Becoming reacquainted with the mission and history of YFC and JJM as a whole is an excellent first step on the journey. Now, we can begin to focus more intentionally on mentoring within the JJM context.

UNDERSTANDING YFC MENTORING

The Framework for YFC Mentoring

While YFC has primarily structured mentoring for incarcerated youth transitioning out of facilities, we are committed to serving *all* justice-involved youth in our communities. Our desire is to match a caring adult (mentor) with every youth who wants one.

As youth transition through different components of the juvenile justice system, the experience can be confusing and tumultuous. This re-entry period is a critical time for youth to grow and change, but they need care and guidance. By linking loving adults to young people, we can help them succeed. In JJM, how we care for youth facing the challenges and opportunities of re-entry is called aftercare.[11]

At its core, mentoring is as simple as a relationship between two people. Youth for Christ's desire is to match a caring adult with every youth who wants a mentor. Our fundamental belief and strategy are that the success of a mentee is best achieved when a significant investment of resources is made in the mentor and the mentee/mentor relationship.

Aftercare is simply this: creating systems and structure for sustained relationships to help youth successfully re-enter their communities as life-long followers of Jesus. Mentoring is one of three main strategies within aftercare. It can take on forms such as: an hour-long one-to-one meeting each week, a group setting where youth are encouraged by peers or other mentors, planned events that give opportunities for youth to have healthy interaction with peers and adults, or correspondence through phone, text, email, Facebook, video chat or letters. The second aftercare strategy is partnering with other Youth for Christ ministry models to create a healthy environment for youth as they transition back into society. The third strategy is to pair with local churches in the community in which the young person is being transitioned. This includes training church volunteers and care teams with a heart to befriend and disciple justice-involved youth. This manual will focus on the first strategy, mentoring, specifically one-to-one mentoring.

At its core, mentoring is as simple as a relationship between two people. Mentoring is a form of life-coaching in which one loving adult is committed to one youth for a minimum of a year. This structured relationship can make all the difference in a youth's success or failure. While mentoring in theory can be simple, starting and running an effective mentoring program can be a bit more complicated. It requires connecting with juvenile justice facilities, recruiting and screening volunteers and youth, training mentors, selecting and matching mentors with youth, supporting mentors, forming community support groups, preparing case notes, and evaluating progress to improve programming.

Since 2010 several YFC chapters have been mentoring previously-incarcerated youth while formalizing a mentoring program. These YFC teams have been developing mentoring curriculum and matching hundreds of youth with caring, competent, Christ-centered adults. *Our fundamental belief and strategy are that the success of a mentee is best achieved when a significant investment of resources is*

[11] For more information on aftercare as a strategy, please refer to YFC's JJM Aftercare.

made in the mentor and the mentee/mentor relationship. The framework and best practices that follow in this manual have been developed and implemented from that experience.

YFC's Mentoring Model

"YFC Mentoring" is a formalized relational model. Formalized means that the mentoring relationship commitment embodies specific traits.

1. **Mutual:** Both the mentor and the mentee understand that they are in a mentoring relationship and both have committed to developing that relationship.
2. **Long Term:** Though some mentoring relationships may only be for a 9-month school year, best practices recommend a year-long commitment with the hope of each relationship becoming life-long.
3. **One-on-One:** Though it is possible to do mentoring with a group of as many as three mentees, the best practice is to have each student feel as if they have a one-on-one relationship with the mentor. Groups larger than three fall outside of a "mentoring" relationship.
4. **Weekly:** Best practices recommend weekly contact. Monthly or occasional times together are insufficient to develop a trusted friendship. YFC strongly recommends 48 points of contact during the 52 weeks of the year.
5. **Face-to-Face:** Phone calls/texts are encouraging to a young person. However, if this is the only mode of contact, this falls outside of mentoring within YFC. Mentoring is about life-on-life relationships.
6. **Supported:** Screening, training, supervision, and support are intentionally offered to the mentor and mentee by YFC staff members / program staff.

YFC's Mentoring Focal Points

Now let's look at what we focus on in our mentoring programs to positively impact youth and mentors. There are three basic activities that we focus on regularly.

1. **Mobilizing Trusted Adults:** We actively recruit adults that will be a good, positive fit for our youth.
2. **Formalizing Long-term, Supportive Relationships:** We ask mentors and mentees to complete an application and agreement to formalize authentic relationships.
3. **Being Trustworthy Partners:** Program staff and volunteer mentors understand that it is our job to earn trust with youth, their parents/guardians, and other professionals connected with the youth involved in YFC Mentoring.

MENTORING PROGRAM

Structure

How do I connect with a facility to start mentoring?

There is no exact path to starting mentoring as part of JJM aftercare. It will look different in every situation and location across the country depending on the setting, the community, and the facilities within it. When considering the possibility of ministering inside a facility, it is helpful to know the type of facility, the typical length of stay for a youth, and a name or connection within the facility. You can often find information about juvenile justice facilities at the local city or county government website.

Once you have identified a facility, your next step is to meet with the facility staff. Within most juvenile justice facilities there is generally a volunteer services director or someone in charge of groups. This person would be the best first connection. If no one is filling this role, it is acceptable to ask to meet with the superintendent or director. When the meeting is scheduled, study the First Encounter document on the JJM website to help you better prepare for this important initial meeting.

What does the structure of a YFC mentoring program look like?

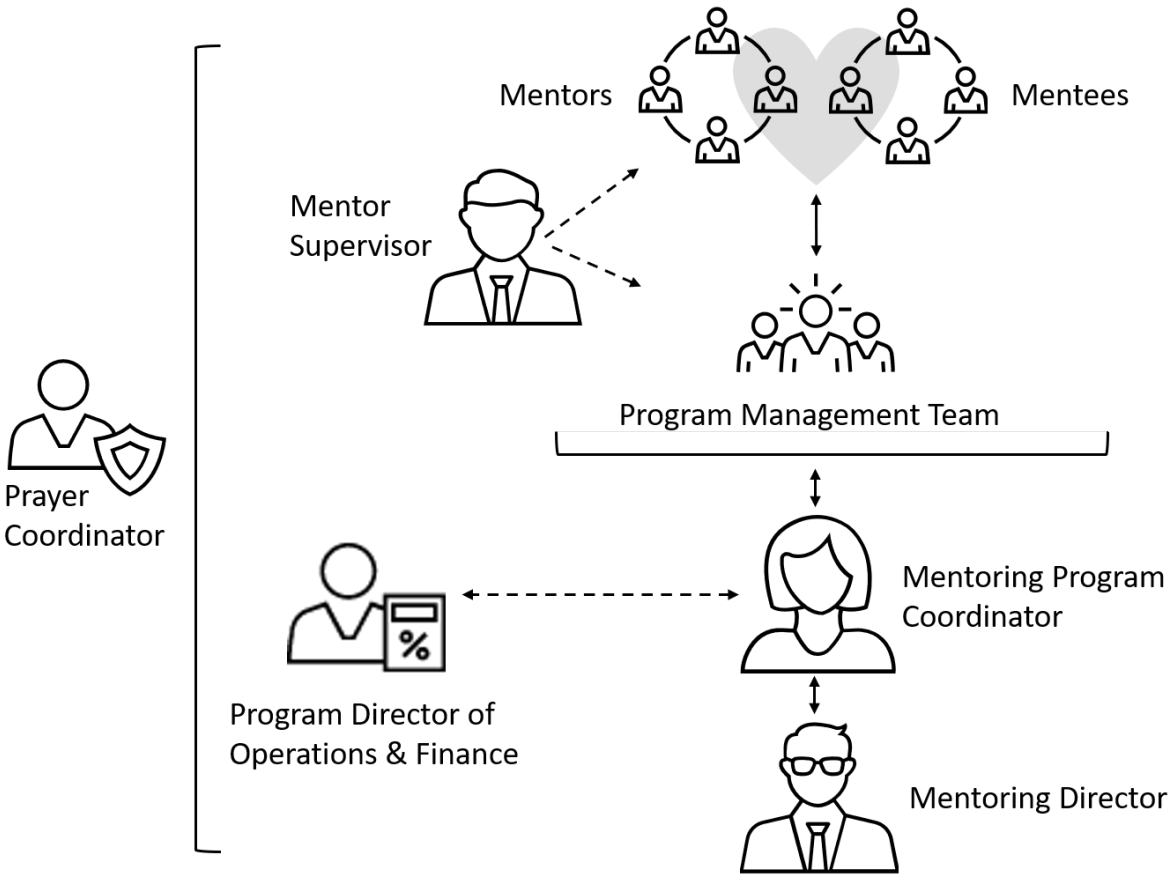
Each YFC chapter or affiliate generally has a JJM Director and a volunteer team. When starting a mentoring program for the first time, the JJM Director will likely fill multiple roles. For example, the JJM Director may serve as the Mentor Director, Program Coordinator and Mentor Supervisor (in addition to the YFC-specific role as JJM Director). Once the program begins to develop and grow, the JJM Director can bring on people to fill the vacant roles. The size of a program's staff will depend on the size and scope of the program. The *Effective Mentoring Manual* provides helpful guidance for how to determine adequate staffing based on program maturity.[12]

Because a JJM Director will initially be filling multiple roles within a mentoring program, they must be mindful of work-life balance during the startup period. Empowering a team of volunteers and other like-minded staff in your chapter or affiliate will help you assign roles and responsibilities so that program growth is healthy. Scheduling an appointment with your Ministry Director, Executive Director, and/or Board to acknowledge this tension and understand the workload ahead is essential. Our National and Regional JJM teams are available to help train, coach, resource, and inform during this pivotal step.

The diagram below shows a mature YFC mentoring program structure. New programs will build up to a structure such as this. Right-sizing your program staff and structure at the outset will be an important step. Reach out to YFC's National and Regional JJM teams for help with training, coaching, program structure, and resource acquisition/development.

Mentors and mentees are purposefully situated at the top of the diagram—they are the heart and life of the program. Mentors will have a Mentor Supervisor to guide them through from match to the conclusion of the formal relationship. The Mentor Supervisor(s) are members of the Program Management Team. This team is supported by a Mentoring Program Coordinator, who works closely with the Director of Operations and Finance. They are both supported by the Mentoring Director, who connects with churches, manages the budget, finds income streams, and more. The entire system is undergirded by prayer—the Prayer Coordinator regularly receives prayer requests from mentees, mentors, and anyone on the larger support team.

[12] MENTOR The National Mentoring Partnership, *Elements of Effective Practice for Mentoring*, 4th ed., (2015), p. 79. https://www.mentoring.org/new-site/wp-content/uploads/2016/01/Final_Elements_Publication_Fourth.pdf



"The program should have enough full-time equivalent staff to implement the program model as intended for the desired number of youth participants. In spite of the significant concern around staff-mentee ratios by the field, there is no known "perfect" number of staff needed to implement a program. There simply needs to be sufficient staffing to follow all procedures as intended, especially the critical ones that impact youth safety and the quality of the mentoring experience.

In addition to the amount of staffing, programs must demonstrate that they have the right blend of staff skills and competencies to fulfill the mission. Key staff should have experience or formal education in youth development programming, child psychology, education, social work, or other relevant fields. They should reflect the diversity and lived experience of the population served and reflect the values of the program. And ideally, staff should be able to fill fundraising, advocacy, partnership development and other program leadership roles as needed."

MENTOR The National Mentoring Partnership, *Elements of Effective Practice for Mentoring*, 4th ed., (2015)

There is a lot to consider during the startup process. Please do not attempt to create a new JJM Aftercare or Mentoring Program alone. Assistance from the National Juvenile Justice Ministry team is your best ally. You start from scratch only once, so let's do it right. Not only will your ministry be stronger, the reputation your program builds will impact your entire ministry.

Roles and Responsibilities

Who is involved in running and supporting a YFC mentoring program?

Now that we know who is directly involved in a mentoring program, we need to know more about what they do, how they interact, and for what they are ultimately responsible. YFC recommends that a team of 3 to 5 people from a chapter run a mentoring program.

Mentors

1. Interact with their mentee weekly for a minimum of a year.
2. Introduce youth to other pro-social adults to grow their support system
3. Come alongside and empower youth to grow in their academic, spiritual, and purpose on this earth by providing opportunities to have a wider perspective on life.
4. Regularly coach youth in their decision-making process and choices to complete their goals and fulfill their responsibilities in life.
5. Work together with the team of adults that the youth identifies as support (i.e. family, therapists, Parole officers, Probation officers, Guardian ad Litem, school counselors, positive friends, etc.).

Mentoring Supervisors (Site Director / JJM Director)

1. Develop the match through communication, interviews, initial meeting and support.
2. Support a maximum of 30 mentor-mentee matches (if youth have more significant needs as they transition to the community YFC recommends 15 matches).
3. Coach the mentor in order to create a stronger relationship with their mentee
4. Conduct a weekly check-in with the mentor at first, and then on an as-needed basis through the life of the match. These weekly check-ins may last for 1-2 months depending on the mentor's needs.
5. Receive and analyze case notes from the mentor monthly to discover how relationships are growing.
6. Alert mentors to specific training opportunities for growth .
7. Act as a case manager for the match to assist and empower young people and their family to receive the resources they need (e.g., education, job training, career development, housing, etc.)

Program Management Team (Mentoring Supervisors or Site Directors / JJM Director)

1. Recruit program participants, including mentors, mentees and other volunteers.
2. Interview potential mentees, mentors, and all parties involved with youth (e.g., Counselors, State and County Staff, Parents and/or Guardians, etc.).
3. Assist with initial and ongoing training.
4. Match mentors and mentees.
5. Coordinate ongoing mentor support and training either in a one-on-one "consultation" session or in a group setting with other mentors.

6. Maintain contact between the matched mentors / mentees and other program participants and respond to concerns of parties (e.g., State / County staff, counselors / case managers or mentor / mentee) to encourage communication between all essential stakeholders involved.
7. Direct the process to manage grievances, resolve issues, and offer positive feedback.
8. Actively solicit feedback from mentors and mentees regarding their experiences and use information to refine program and retain mentors.
9. Work with the entire team in all phases of transitioning youth from institution to diversion / probation / parole .
10. Bring mentors and mentees together in community for planned activities and programming.

Program Director of Operations and Finance (Chapter or Affiliate Bookkeeper)

1. Administers comprehensive systems for managing program information.
2. Manages program finances / bookkeeping in cooperation with Mentoring Director.
3. Manages all fiscal documentation required by the State or County.
4. Documents program activity, such as volunteer hours, reimbursable mileage, event expenses, operational expenses, etc.
5. Records documentation of mentor / mentee matches in cooperation with Program Management Team.
6. Documents program evaluation efforts and ensures that appropriate documentation is completed on a regular basis.
7. Ensures policies and procedures are being followed and implemented.

Mentoring Program Coordinator (or Site Director / JJM Director)

1. Provides ongoing leadership and vision for Mentoring Program.
2. Assists with initial and ongoing training.
3. Oversees and directs mentoring program as a part of the existing JJM programming at a site.
4. Oversees and directs program accomplishments and outcomes for the participants, including mentors, mentees and collaborating organizations.
5. Monitors and evaluates program success.
6. Oversees case management protocol to assure that the program has regular contact with both mentors and mentees concerning their ongoing relationship.
7. Oversees and manages protocol with State and County agencies in cooperation with Mentoring Director.
8. Oversees ongoing training and professional development of staff and volunteers for their sites.
9. Oversees and manages financial budget and expenses for ministry sites.
10. Locates donated resources to support the program in cooperation with Mentoring Director.
11. Helps recruit program participants (e.g., mentors, mentees and other volunteers) in cooperation with Mentoring Director.
12. Helps mentors and mentees reach closure at the end of the 12-month program with celebration and appropriate recognition of success.

Mentoring Director (or Site Director / JJM Director)

1. Recruits program participants through the local churches and businesses.
2. Responsible for providing initial and ongoing training of mentors.
3. Oversees and manages financial budget and expenses for Chapter's Board of Directors.

4. Locates donated resources to support the program.
5. Supervises and leads Program teams

Prayer Coordinator (Volunteer position)

1. Recruits prayer teams for each ministry site from each church who provides mentors.
2. Shares appropriate information with prayer team for each mentor / mentee match.
3. Organizes and runs prayer experiences for each ministry site at each church.

Mentoring Program Model

For which type of mentoring program model does YFC advocate?

YFC embraces a one-on-one mentoring style—matching one youth to one mentor to create a meaningful and mutually life-giving relationship. The chart below summarizes the basic factors that apply to YFC mentoring programs.

Mentee Ages	11 and 19 years-old
Prospective Mentors	Senior Citizens, Corporate Employees, College Students, Faith Community, and the General Public
Nature of Sessions	Education / Academic Support, Job Placement / Performance, Healthy Behaviors, Friendship / Socialization, Recidivism Reduction, Career Exploration, Faith-based, Social and Emotional
Where Matches Meet	Workplace, Faith-based Organization, Juvenile Corrections Facility, After-school Program, School, In the Community, Agency-based
Matching	All one-to-one ministry is done "Male to Male" or "Female to Female." There are rare exceptions that are handled on a case by case basis (particularly when considering trauma-informed care and the mentee would be triggered by the same gender). When necessary to have an appointment with a teen of the opposite gender, take a team member who is the same gender as the teen.[13]

What are the attributes of Traditional (One-to-One) Mentoring?[14]

- The overarching goal of traditional mentoring is to achieve a close bond between a young person and an adult. YFC is a relational ministry and our focus is on earning the right to be heard. The mentor's job is to be trustworthy.

[13] Adhering to this risk management guideline will prevent Youth for Christ from having to enter litigation, spend extra finances, and potentially lose reputation. As an additional safety precaution, be sure to communicate with the youth's parents/guardians to inform them of the meeting.

[14] Adapted from mentoring program interviews conducted by MENTOR National Mentoring Partnership.

- Set aside a certain amount of the budget for unexpected materials and activities. As the program gets under way, observe the types of activities the mentoring pairs enjoy most (painting, for example) and use these funds to buy appropriate materials.

- Consider the young person's needs and thoroughly screen mentees, as well as mentors. Many young people may not understand a traditional one-to-one mentoring program. Some may not be able to handle an intense relationship with an adult, and simply are not ready for one-to-one mentoring. Explain the program well to potential mentees, and introduce the mentor in the best possible setting.

- Ensure that mentor screening is complete, rigorous, and documented. At the outset, ensure all potential mentors understand that they will undergo intensive screening.

- Schedule mandatory training before first matching a mentor, and follow up in the months after the match. Plan to hold regular meetings with mentors, offer additional, more in-depth training about youth development issues, and guide mentors to other resources, such as mentoring.org.

- Clearly define and reinforce ground rules. Because one-to-one relationships are intense, ensure that all participants (including mentors, mentees, and parents / guardians) understand what is allowed and what is not (e.g., spending extra time together or giving gifts).

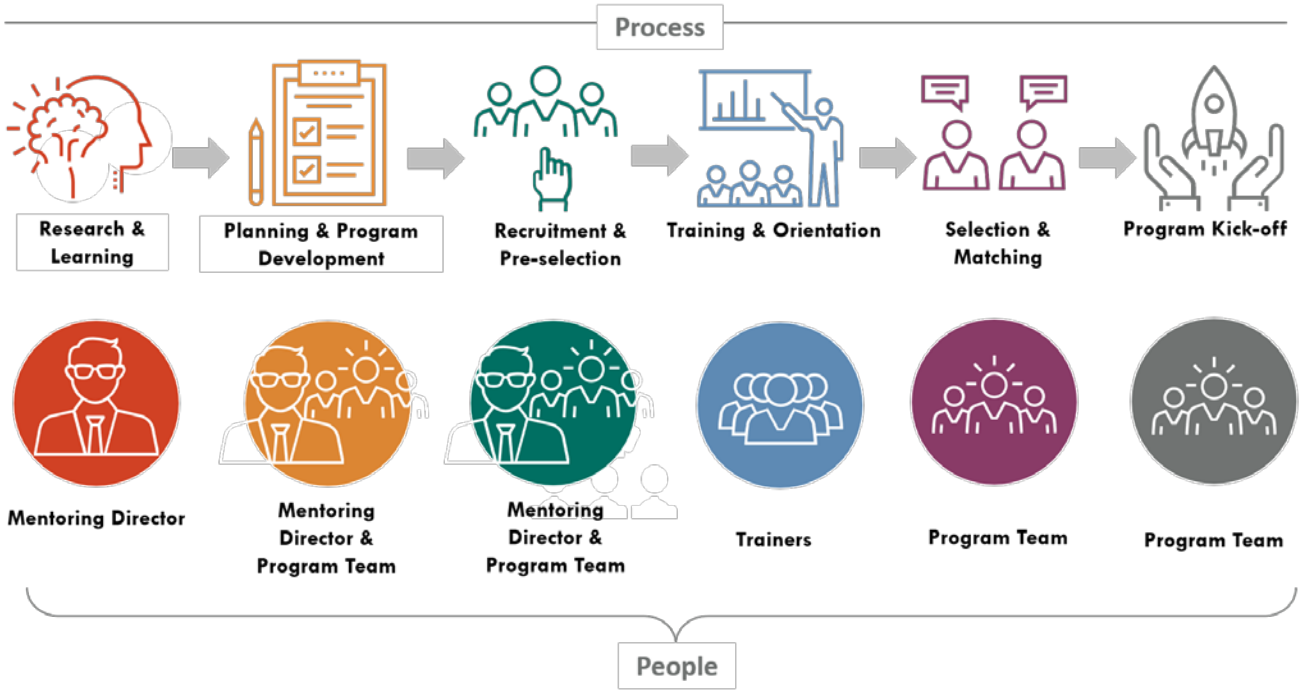
- Actively supervise the match on an ongoing basis. This should take place during weekly meetings with mentor supervisors and mentors throughout the first month. Supplement existing screening of mentors as an additional mechanism to mitigate risk in the program. Establish processes for ongoing monitoring and supervision enhance oversight of mentors and mentees.

Summary of the Start Up Process

Now that we are equipped with a better understanding of YFC, JJM, and a mentoring program's structure, roles, and responsibilities, we need to understand all that is required to launch a mentoring program.

The startup process can be broken into six phases:

1. Research & Learning,
2. Planning & Program Development,
3. Recruitment & Pre-selection,
4. Training & Orientation,
5. Selection & Matching, and
6. Program Kick-off.



In the Start Up section of the manual we will discuss the following for each phase:

- Objectives,
- Specific steps to be completed,
- Associated tools, forms and resources (internal and external to YFC), and
- Intended milestones and outcomes.

Start Up

Message to the Mentoring Director

Dear Mentoring Director,

Congratulations! You are on your way to starting a mentoring program. While this is a big undertaking, it directly answers a tangible need and can be extremely rewarding. Because of YFC's reputation and our team's ability to coach others to start mentoring programs, we are being asked to serve more and more young people from a variety of backgrounds. Youth-serving agencies in many counties are asking us to serve their youth. With more willing and able mentoring program directors, we can answer the call of our local governments and youth facing significant life challenges.

Every youth is designed for relationship. Whether they are outgoing and loud or quiet and reserved, they want deep relationships with people who care about them. We believe this is a God-given desire, true of every youth, and we want to be those caring individuals who engage them in relationship. Every program and every interaction are designed to start conversation and to build a relationship. Through those conversations we earn the right to speak into the lives of the youth we meet with the hope and saving grace of Jesus Christ.

It is important to continue to recruit mentors and identify the strategies that work best for your chapter. Look to current volunteers in other aspects of your ministry; they may be a great beginning in finding loving adults who will give one hour a week to mentor. The following pages contain a number of tools and resources to help you in the planning stages so that you can begin shaping your program. The manual will also provide information on the orientation and matching processes. Good planning is critical to a good start and continued success. Your time and effort in this startup phase will make an incredible impact in the lives of hurting teens!

Being about God's business,

Youth for Christ
National Juvenile Justice Team

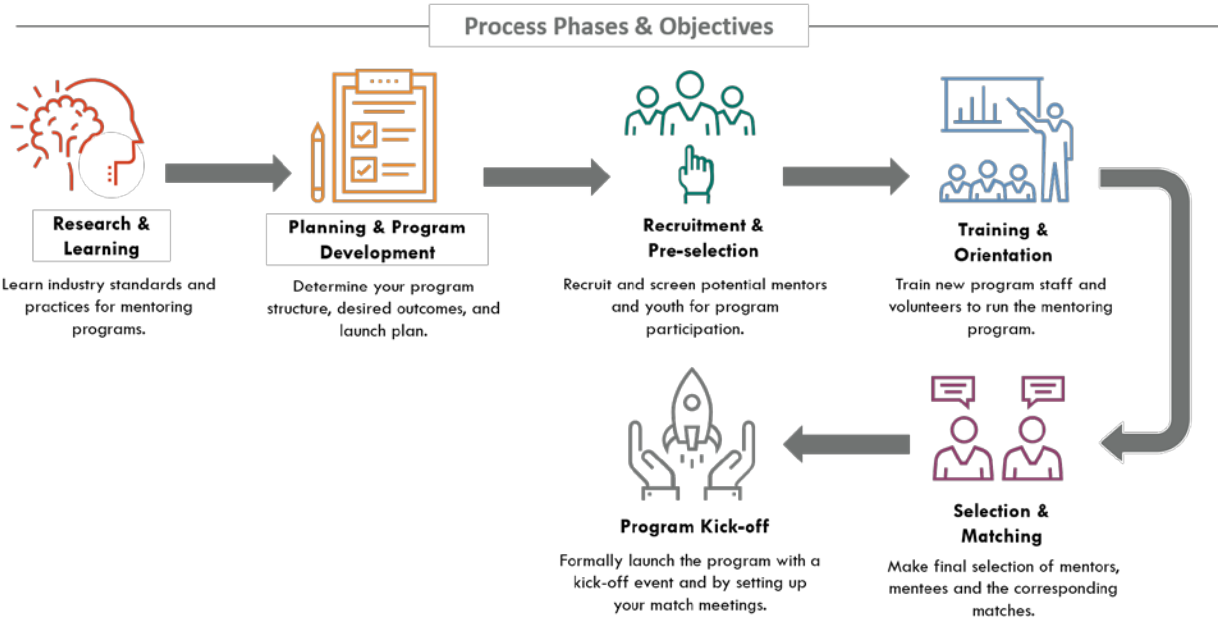
START UP PROCESS

What is the basic process to launch a mentoring program?

The startup process as a series of distinct phases, some of which overlap. The whole process can take 7-months or more to complete. Here are the phases.

What are the objectives of each phase?

Read through the phase objectives carefully in the chart below. This will give you a basic understanding of what will be accomplished.



Now we will take a look at each phase in more detail. Each time you see a link in the descriptions that follow, please click to find the associated resource. Some resources are public and will take you directly to a webpage or a document, others require a YFC login to access, while others are internal links to resources in this manual. The Start Up Process and the Start Up Tools & Forms charts following the six phase descriptions summarize the phases and associated resources. The Start Up Tools & Forms chart also indicates which forms are required as-is, which can be modified, and which are completely optional. The charts are helpful quick-reference tools to keep on hand.

Please note: You will likely modify many of the forms to meet your local needs. As forms may contain sensitive personal information and restricted health data, your YFC Chapter or Affiliate should consult their risk management and legal departments before officially using forms for the mentoring program.

Phase 1: Research & Learning (Months 1-3)

Objective: Learn industry standards and practices for mentoring programs.

1. Conduct a needs assessment to determine the specific needs of youth in your context.
   - ➢ Visit the YFC Knowledge Base resource section called Establishing a New Site or Area for more information on evaluating the capacity for growth or need, investigating potential ministry areas, building a foundation for ministry, and establishing the ministry.
2. Download (PDF) and read the MENTOR/National Mentoring Partnership's 4th edition of *Elements of Effective Practice for Mentoring* (**EEM**) to learn about implementing a mentoring program.[15]
   - ➢ Reference A Checklist For Mentoring Programs to understand the overarching process and associated benchmarks.
3. Download (PDF) and work through the MENTOR / National Mentoring Partnership's *How to Build a Successful Mentoring Program* Toolkit (**Toolkit**).
   - ➢ Download and save the resources for Planning & Designing (zip file).
   - ➢ Download and save the resources to Manage for Program Success (zip file).
   - ➢ Download and save the resources to Structure Effective Program Operations (zip file).
4. Become familiar with the suggested timeframe in which to implement a mentoring program.
   - ➢ Reference the Program Implementation Timeline on page 45 of the Toolkit.
5. Implement a formal agreement with the agency you will partner with. Many mentoring programs use an Interagency Agreement and have a separate Statement of Work that they revisit each year. Use the YFC Mentor Process flowchart to help explain to facility staff how mentoring works.

When you complete the Research & Learning phase, you will have:

- conducted a needs assessment to determine how best to serve youth in your context,
- done an in-depth study of the *Elements of Effective Practice for Mentoring,*
- familiarized yourself with the resources in the *How to Build a Successful Mentoring Program* Toolkit,
- become familiar with the basic timeline for implementing a new program, and
- reviewed YFC's practices around establishing a new site or area (if applicable).

Some additional learning activities may be helpful as you begin to develop your programming.

- Conduct an informal interview with a YFC chapter or affiliate that has a mentoring program
- Visit a JJM aftercare site implementing one-to-one mentoring as part of their ministry
- Watch the MENTOR / National Mentoring Partnership's video series on starting a mentoring program
- Connect with a mentoring program in your city and/or approach local churches to share the need and ask for partnership
- Apply for Technical Assistance through the National Mentoring Resource Center
- Explore national and local fundraising opportunities that are aligned with your local YFC chapter / affiliate's development strategies

[15] Note that the start-up phase terminology in this YFC manual varies slightly from the EEM and Toolkit resources.

Phase 2: Planning & Program Development (Months 2-3)

Objective: Determine your program structure, desired outcomes, and plan to launch.

1. Determine your mentoring program's model and associated structure. Determine and document its purpose and goals.
   - ➢ Use the Diagnostic Tool (p. 29) from the Mentor Toolkit to determine the basics of your one-to-one mentoring program.
   - ➢ Use the Basic Community Needs Assessment Worksheet (pp. 3-7) from the *Foundations of Successful Mentoring Guidebook* to delve deeper into needs and issues youth are facing in your community.
   - ➢ Use the Mentoring Program Outline and Worksheet to document your program's mission, philosophy, goals and objectives. (Document is part of the Planning & Designing portion of the Mentor Toolkit.)
   - ➢ See the sections on developing your Theory of Change and Logic Model later in this manual to get you acquainted with the important program design goals, inputs, activities, outputs, outcomes, and ways to evaluate progress.[16]
2. Assign / hire a Mentoring Director
   - ➢ Use the Team Job Descriptions provided on the YFC Resources page to understand the roles and responsibilities.
3. Form an advisory committee, or Community Support Team, for your JJM site(s).
4. Select or develop necessary forms including:
   - ➢ Mentee Eligibility Criteria and Referral Form[17]
   - ➢ Mentee Interview and Mentee Application
   - ➢ Develop any forms that the partner agencies require.
5. Develop a budget.
   - ➢ Remember that your budget falls within the guidelines of your Chapter or Affiliate's Budget process.

When you complete the Planning & Program Development Phase, you will have determined much of the following:[18]

- the youth population you will serve, the type of mentoring your program will offer and the nature of the mentoring sessions,
- the types of individuals you will recruit as mentors (e.g., senior citizens, corporate employees, college students),
- your program goals and expected outcomes for mentors, mentees and sponsoring organizations,
- when and how often mentors and mentees will meet;

[16] The Theory of Change and Logic Model are meant to build a strong foundation in which to measure the success of your program and guide the mentoring components to evaluate your program effectiveness.

[17] The Referral Form contains extremely sensitive health information that is not required by YFC but must be protected according to HIPAA compliance standards when collected. That said, the more a Mentoring Director can know about the youth, the more able he/she is to consult a licensed professional to help the program and the mentor meet the needs of that youth to reach the desired outcomes. Consult your chapter's legal department before using this form.

[18] MENTOR/National Mentoring Partnership, How to Build a Successful Mentoring Program Using the Elements of Effective Practice. (2005), p. 13. https://www.mentoring.org/new-site/wp-content/uploads/2015/09/Full_Toolkit.pdf

- how long you expect mentoring matches to endure,
- the purpose / goals of your mentoring program (e.g., socialization, academic support, job / career guidance),
- the setting of your mentoring program (e.g., faith-based site, community organization, school/university, workplace),
- how to promote your program,
- a basic approach to how you will evaluate the progress and success of your program,
- a protocol to ensure that your program staff regularly contact mentors and mentees to discuss how their relationships are going,
- who is part of your advisory group, and
- the parameters of your operating budget.

References to *How to Build a Successful Mentoring Program* Toolkit include the following:

- A related checklist for this phase (p. 25)
- More information about forming an advisory committee (p. 53), and
- Additional resources (see the Planning & Designing section of the Mentor Toolkit).

Phase 3: Recruitment & Pre-selection (Months 4-5)

Objective: Recruit and screen potential mentors and youth for program participation.

Refer to "Standard 1: Recruitment" of *Elements of Effective Practice for Mentoring* for more detailed information on best practices.

1. Recruit potential mentors.
    - ➢ Develop criteria for mentor selection.
    - ➢ Develop a basic strategy to recruit mentors.
    - ➢ Develop informative Public Relations Materials and a dissemination plan.
    - ➢ Execute recruitment strategy.
    - ➢ Gather leads and follow up with potential mentors.
    - ➢ Determine if prospective mentors meet the established criteria and pre-select mentors.
2. Recruit potential mentees.
    - ➢ Develop criteria for mentee selection.
    - ➢ Receive and process referrals from facility staff, young person, or YFC advocates. Encourage youth to sign Youth Consent to Participate in Mentoring Program and Release of Information forms.
    - ➢ Determine if prospective mentees meet the established criteria.
    - ➢ Determine which data is necessary to collect and document based on the outcomes you wish to meet through your mentoring program.
    - ➢ Conduct a Pre-match Survey (via the Search Institute or using a survey you have designed in line with your Logic Model objectives) and review the results. Surveys are one of the many tools to help measure your program's progress. Please contact our National JJM team for more information on what tools you use to measure program effectiveness.
    - ➢ Pre-select mentees (youth who have expressed the desire for a mentor and have shown initiative to be a part of the program).

3. "Pre-match" potential mentors to mentees.
    - ➢ Develop criteria for matching mentors to mentees.
    - ➢ Determine *potential* matches for student and mentor pairs on the basis of application information (e.g., gender, interests, career interests, skills).

When you complete the Recruitment & Pre-selection phase, you will have developed and carried out processes for the following:[19]

- creating effective public relations and communications efforts,
- recruiting mentors, mentees and other volunteers,
- screening potential mentors and mentees, and
- pre-matching mentors and mentees.

References to the *How to Build a Successful Mentoring Program* Toolkit include the following:

- Additional information on forming an advisory board for your specific mentoring program (access the Manage a Program for Success files associated with the Toolkit),
- Ideas on marketing, communications, and public relations materials (access the Manage a Program for Success files associated with the Toolkit), and
- Resources on recruiting and screening mentees and mentors (access the Structure Effective Program Operations files associated with the Toolkit).

Phase 4: Training & Orientation (Months 5-6)

Objective: Train new program staff and volunteers to run the mentoring program.

Refer to "Standard 3: Training" section of the *Elements of Effective Practice for Mentoring* for more detailed information on best practices.

1. Identify trainers.
    - ➢ See the full list of Job Descriptions.
2. Train program staff.
    - ➢ Contact your National JJM team for training materials and how to conduct a train-the-trainer session.
3. Orient potential mentors.
    - ➢ Conduct an information session with potential mentors, clearly laying out the program expectations and requirements.
    - ➢ Conduct Mentor Interview with potential mentors. Use MINT's training on Motivational Interviewing for assistance.
    - ➢ Ensure potential mentors complete a Volunteer Application Form.
    - ➢ Ensure potential mentors consent to a Background Check. Note that some states and facilities require an additional process to be a mentor.
4. Orient potential mentees.

[19] MENTOR/National Mentoring Partnership, How to Build a Successful Mentoring Program Using the Elements of Effective Practice. (2005), pp. 13-14. https://www.mentoring.org/new-site/wp-content/uploads/2015/09/ Full_Toolkit.pdf

- ➢ Conduct an information session with interested youth and parents/guardians, clearly laying out the program expectations and requirements. (This is usually done in cooperation with a therapist or case worker.)
- ➢ Ensure that all potential mentees have completed Mentee Application Form.
- ➢ Ensure program staff obtain Parent Permission and Medical Release Form.

5. Train mentors.
   - ➢ Review completed mentor applications.
   - ➢ Ensure mentor background checks are completed. See the YFC Knowledge Base for more information on the Volunteer Life Cycle.
   - ➢ Finalize mentor selection.
   - ➢ Determine if your program staff will train mentors, or if you will require them to attend a training provided by the State or a Local Mentoring Partnership.
   - ➢ If your program staff will train, conduct mentor training session with pre-selected mentors. See the YFC Knowledge Base for Training Materials.
   - ➢ Refer to Search Institute's Developmental Relationship Framework and Texas Christian University's Trust-based Relationship Initiatives helpful training materials.

When you complete the Training & Orientation phase, you will have developed processes for the following:

- interviewing potential mentors and securing applications and background checks,
- conducting an information session for interested youth and parents / guardians; and
- providing orientation and training for mentors, mentees and parents/caregivers.

References to the *How to Build a Successful Mentoring Program* Toolkit include the following:

- Multiple resources from the Structure Effective Program Operations section of the Toolkit.

Phase 5: Selection & Matching (Month 6)
Objective: Make final selection of mentors, mentees and the corresponding matches.

Refer to "Standard 4: Matching" section of the *Elements of Effective Practice for Mentoring* for more detailed information on best practices. In addition, reference The Keys to Creating Successful Mentor-Mentee Matches.

1. Finalize selection of mentors and mentees.
   - ➢ Review completed mentee applications.
   - ➢ Finalize mentee selection.
2. Finalize matching of mentors to mentees.
   - ➢ Use the YFC Knowledge Base section on the Volunteer Life Cycle for more information on the matching process.
   - ➢ When matching, consider the personalities of both the mentor and mentee. For example, if the mentor is loud and outgoing, match him with a mentee who has a similar temperament. Look for common interests. If a mentee has stated that a particular characteristic would be detrimental in a match (e.g. negativity), avoid matching that pair.

- ➢ Notify mentors of selection and specifics of the Match Meeting.
- ➢ Notify mentees of the time and date for the Match Meeting.

When you complete the Selection & Matching phase, you will have developed and carried out processes for the following:[20]

- matching mentors and mentees, and
- bringing mentors and mentees together for activities and sessions that fall within established program parameters.

References for the *How to Build a Successful Mentoring Program* Toolkit:

- A checklist on recruiting, screening, orienting, and matching (see p. 109),
- Resources related specifically to matching (access the files from the Structure Effective Program Operations section of the Toolkit).

Phase 6: Program Kick-off (Month 7)

Objective: Formally launch the program by holding a kick-off event and by setting up your match meetings.

The program kick-off is the equivalent of a grand opening. It's the start of your program, where all key stakeholders purposefully come together to set common expectations. For that reason, it is best to have all invested parties invited (e.g., parent / guardian, agency staff, school personnel, therapists, guardian ad litem, or others) where the Mentor Supervisor talks through the Match Agreement. Be sure to have collected all the mentees signed Parent Permission and Medical Release Forms.

In sum, the kick-off event is a way to set the stage for all the great relationship-building to come. A good kick-off event lays a foundation of information and enthusiasm among program participants. Plan to have some ice-breaker activities, "getting to know you" questions, and life or people map exercises. Finally, offer a variety of activities, such as a sport or craft, so the participants can learn more about each other's personality in a low-pressure, non-intimidating way.

After the kick-off event, first meetings will occur. MENTOR / National Mentoring Partnership recommends the following when designing a first meeting:[21]

1. Arrange the initial meeting for the pair. This meeting should include the parent(s) / guardian(s) and take place at the mentee's home if the mentor will be picking up the mentee for outings.
2. Provide the mentor and mentee with background information about each other.
3. Plan to attend the meeting to make introductions and review program details.
4. Review your program's rules, requirements, and risk management policies.
5. Have each party review their signed Match Agreement / commitment agreement to formalize the match.[22]

[20] MENTOR/National Mentoring Partnership, How to Build a Successful Mentoring Program Using the Elements of Effective Practice. (2005), p. 14. https://www.mentoring.org/new-site/wp-content/uploads/2015/09/Full_Toolkit.pdf

[21] MENTOR/National Mentoring Partnership, How to Design a First Meeting, https://www.mentoring.org/matching-curriculum/#1490238522842-7a5ec4cd-e276

[22] YFC requires the match review the agreement per protocol.

6. Consider having a mentee complete and/or review a People Map with the mentor. This will give the mentor the background they need to start off on the right foot with their mentee and understand a bit more of the people that matter most and are involved in the young person's life.

References to the *How to Build a Successful Mentoring Program* Toolkit include the following:

- One-to-one match protocol (see pp. 147-154)
- A variety of kick-off activity ideas (access the files in the Structure Effective Program Operations section of the Toolkit).

Next Steps for Mentoring Directors

Thank You

Thank you for your commitment to serve and minister to young people who others may find unreachable and difficult to love. As a part of Youth for Christ's Juvenile Justice Ministry, you have the tremendous opportunity to facilitate relationships between caring adults and young men and women in need of support and direction. You will encounter challenges and challenging youth along the way, but we firmly believe that one-to-one relationships are the vehicle through which Christ will work to transform the lives of incarcerated and previously-incarcerated youth.

Congratulations

Congratulations! Once your matches are meeting regularly, your program is up and running. But, as you have probably already guessed, this is only the beginning. There are a lot of demands on your time and energy as you balance the role of Mentoring Director with the JJM Director role. Please know that this is a process. It takes time to develop deep relationships, excellent programming and all the many standards and processes needed for things to run smoothly. We recommend starting small and building as you acquire more knowledge, resources, and staff and volunteers.

JJM is a unique space within the mentoring world, but there are thousands of mentoring programs across the country and a lot of good literature and practices available. While you will have to adapt and contextualize forms, tools, processes and program goals to meet your local needs, you will not need to reinvent the proverbial wheel. That said, it will be helpful to maintain a spirit of openness, curiosity and learning throughout the process and beyond. As a new (or newly re-structured program), you will make mistakes along the way and you will learn from them; this is part of the process. Management and continuous improvement will become important parts of your role as director post-launch.

What to Expect

As other Mentoring Directors will tell you, high-caliber programming does not happen overnight. It is not only important and valuable for you to see great ministry in action first-hand, but it is also helpful if a National Leadership Team member comes to see you do ministry during your first year. They are a great asset to your success in ministry and will encourage you and provide helpful feedback. Contact a National JJM team member to get the names of sites to visit and team members.

Patience, learning, training, coaching, monitoring and supervision will become your close friends as you shift from launch mode to ongoing program management. Subsequent sections of this manual will address these many other important parts of running an effective mentoring program:

- Further development of your Theory of Change and Logic Model
- Performing ongoing program maintenance and support activities
- Creating a local Program Policy Handbook
- Finding funds to continue and grow programming
- Scheduling ongoing mentor-mentee activities
- Building a team / adding staff
- Supervising and coaching staff and volunteers (coaching is available from the National JJM team on growing your mentoring program)
- Recognizing and encouraging valued staff and volunteers
- Providing ongoing staff and mentor learning opportunities
- Monitoring and evaluating progress toward program outcomes

In closing, on your journey as a Mentoring Director, allow Christ and YFC's core mentoring values to guide you daily.

- Our desire is to match a caring adult (mentor) with every youth who wants one.
- It is our fundamental belief and strategy that the success of a mentee is best achieved when a significant investment of resources is made in the mentor and the mentee / mentor relationship.

QUICK REFERENCE

Start Up Process

Phase & Objective	Milestones & Deliverables	Associated YFC Tools & Forms	External Resources

1. Research & Learning
 	
Learn industry standards and practices for mentoring programs.
	• Working knowledge of the *Elements of Effective Practice for Mentoring* and the associated resources in the *How to Structure a Successful Mentoring Program Toolkit*
	• Completed needs assessment
	• Signed agreement with Juvenile Justice Facility
	• Completed and signed Statement of Work
		• YFC Knowledge Base Establishing a New Site or Area
		• Interagency Agreement
		• Statement of Work (Appendix)
		• YFC Mentor Process
			• *Elements of Effective Practice for Mentoring*: Pay special attention to: Core Principles of Youth Mentoring Relationships and Program Delivery (pg. 83)
			• How to Structure a Successful Mentoring Program Toolkit
			  o Planning & Designing (zip file).
			  o Manage for Program Success (zip file)
			  o Structure Effective Program Operations (zip file)
			• A Checklist for Mentoring Programs
			• MENTOR/National Mentoring Partnership's video series
			• Apply for Technical Assistance through the National Mentoring Resource Center

2. Planning & Program Development Determine your program structure, desired outcomes, and plan to launch.	• Developed a working Theory of Change and Logic Model • Completed Mentoring Program Worksheet • Defined Mentee Eligibility Criteria • Finalized form selection / creation • Formed an Advisory Committee / Community Support Team • Developed a working program budget	• Logic Model Template • Sample YFC Logic Model (Appendix) • Community Support Team • Team Job Descriptions • Mentee Eligibility Criteria • Mentee Referral Form • Mentee Application • Mentee Interview Form • Budget process	• Diagnostic Tool (pg. 29) • Basic Community Needs Assessment Worksheet (pgs. 3-7) • Mentoring Program Outline and Worksheet (access via Planning & Designing in the Toolkit) • *Elements for Effective Practice for Mentoring*: The Critical Importance of a Theory of Change (pg. 8). • Theory of Change Worksheet Toolkit: • Section IV. How to Design and Plan a Mentoring Program (pg. 15), Checklist (pg. 25) • Program Implementation Timeline (pg. 45)

3. Recruitment & Pre-selection Recruit and screen potential mentors and youth for program participation.	• Developed a Recruitment Strategy • Developed a Media / Public Relations Plan • Collected completed Volunteer Applications • Receive referral from the facility staff, young person themselves, or YFC advocates for them to have a mentor. • Collected completed Mentee Applications • Collected completed Mentee Interviews • Conducted a pre-match survey	• Public Relations Materials • Youth Consent to Participate in Mentoring Program • Release of Information	*Elements for Effective Practice for Mentoring*: Standard 1: Recruitment (pg. 10). Standard 2: Screening (pg. 24). Toolkit: • Section VI. How to Structure Effective Program Operations (pgs. 91-99). • Forming an advisory board and ideas on public relations materials, access the Manage a Program for Success • For resources on recruitment and screening, access the Structure Effective Program Operations. Pre-match Survey via the Search Institute
4. Training & Orientation Train new program staff and volunteers to run the mentoring program.	• Reviewed completed mentor applications • Ensured mentor background checks are completed • Finalized mentor selection • Completed staff training event(s) = Trained staff • Completed mentor training event(s) = Trained / oriented mentors	• Job Descriptions • Mentor Interview Form • Volunteer Life Cycle • Volunteer Application • Mentoring Training Materials • Parent Permission and Medical Release Form • Reach out to your National JJM team for training materials and help with train-the-trainer sessions.	*Elements for Effective Practice for Mentoring*: Standard 3: Training (pg. 10). • Motivational Interviewing • Developmental Relationship Framework • Trust-based Relationship Initiatives Toolkit: • Section VI. How to Structure Effective Program Operations (pgs. 100-102). • Refer to the resources in Structure Effective Program Operations Background Check
5. Selection & Matching Make final selection of mentors, mentees and the corresponding matches.	• Final list of selected mentors • Final list of selected mentees • Final list of matches	Volunteer Life Cycle	*Elements of Effective Practice for Mentoring*, Standard 4: Matching & Initiating (pg. 54) Toolkit: • Toolkit: Section VI. How to Structure Effective Program Operations (pg. 103, Checklist on pg. 109). • Structure Effective Program Operations section of the Toolkit resources.

6. Program Kick-off Formally launch the program with a kick-off event and by setting up your match meetings.	• Kick-off Event • Signed Match Agreements • Signed Parent Permission & Medical Forms for each participating mentee	Parent Permission and Medical Release Form Local sample copy	• Match Agreement • One-to-one match protocol (pgs. 147-154) • Kick-off activity ideas (access via Structure Effective Program Operations in the Toolkit). • People Map (Appendix)

Start Up Tools & Forms

Tool / Form Name	Purpose / Description	Presented By	Filled Out By	Submitted To	Timing / Frequency	Links / Additional Comments
			Research & Learning			
Elements of Effective Practice for Mentoring	Resource from MENTOR / National Partnership for Mentoring for learning	N/A	N/A	N/A	Resource during start up process; reference throughout life of program	*Elements of Effective Practice for Mentoring*
How to Structure a Successful Mentoring Program Toolkit	Resource from MENTOR / National Partnership for Mentoring for learning	N/A	N/A	N/A	Resource during start up process; reference throughout life of program	How to Structure a Successful Mentoring Program Toolkit • Planning & Designing (zip file) • Manage for Program Success (zip file) • Structure Effective Program Operations (zip file)
A Checklist for Mentoring Programs	To provide an overview of the start up process steps within each phase and to understand the most updated benchmarks associated with the steps	N/A	JJM Director and Mentoring Program Team	N/A	Once, throughout the start up process of a new mentoring program	A Checklist for Mentoring Programs Terms may not match YFC's exactly, but the list is comprehensive.
Program Implementation Timeline (Required, can be modified)	Provides a monthly timeline to start the mentoring program	N/A	Used by Program Team	Program Team	Before program start	Mentor Toolkit, pg. 45

Interagency Agreement / MOU (Required, can be modified)	To elaborate the working relationship and understanding between JJM Mentoring Program and agency serving	Joint between agency and JJM	Joint effort by agency partnering with Mentoring Program	Mentoring Director and contact at other agency.	At start of program with new agency Annually renew with agency	Interagency Agreement / MOU
Statement of Work (Required, can be modified)	Document to use with agency for role clarity	Submitted by Mentoring Director, approved by partner agency	Submitted by mentoring director, approved by partner agency	Mentoring Director and point of contact at other agency	At start of program with new agency; annually renew with agency	Statement of Work
YFC Mentor Process (Optional resource)	Flow chart that shows how YFC works with both youth and potential mentors from referral to matching and beyond	N/A	N/A	Facility staff	Once, when explaining the mentoring program to facility staff	YFC Mentor Process
Planning & Program Development						
Diagnostic Tool	A basic tool to help determine the type of mentoring program that will best meet young people's needs	N/A	JJM Director and volunteers	N/A	Before program start	Diagnostic Tool (pg. 29)

Basic Community Needs Assessment (Required, can be modified)	Used to inform decisions a program team makes as they plan the program's scope of services and goals	N/A	Used by JJM Director and Program Team	Program Team Policy and Program Handbook	Before program start	See: Foundations of Successful Youth Mentoring (pages 3-7)
Mentoring Program Outline & Worksheet (Required, can be modified)	To help a JJM Director think through and document the program's purpose, mission, and goals	N/A	Mentoring Director	Program Team	Before program start	Document is part of the Planning & Designing portion of the Mentor Toolkit.
Theory of Change (Required, can be modified)	Guides the purpose of your program, specifies the inputs and outputs, and communicates the overarching program goals	Mentoring Director	Mentoring Director, Program Team, Stakeholders, Mentees	Community, Funders, Mentors, Facilities	Beginning of the program	Theory of Change A good theory of change should: ● Illustrate how the program's work is designed to explicitly bring about change, as well as other external factors that influence program effectiveness. ● Explicitly show how a program, through the work of a mentor, achieves meaningful and measurable results. ● Draw on relevant research and theory, illustrating the validity of the program design and how the services align with local needs, contexts, and circumstances. ● You can adapt and use other proven ToC models to help form your mentoring program.

Basic Logic Model Template (Required, can be modified)	This is the backbone of your ministry program	Program Team	Used by Program Team	Program Team, Stakeholders, Partners, Funding sources	Before program start	Basic Logic Model Template A logic model can further illustrate this action by showing the inputs, outputs, and short- and long- term outcomes that result from implementing the program. Graphical representations of program services and outcomes can be especially helpful in communicating with stakeholders or pursuing funding.
Mentee Eligibility Criteria (Required, can be modified)	To understand the type of youth with whom your program will be compatible (e.g., 11 to 19-year-olds, risk offenses, personality types, etc.)	Mentoring Director	Sent by mentoring director to respective partner agencies	Potential Partner Agencies	Interested programs	Mentee Eligibility Criteria
Mentee Referral Form (Required, can be modified)	For state and county agencies to request services / mentoring for their client (the young person).	Program Team	Professional in charge of youth (e.g., probation officer, parole officer, case manager, therapist, parent / guardian)	Program Team	Weekly	Mentee Referral Form Often referrals come in for a youth with whom JJM does not yet have a relationship. It is important to explain to those who are referring that it will take longer than usual to match. If possible, the site director should schedule / conduct interviews within a week's time. This will assist in the matching process.
Mentee Interview Form (Required, can be modified)	Face-to-face meeting with Mentor Supervisor to understand the youth's status in their faith, the JJ system, and where	Mentor Supervisor	Mentor Supervisor	Program Team	After the mentee application has been filled out; can occur in conjunction with the	Mentee Interview Form Once the mentee has completed the application and interview, the information is entered into a database so that the program team can consider potential mentor matches (with the mentors who

	they may transition to				application process	have been trained or are in the process of training).
Mentee Application Form (Required, can be modified)	Understand the interest of the young person. Learn their likes and dislikes to match personality as well as the interests of the potential mentor	Mentor Supervisor (or distributed by the site staff or program team)	Mentee (and if the mentee needs help, the Mentor Supervisor may assist)	Program Team	As often as requested by mentees (or every time inside a facility or meeting with an agency)	Mentee Application Form Application is used to discern the motivation of the mentee and to see if they will follow up to learn about the right match for them.
Recruitment & Pre-selection						
Youth Consent to Participate in Program Form (Required, can be modified)	Allow YFC to add a young person to their Mentoring Program	Program Team	Youth	Program Team	Once, before mentee interview	Youth Consent to Participate in Mentoring Program
Release of Information Form (Required, can be modified)	Form to allow YFC to see the documentation needed to mentor the young person	Program Team	Facility Staff and/or professionals	Mentoring Director	Once, before mentee interview	Release of Information
Pre-match Survey (Required, can be modified)	Document of questions attached to their objective goals to use as a baseline for future surveys	Mentee, Parent / Guardian, Professional	Mentee, Parent / Guardian, Professional	Mentor Director and Mentor Supervisor	During the interview	Search Institute

Training & Orientation						
Mentor Interview Form (Required, can be modified)	To ensure that you are bringing on a trusted adult who is a pro-social influence in young people's lives and has proven that in past volunteer opportunities	Mentor Director or Mentor Supervisor	Conducted by the Mentor Director and Mentor Supervisor for congruent thoughts on the same person	Mentoring Director or Mentor Supervisor	After receiving an application from a potential mentor	Mentor Interview Form Remember to ask questions of the current youth you are working with about real-life scenarios and how they would respond.
Volunteer Application Form (Required as-is)	To ensure that you are bringing on a trusted adult who is a pro-social influence in young people's lives. This should be proven in the adult's volunteer history.	Mentor Director or Mentor Supervisor	Mentor Director and Mentor Supervisor	Mentor Director and Mentor Supervisor	When a potential mentor shows interest in the program	Volunteer Application Form Look for a teachable spirit, cultural intelligence, humility, mercy, and an encouraging spirit.
Background Check (Required as-is)	YFC uses Armatus Online Abuse Prevention Training Required for all staff and volunteers	Mentor Director or Mentor Supervisor	Program staff, volunteers and potential mentors		When a potential volunteer / mentor shows interest in the program	Background Check
Parent Permission and Medical Release Form (Required, can be modified)	Mentee, Parent / Guardian, Professional approval to have a mentor	Mentee, Parent / Guardian, Professional	Mentee, Parent / Guardian, Professional	Mentoring Director	Before initial match	Required YFC copy Local sample copy

Selection & Matching						
Match Agreement (Required, can be modified)	All parties sign at the initial match. This can be revisited at any time during the match to ensure parties are respecting the agreement.	Mentor Director or Mentor Supervisor	Mentor Director, Mentor Supervisor, Mentor, Mentee, Mentee's guardian / parent / professional, agency	Mentoring Director	At initial match	Match Agreement Required to be reviewed at initial meeting between the mentor and mentee.
Program Kick-off						
People Map (Recommended but optional)	Help a mentor understand the important people in a mentee's life	Mentor / Mentor Supervisor	Mentee	Mentor	During first match meeting	People Map
Additional Resources						
Case Notes (Required, can be modified)	To measure the activities of each meeting with mentor and mentee	Mentor	Mentor	Mentor Director or Mentor Supervisor	Monthly	Writing Good Case Notes
YFC Knowledge Base (login required)						YFC Knowledge Base ● Establishing a New Site or Area ● Budget Process ● Job Descriptions ● Volunteer Life Cycle ● Training Materials ● JJM Aftercare
YFC Website						JJM Job Descriptions

						Community Support Team Job Description Public Relations Materials JJM Aftercare JJM 101

Appendix

Requesting Technical Assistance

Theory of Change

Basic Logic Model Template

Sample YFC Mentoring Logic Model

Statement of Work

YFC Mentor Process

Sample Youth Consent to Participate in Mentoring Program

Sample Release of Information Form

Sample Parent Permission & Medical Release Form

Match Agreement

People Map

Writing Good Case Notes

REQUESTING TECHNICAL ASSISTANCE

Requesting Technical Assistance has been mentioned several times throughout this manual because it is an excellent resource to help you develop your mentoring program. The National Mentoring Resource Center provides free technical assistance to youth mentoring programs around their individual needs. It can also be very helpful for existing programs who want to improve the implementation of specific mentoring practices. In sum, it is never too early or too late to contact them for help. Trained mentoring professionals are ready and willing to help bring your program up-to-speed. They have relevant experience and are a collaborative part of the JJM ministry.

The National Mentoring Resource Center receives funding through the Office of Juvenile Justice Delinquency and Prevention (OJJDP), thus to request for assistance you will use their website. But, before you get started, it may be helpful to (1) watch a tutorial video on how to submit a request and (2) download a copy of the user manual to keep on hand.

Per the National Mentoring Resource Center's website, some recent examples of technical assistance provided to mentoring programs include: "the development of and revision of mentoring training materials; guidance and consultation on mentor recruitment plans and strategies; analysis of mentor screening processes; and analysis of match support processes and consultation on strategies for improvement."[23]

In the realm of program start up, YFC recommends requesting assistance in the areas of developing a theory of change and creating and refining a logic model. The manual will cover each of these areas briefly in the next pages, but again, YFC highly recommends applying for technical assistance and reaching out to a National JJM team member for assistance on these crucial steps in planning your program.

Theory of Change

One of the best practices that *Elements of Effective Practice for Mentoring* (EEM) advocates for when starting a mentoring program is to develop the program's Theory of Change (ToC). A theory of change is a specific type of methodology for planning, participation, and evaluation. Companies, philanthropy, not-for-profit and government sectors use it to organize and promote social change. In its simplest form, a ToC is an aspirational statement of how one expects to see change.

Focusing on the non-profit or program level, a theory of change connects a program's activities to the desired outcomes to explain how the desired change occurs. For a mentoring program, the ToC will explain how the mentoring services (including all the activities mentors and mentees engage in) will result in positive change in the youth's life. This can take months to develop with many voices needed to speak into the purpose of your mentoring program. According to EEM, a good theory of change should serve as a core framing document of a program.[24]

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[23] National Mentoring Resource Center. "Request no-cost help for your youth mentoring program." Accessible online at: https://nationalmentoringresourcecenter.org/index.php/training-ta/technical-assistance.html

[24] MENTOR The National Mentoring Partnership, Elements of Effective Practice for Mentoring, 4th ed., (2015), p. 8. https://www.mentoring.org/new-site/wp-content/uploads/2016/01/Final_Elements_Publication_Fourth.pdf.

A good theory of change should:

- *Illustrate how the program's work is designed to explicitly bring about change, as well as other external factors that influence program effectiveness.*
- *Explicitly show how a program, through the work of a mentor, achieves meaningful and measurable results.*
- *Draw on relevant research and theory, illustrating the validity of the program design and how the services align with local needs, contexts, and circumstances.*

In other words, a theory of change defines long-term goals and then maps backward to identify necessary preconditions. Preconditions are the things or circumstances that need to be in place in order for the desired change to occur. The Center for the Theory of Change helps us understand how this leads to better planning and ultimately program evaluation:

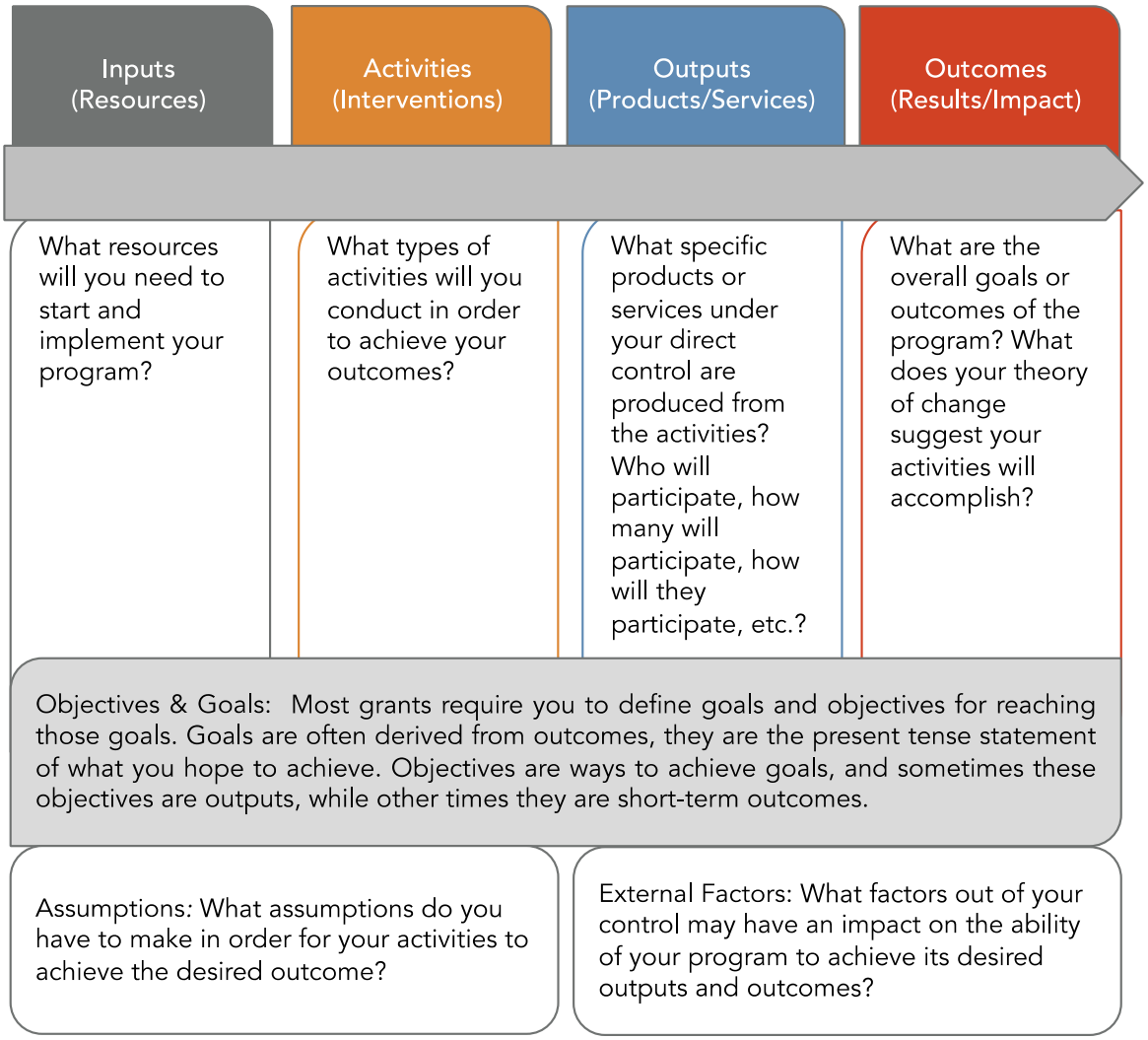
> "Through this approach the precise link between activities and the achievement of the long-term goals are more fully understood. This leads to better planning, in that activities are linked to a detailed understanding of how change actually happens. It also leads to better evaluation, as it is possible to measure progress towards the achievement of longer-term goals that goes beyond the identification of program outputs."[25]

Use the Theory of Change Worksheet to begin documenting your theory. You will likely develop your Theory of Change and your Logic model in tandem. These are important parts of planning your program design and will inform how you measure progress using data, surveys and other methods. Being able to point to measurable program results can assist greatly with future fundraising efforts.

Basic Logic Model Template[26]

A logic model will help you begin to organize your thoughts and build out your theory of change. It shows the inputs, activities, outputs, and short- and long-term outcomes that result from implementing your program. Once complete, a logic model can also be a very effective communication tool when explaining how your mentoring program works to leaders, funders, community members, and even potential mentors. Use the template below to get a better understanding of how a logic model is organized and what questions you will need to address.

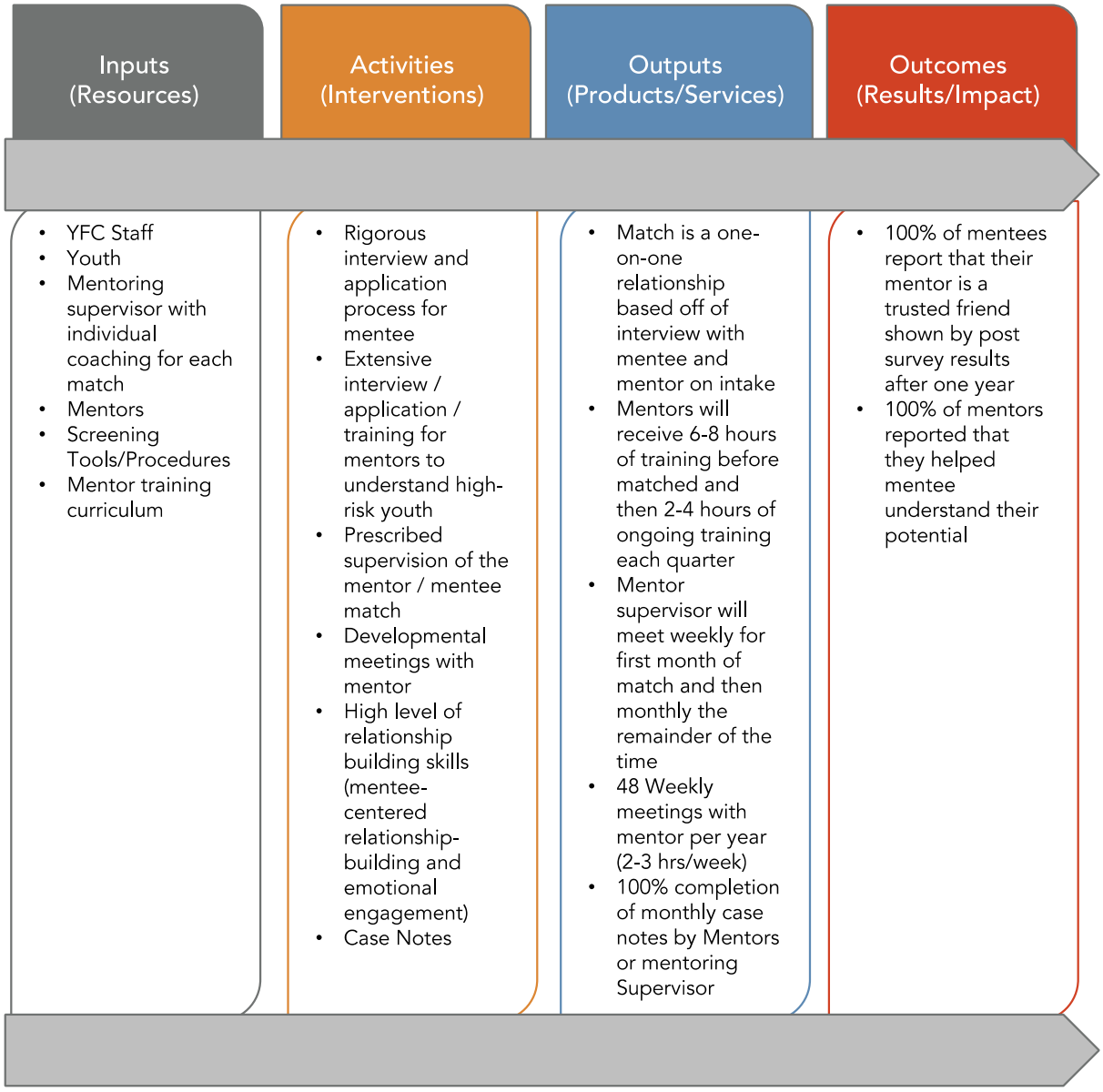
[25] Center for the Theory of Change. "What is Theory of Change," https://www.theoryofchange.org/what-is-theory-of-change/
[26] Adapted from the University of Wisconsin–Extension Cooperative Extension, Program Action Logic Model available at http://www.uwex.edu/ces/pdande



To see a portion of YFC USA's completed logic model, please see the next page.

For a completed example of a Program Logic Model, see page 177 of the *How to Build a Successful Mentoring Program* Toolkit.

Sample YFC Mentoring Logic Model [27]



[27] YFC's full model was established by the Denver Chapter in 2012. The chart above is a summarized portion of it to be used for learning purposes only.

STATEMENT OF WORK
Youth for Christ
Mentoring Program

Since 1944, Youth for Christ (YFC) has been responding to the needs of young people. While the focus of the organization has been on reaching all youth, specialized programs including YFC's Juvenile Justice Ministry were developed to increase the effectiveness of the organization in working with young people who find themselves in situations and communities where positive outcomes in life are far from certain. Mentoring has been utilized by YFC as a method for addressing the profound challenges faced by program participants through creating the opportunity for them to interact with loving and responsible adults who are committed to fostering positive life-changing influences for these young people. It is our fundamental belief and strategy that the success of a mentee is best achieved when a significant investment of resources is made in the mentor and the mentee/mentor relationship.

YFC will serve [Insert AGENCY name here], youth ages 11 to 19, in the **YFC Mentoring Program**.

Mentoring will begin in diversion or probation programs and continue in the community (depending on need). Meetings with the youth will occur for an average of 2 to 4 hours a week. The following characteristics will highlight our mentoring program:

- Offer young people the chance to develop a relationship with pro-social adults who become friends, role models and advocates for them
- Increase a youth's awareness of educational, cultural, recreational, career opportunities and be introduced to new community
- Focus on helping youth accept their responsibilities and realize their potential
- Mentor will assist youth in completing their diversion or probation requirements
- Work closely with the mentee's [AGENCY] staff
- Require mentor screening, training, ongoing support / supervision and mentee programming

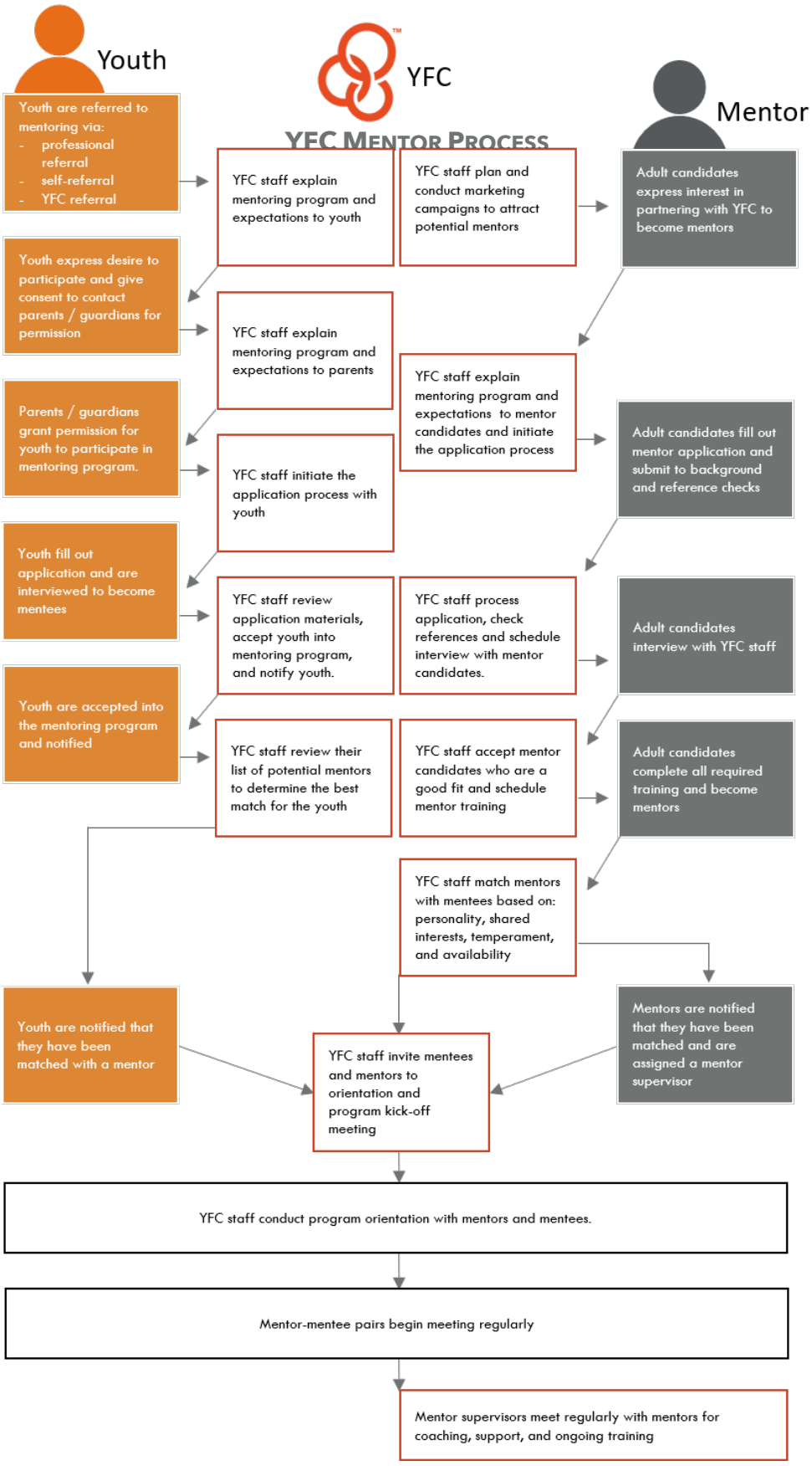
All youth entering the Mentoring Program will be referred by the agency and will agree to a minimum of 12 months of meetings.

Because YFC already has extensive partnerships with faith-based and other like-minded organizations, it is our intent to give mentees the opportunity to become a part of the programming and activities of these organizations. We believe that any young person, no matter their position in life, has the best chance of becoming a successful adult if given the opportunity to become a part of an established pro-social community organization and/or the faith communities.

Anticipated outcomes for young people who complete the YFC Mentoring Program are:

- [local to mentoring program]
- [local to mentoring program]
- [local to mentoring program]

YFC Mentor Process



YOUTH & PARENT CONSENT

Youth Consent to Participate in Mentoring Program

Mentor / Transitional services is a relationship that works in part because of clearly defined rights and responsibilities held by each person. As a client receiving mentoring or transitional services, you have certain rights / information that is important for you to know about.

Your Rights:

- To be treated with dignity and respect
- To be provided safety, confidentiality, and protection regarding relationship with our program
- To be involved in planning your mentorship / transitional process
- To refuse to meet with your mentor / transition specialist and be informed of the possible consequences
- To have the freedom to recommend changes in policies and services
- To have the appropriate coordinated transfer of care when there will be a change of providers
- To be able to seek a second opinion from another professional
- To receive any information regarding our work together

Services:

- The services being provided are considered to be helpful and/or necessary by the young person's professionals, family members, other support team members (and by the young person him/herself).
- The services being provided use the Developmental Relationships Framework to develop ongoing assets to help clients be self-sustaining.

Mentor:

- Focus on helping youth accept their responsibilities and realize their potential while maximizing strengths
- Increase client's awareness of educational, cultural, recreational, career and entry-level job opportunities, and introduction to new networks and community
- Reinforce positive habits and behaviors of students while problem-solving obstacles and challenges
- Provide support for family engagement and their positive support circles, or assist in helping find positive support circles

Transition Specialist:

- Assist youth with employment, housing, education, clothing, vital documents, pro-social activities, community resources, and spiritual services.
- Assist youth in successfully transitioning out of a facility through completion of parole process.
- Problem solve with youth as they encounter scenarios in the community which impact relationships, employment, education, and career paths.

Emergencies: If you are experiencing a life-threatening emergency, please call 911.

Communication:

- Using electronic communications (including, but not limited to email and texting) between client and mentor / transition specialist has risks regarding the client's protection. Electronic communication is not secure and can result in the exposure of the client's private information. By signing below, the client indicates they agree to use electronic communication as a way to communicate with their mentor / transition specialist.
- The provider works on a team, therefore, communication between other providers will occur.

Community Requirements:

- The client will be riding in mentor / transition specialist's vehicle. By signing below, the client gives permission to ride in their provider's vehicle.
- When the client is in the community with their mentor / transition specialist it is required that they *not* promote gang affiliations or dress in gang-related colors.
- The client is *not* allowed to partake in illegal activity or utilize illegal substances while with their mentor / transition specialist.
- It is important for the client to recognize that their behavior in the community strongly reflects their success while on parole.

By signing as the client or guardian of said client, I acknowledge that I have read, understood, and agree to my rights and the terms and conditions stated above. I have been given an appropriate opportunity to address any questions or request clarification for anything that is unclear to me. I agree to participate in the development of a mentor / transition relationship. I understand that consistent attendance is essential to the success of my relationship / services.

_____

Print Client's Name

_____ _____

Client's or Responsible Party's Signature Date

_____ _____

Provider's Signature Date

NOTICE: You have the right to full confidentiality regarding your personal information. However, there are legal and ethical requirements, that professionals take responsible action in those situations as prescribed by law: 1) where there is danger of imminent harm to self or others, 2) in the case of apparent child/ elder abuse, 3) court-ordered.

Release of Information

The purpose of this document is to allow YFC to release information that it has generated/created in relation to said client's work.

I _____ [name of client], hereby authorize_____ [name of provider], to, release to:

Agency / Organization: _____
Address: _____
Phone: _____
Email: _____

Client Manager: _____
Address: _____
Phone: _____
Email: _____

Parent / Guardian: _____
Address: _____
Phone: _____
Email: _____

Other: _____
Address: _____
Phone: _____
Email: _____

the following information pertaining to myself:

_____ Youth for Christ consent to provide services
_____ Assessments
_____ Test Results / Evaluations
_____ other (specify) _____

for the purpose of:

_____ Coordinating best possible care
_____ Mentor / Transition relationship
_____ Community Re-entry
_____ other (specify) _____

I understand that I may revoke this consent at any time by giving written notice to the person or organization making this disclosure. If the client refuses to sign Release of Information to allow communication with [insert Client Manager name], services cannot be provided. This consent will automatically expire five (5) years after the date of my signature as it appears below:

Client's or Responsible Party's Signature: _____Date_____

Provider's Signature: _____Date_____

NOTICE: This information has been disclosed from confidential records. Any further disclosure without the specific written consent of the person to whom it pertains exceeds the limits of this release. However, there are legal and ethical requirements that professionals take responsible action in those situations as prescribed by law: 1) where there is danger of imminent harm to self or others, 2) in the case of apparent child / elder abuse, 3) court-ordered.

Sample Parent Permission & Medical Release Form[28]

I, _____the parent of _____, do hereby give my consent and permission for the above named young person to participate in [Mentor Program Name] including any related activities or events. I further release [Mentor Program Name] and their paid and volunteer staff from all liability for any injuries or accidents resulting from any sickness, injury, or accident. Treatment for any illness or injury will be the financial responsibility of the undersigned parent or legal guardian. I hereby authorize the official representative of [Mentor Program Name] to approve emergency medical or surgical care during any related activities or events in the event the parent or guardian cannot be contacted.

Medical Information & Emergency Contact

Personal Physician: _____
Affiliated Hospital: _____
Insurance Coverage: _____
Policy #: _____
Allergies: _____
Medications currently being used:
_____ _____
_____ _____
_____ _____
Parent/Legal Guardian Signature: _____
Parent/Legal Guardian Address: _____
City / State / Zip: _____
Home Phone: _____ Cell: _____
Parent/Legal Guardian's Employer: _____
Work Phone: _____
Days & Hours of Employment: _____
Emergency Contact: _____ Relationship: _____
Cell: _____
Emergency Contact #2 _____ Relationship: _____
Cell: _____

Video/Photo Consent and Release

We, the undersigned, hereby consent to the use of any tapes, photographs, slides, tape recording, or any other visual or audio reproduction in which _____ [Youth's Name] may appear for YFC to be used, distributed or shown as they see fit. We understand that the photographs, or voice may be used by YFC as part of a program to recruit volunteers and to provide information to the community about YFC, and we release YFC from any liability connected with the use of the pictures, or voice recording as part of any such recruitment program.

[28] While the Youth for Christ/USA Inc. Parental Consent and Release of Liability form is always required, mentoring programs may find it helpful to collect additional information as shown in this sample form.

Consented to by Parent / Legal guardian: _____
Parent / Legal Guardian's Name Printed: _____
Mentee's Signature: _____
Mentee's Name Printed: _____
Mentee's Birthdate: (MM/DD/YYYY) _____
Today's Date: (M/M/DD/YYYY) _____

In order to begin this relationship with openness and honesty, YFC would like to share with you that the ministry coordinator is a mandated reporter which means that if we observe or are made aware of a situation where there is a reasonable cause to suspect possible abuse or maltreatment, we are obligated to report. We also would like you to be aware that the ministry coordinator of YFC acts as a supervisor for the mentors and there may be certain situations where a mentor may be required to share information with the ministry coordinator if he/she feels that the child to whom he/she is matched or any family member is in any harm or danger or is in need of care.

Youth for Christ / USA [Insert Local Chapter/ Affiliate Address and Phone Number]

Reviewed By: _____
YFC Ministry Coordinator's Signature

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YOUTH FOR CHRIST®
GIVE LIFE TO YOUR STORY

MATCH AGREEMENT

1. The Mentor's relationship with the Mentee is primarily a one-to-one relationship. It is encouraged that friends not be invited along for these times together so that this relationship can remain the focus.
2. The Mentor is not a substitute parent. They are friends.
3. The Mentor is responsible for obtaining prior approval from the parent for outings and activities.
4. The Mentor is responsible for arriving on time for outings and for returning the Mentee home by time agreed upon with the parent/guardian. The Mentor agrees to call the parent/guardian if she/he is for some reason late in returning the Mentee. The Mentee is responsible for being ready to go when the Mentor arrives.
5. This is about spending *time* together, not money. As a result, the Mentee will not ask the Mentor to buy anything for them. If the Mentor chooses to do so, they may offer.
6. The parent/guardian remains the primary caretaker of the Mentee, and is responsible for all disciplinary issues with the Mentee.
7. The parent/guardian agrees **not** to use the relationship with the Mentor as a punishment tool for disciplining the youth. Prohibiting the Mentee from seeing the Mentor as punishment is harmful to the match relationship. Therefore, the parent/guardian agrees not to prohibit the Mentee from seeing the Mentor as a form of punishment, but rather may alter the activity for that day.
8. The parent/guardian is responsible for monitoring all match activities, and reporting to the JJM Director any concerns they may have.
9. It is the responsibility of the parent/guardian, Mentor, and Youth for Christ (YFC) to maintain contact with each other. YFC wants to serve in any way possible with suggesting activities, answering any questions and addressing any issues that may arise.
10. Overnight stays with the Mentor are **not allowed.**
11. The Mentor and the parent/guardian agree, by their participation in the Mentoring Program and by the signing of the Match Agreement, to adhere to all regulations and guidelines presented. Failure to comply could lead to match closure.

Presented to the Parent/Guardian, Mentor, and Mentee on _____ (date).

Parent/Guardian: _____

Mentor: _____

Mentee: _____

YFC Staff: _____

PEOPLE MAP

In a mentoring relationship it is helpful to become acquainted with the people in their worlds. Understanding the ecosystem within which they exist in daily life will ultimately help mentoring directors, program staff, and mentors to understand the youths' contexts and serve them better.

To first gain permission for youth participation in a mentoring program, it is necessary to know the following:

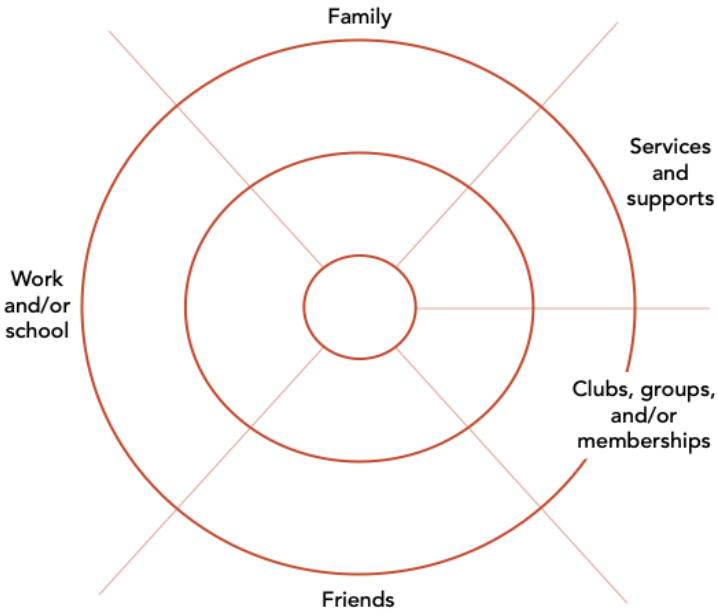
- Do the youth live with a parent or a guardian?
- Are they part of the foster system?
- Are they currently working with a pre-trial counselor, guardian ad litem, Probation Officer, Diversion Counselor, therapist, or Behavioral or Health Specialist?

It will also be helpful to know the following:

- Are they involved in formal or non-formal education?
- Are they currently employed or looking for work?
- Who is in their household?
- Who is in their network of friends?
- Are these relationships troublesome or life-giving?

Youth within a YFC mentoring program are encouraged to create a people map[29] and explain it to their mentor. This is a confidential document.[30] A mentee's people map shows the important adults and peers within their lives and how they are connected. As we have seen, a youth who has been previously incarcerated may have a fairly complex people map containing county or state officials, family members, foster system resources, educators, doctors, specialists, etc. Understanding the network in which a previously incarcerated youth exists is a core part of developing and running a mentoring program. (See an example of a completed People Map on the next page.)

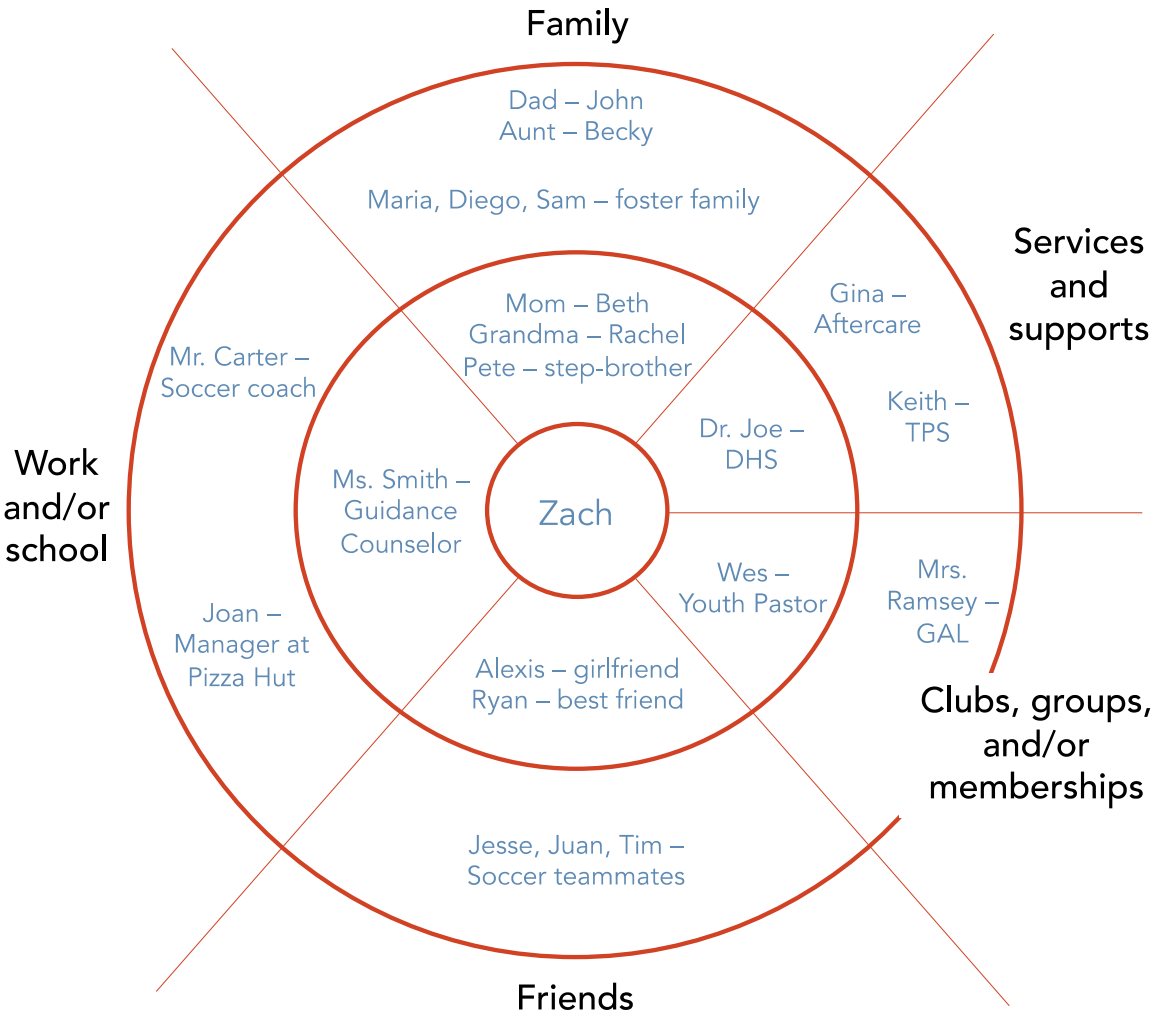
People Map Template



[29] Adapted from the Coalition for Family and Children's Services in Iowa's Youth Transition Decision-Making training manual (November 2016). https://www.iatrainingsource.org/assets/docs/ytdm-meeting-facilitator-training-participant-manual-rev-11-16.docx

[30] Please remember that a youth's people map contains sensitive information about their life that must not be shared with anyone without the youth's explicit permission.

Zach's People Map



WRITING GOOD CASE NOTES

What type of document is a case note?

It is important to know that case notes, like contracts and wills, can be subpoenaed into court and can leave the Youth for Christ organization and the mentor open to litigation. For example, if a youth reports a past incident of abuse or confides something to a mentor that places himself or someone else at risk, and the mentor documents that information in writing but fails to tell the appropriate person(s), the mentor will be held liable for that information.

What should be included in a good case note for a mentoring program?

1. Case notes should provide a summary of the visit in 3-5 sentences.
2. Write case notes in the third person. Try to avoid using "I" statements. Refer to yourself as "the mentor" and your youth as the "mentee." Use inclusive language (we, the team, etc.).
3. Use quotations ("") when stating exactly what a youth says.
    - Try not to rely too heavily on quoting youth in case notes UNLESS it is extremely valuable or important because all direct quotations can be used in the court of law.
    - Understand that if you do "quote" your young person, we are bound by HIPAA laws and can be subpoenaed.
4. Use appropriate / professional language
    - Example: Met with *Johnny* to discuss his current struggles on the unit. *Johnny* has been getting agitated with staff, feeling as though they are instigating him. We talked about healthy ways he can advocate for himself and work with the staff that trigger him. *Johnny* came up with his own strategies that he is going to implement, and we plan to discuss how they worked during our next session.
5. If referencing a young person's demeanor (*Johnny* appeared angry, sad, etc.), try to write "why" you believe that using objective information / evidence.
    - Example: "Johnny appeared angry as evidenced by his clenched fists and pacing the room."
6. Sign case notes with your full name and the date.

Optional elements to include in a case note are the following:

- What you as a mentor can offer in the way of help or resources to your mentee. (Be sure to check with facility staff before making any promises to the youth.)
- What the youth has done since the last meeting and commits to doing before the next meeting.
- If you discuss goals with your mentee, be sure to include them in your case notes.

What should <u>not</u> be included in a case note?

Do <u>NOT</u> include the following in case notes:

- Your opinions, subjective statements, comments and/or feelings you may have toward the youth because of something they said or did, or things that others have told you about them.
- Too much detail; keep case notes brief (3-4 paragraphs of 2-3 sentences each).
- Conversations with other mentors about your mentee during the monthly support meetings
- Abbreviations or acronyms--spell out all of these for clarity.

What else do I need to know about case notes?

1. Case notes are confidential. Do not discuss them with anyone outside of the Mentoring Program.
2. Remember that mentors are mandated reporters.[31]
   - If a youth reports anything, you must inform the facility staff and proper authorities.
   - If you include the report in your notes, make sure you document that you informed the appropriate personnel.
3. Write case notes in a timely manner. Do *not* wait longer than a few hours to write them since you may not remember important details.
4. If you take notes during your meeting with youth, be sure to explain to your mentee what you are doing, why you are taking notes, and that the notes are confidential.
5. You can and should use objective language like:
   - as evidenced by…
   - we discussed…
   - youth informed me that/of…
   - youth identified…
   - youth and I shared…
   - we talked about…
   - youth is…
6. As you look over your notes, ask yourself this question: "When this note gets reviewed by an appropriate person, will they be able to understand what went on in the meeting?"

If you need more help with case notes, please contact the following people:

Name and Title: _____
Email: _____ Office / Mobile: _____

Name and Title: _____
Email: _____ Office / Mobile: _____

Name and Title: _____
Email: _____ Office / Mobile: _____

Examples of Case Notes:

#1 [Mentee Name] and I met and discussed his last meeting with his parole / probation officer and that he needed to take ownership for his decisions. He was making his progress towards earning his level back and assumed responsibility. We discussed what that looks like and the future challenges that will arise in this facility and once he returns to the community as well. We also discussed his family and how they had been doing during this time.

[31]For more information on the requirements of mandated reporters, please see the Mandatory Reporters of Child Abuse and Neglect accessible at: https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/manda/

#2 Met with [Mentee Name] and we are continuing to build rapport, trust, and a healthy relationship. We talked a bit about her family history and dynamics. We briefly discussed her own trauma with family and in the community and how that continues to impact her mental, emotional and spiritual health. We talked through the stages of change and noted that she is in the contemplation stage with regard to her gang involvement and criminogenic behavior in the future.

Youth and mentor went on a supervised community pass.[32] Youth and mentor went to the college and toured the campus. Youth identified her emotions, fears, and excitement towards her future and parole. Youth maintained open communication and appropriate behavior while in the community.

[32] Pre-approved, supervised visit outside of the long-term facility for up to four hours.