YOUTH CAREERCONNECT
MENTORING
RESOURCE GUIDE

This Resource Guide further clarifies mentoring for Youth CareerConnect (YCC) grant programs.

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MENTORING FAQ

1. **How is mentoring defined as it relates to YCC grants?**
   There are two specific references to mentoring for YCC grants:

   Mentoring in the Solicitation of Grant Announcement (SGA)
   Mentoring – Includes one-on-one, group, and/or service-based mentoring in which program participants are matched with adult mentors in the selected high-growth H-1B industry(ies) or occupation(s). Mentors should have frequent contact with program participants over a prolonged period of at least one year and should provide guidance in navigating their identified career pathway.

   Grantees were instructed to:
   - Identify strategies for developing an industry-related, employer-based mentoring program;
   - Describe how support and supervision will be provided to both mentors and participants;
   - Describe the method and frequency of interaction with participants;
   - Describe mentor recruiting and matching with participants, including ensuring that mentors are representative of the participant population (*i.e.,* include females and minorities);
   - Describe the average duration anticipated (minimum one year); and
   - Describe procedures for terminating mentoring relationships.

   Mentoring for the Participant Tracking System (PTS)
   For each quarter, record the date on which the participant participated in mentoring. Mentoring includes one-on-one, group, and/or service-based mentoring in which program participants are matched with adult mentors, preferably in the selected high-growth H-1B industry(ies) or occupation(s). Mentors should have frequent contact with program participants over a prolonged period of at least one year and should provide guidance in navigating their identified career pathway. While group mentoring is an acceptable type of mentoring service, all participants that receive formal mentoring must be assigned a mentor and also receive one on one mentoring. This may be entered for up to 16 quarters. Note: while DOL expects this service will occur more frequently than once per quarter, it is only necessary to enter the first date in the quarter on which this service occurs.

2. **Is a YCC program required to offer mentoring activities?**
   Yes, all YCC programs must make mentoring activities available to participants.

3. **Does every YCC participant have to receive some form of mentoring activities?**
   No, while it is DOL's intent as many participants in YCC programs receive mentoring, all participants are not required to receive mentoring activities.

4. **Is one-on-one mentoring required for all YCC participants?**
   No, YCC grantees are not required to provide all participants with one-on-one mentoring.

5. **Can a participant receive multiple types of mentoring?**
   Yes, participants can receive multiple types of mentoring. However, until a participant receives one-on-one mentoring within that quarter, no mentoring activities should be entered into the PTS. Once a participant has received one-one-one mentoring in the quarter, other mentoring services can also be entered in the PTS

as a mentoring activity. DOL assumes that when a mentoring activity is entered in the PTS that one-on-one mentoring has occurred in that quarter.

6. **Can mentoring activities be provided through virtual methods?**
   Yes, virtual methods can be used to provide mentoring.

7. **Can one-on-one mentoring be provided virtually and counted in the PTS?**
   Yes, all one-on-one mentoring can be counted in the PTS, including one-on-one mentoring that occurs virtually.

8. **Where do I report mentoring activities?**
   In order for a mentoring activity to be entered in the PTS, a participant must first receive one-on-one mentoring within that quarter. Once a participant has received one-on-one mentoring in the quarter, group mentoring can also be entered in the PTS as a mentoring activity. The PTS includes a "Name of Service" text field where you can indicate the type of mentoring for your own tracking purposes. Mentoring activities can be noted in the narrative section of the Quarterly Performance Report.

   It is strongly suggested proof of mentoring activities also be recorded in the student's participant file. This can include:
   - Signed agreement(s) for mentoring program from mentor, student and guardian
   - A record of mentoring meetings (example, signed time records)
   - Mentoring activity log, program outline and/or curriculum including topic, start/end time, hrs. per month, type to mentoring (group, one-on-one, virtual) etc.

9. **How frequently must mentors meet with their assigned mentees?**
   Mentors must meet with their assigned mentee at least quarterly (every three months) for a minimum of 12 months; therefore, one-on-one mentoring takes place with the same individual pairing every quarter. This requirement is the minimum frequency a mentor must meet with a participant however we encourage mentoring to occur more frequently, such as twice per month.

10. **What qualifies as "long-term"?**
    Long-term refers to at least one calendar year, 12 months. Evidence for the importance of relationship duration has emerged from studies of community- and school-based models of volunteer youth mentoring. For example, adolescents who participated in a relationship that lasted at least 12 months had more positive benefits as compared to youth in relationships that lasted fewer than 12 months.

11. **When does a year start?**
    A year for mentoring starts when the first one-on-one mentoring activity occurs between a student and mentor. DOL expects that the one-on-one relationship will continue for at least 12 months.

12. **Do participants need to receive mentoring for a full year before their mentoring activity is entered into the PTS and counted toward the grantee's mentoring target?**
    No. Grantees should enter a mentoring service in the PTS as soon as a participant receives one-on-one mentoring and should not wait until the participant has received a year of mentoring. As soon as mentoring is entered into the PTS it will count toward the mentoring target in the program year in which the mentoring activity began and was first entered. DOL assumes that there will be a good-faith effort to ensure the participants receive mentoring for at least one year.

13. **How are individuals counted in the mentoring targets?**
    Individuals are counted only one time in the total column for the mentoring targets regardless of how many years of mentoring they receive. However, individuals are counted in each year of the mentoring target for every year they participate in mentoring. For example, if a participate receives mentoring services at any point during year 1, such as on May 15, 2015, and at any point in year 2, such as September 15, 2015, they would count in mentoring in both years 1 and 2; however, they would only count one time in the total column of the mentoring target.

14. **Can staff involved with the YCC grant or school-based staff mentor a participant?**
    It depends; mentors must be adults other than staff working directly with YCC participants as part of the grant. Teachers, case managers, and career counselors are critical parts of the program and provide much-needed services and help to the participants. But those staff members should not be assigned mentors. YCC grant staff or other staff in the schools that do not directly work with YCC participants may serve as mentors.

15. **Who can be mentors for the YCC program?**
    Mentors are caring adults, preferably those who work in the selected high-growth H-1B industry(ies) or occupation(s). Mentors may also provide academic-guidance or serve as a positive role model. A person who serves as a student's academic tutor cannot be counted as a mentor.

16. **How many students can a mentor be assigned to?**
    There are no set limits on how many students can be matched with the same mentor. However, when designing your mentoring program you will want to take into consideration how much time is available from the mentors as well as best practices for mentoring programs.

17. **Can YCC grant funds be used to pay for the development and implementation of the mentoring program? (For example: contracting out for mentoring services or hiring staff to coordinate the mentoring program.)**
    Yes, YCC grant funds can be used to develop and implement the mentoring program for YCC participants. If these funds have not already been allocated in your budget, you will need to discuss any changes with your FPO to determine if a formal budget modification is required.

MENTORING TIP SHEET

Mentoring

- Mentoring – Includes one-on-one, group, and/or service-based mentoring in which program participants are matched with adult mentors in the selected high-growth H-1B industry(ies) or occupation(s). Mentors should have frequent contact with program participants over a prolonged period of at least one year and should provide guidance in navigating their identified career pathway.
- A mentor's role is to provide guidance, support and encouragement, while maintaining appropriate boundaries and assisting their mentee with improving their own decision making abilities, behaviors and attitudes.

Recruitment

- Establish a marketing plan and develop materials that demonstrate the benefit to the mentor and the mentee, such as:
    - Looks good on a resume, establishes leadership qualities, invests in the future career opportunities and develops a talent pipeline
- Reach out to employer partners and identify existing mentorship programs currently in place.
- Organizations to recruit mentors:
    - Chamber of Commerce
    - Colleges and Trade Schools
    - Economic Development Councils
    - Human Resource Groups
    - Local Chapter of Industry Associations
    - Rotary Clubs
    - United Way
    - Workforce Investment Boards (Workforce Development Boards)

Mentor Training

- Standardize the training process for all mentors and include the following:
    - Application –The more information you gather the better the match will be.
    - Guidelines – Provide detailed guidelines to assist with clarifying their role.
    - Expectations – Thoroughly outline time frame, commitment, schedule etc.
    - Objectives – Provide mentors with objectives of the project and the mentoring component.
- Background checks should be conducted on every participant with suggested guidelines:
    - Department of Justice Fingerprinting and Background-National Database, lifetime data
    - Make sure it is current, ideally completed within the last 3–6 months
    - Utilize existing background screening process within your school or organization to expedite the process take advantage of lower negotiated costs.
    - Work with local law enforcement partners or Community Resource Officers.
- Provide a list of recommended activities, discussions, projects or tasks to be accomplished during mentor meetings.
    - Examples: Resume Building, College Application Process, School Projects, Community Service Projects, Job/Internship Search Process, Workplace Etiquette, etc.

Parents/Guardians Engagement

- Parents and family members can be a valuable resource! Include them in the process from start to finish. Provide an orientation for parents/guardians to the overall project and the purpose behind the mentoring component. Provide a program contact to answer any questions or concerns that may come up.
- Provide opportunities for parents/guardians and mentors to meet with one another, for example:
  - A mixer, recognition event, or community service activity
- Send parents/guardians their child's mentor contact information along with an expected schedule for meetings that includes time, location and days of mentoring activities.
- Some parents/guardians may be interested in being mentors for other students or their company may have a similar project.

Participant Engagement

- Mentoring should be seen as attraction rather than promotion.
  - Provides networks and connections in the job market that others may not have
  - When talking with students about mentoring, market it as an opportunity and not an obligation.
- Incentives can encourage participants who may be resistant to the idea to continue to work on the mentor/mentee relationship, be creative this doesn't have to involve costs.

Mentoring Locations

- Mentor activities should take place in a public setting during reasonable hours.
- Provide a list of appropriate meeting location options for mentors, examples include:
  - School, Worksite, YMCA, Public Library, Boys and Girls Club, Local College Community Room or your own Community Area
- Utilize community centers and other partner agencies that might have meeting areas available after business hours to accommodate the mentor and students schedule.
- Consider designating staff to be present at specific meeting locations to be available to the mentor and student during their mentoring time, especially if the venue is off site.
  - This may involve having mentoring staff work a flexible schedule to accommodate the after-school hours.

Follow-Up and Retention

- It is a good practice to have the mentor coordinator or other staff member perform follow-up, such as surveys, emails, and phone calls with the mentors and mentees.
- Recognize mentors for their commitment and dedication.
  - Feature them in your newsletter
  - Send a letter of commendation to their boss
  - Host semi-annual or annual recognition events
  - Provide awards donated by local business or other partners
- Alert the media! Invite media to visit your program and encourage them to publish articles before and after the event.
- Provide highlights on your website or in other industry or local publications.

MENTORING RESOURCES

Find Youth Info was created by the Interagency Working Group on Youth Programs (IWGYP), which is composed of representatives from 18 federal agencies that support programs and services focusing on youth. The IWGYP promotes the goal of positive, healthy outcomes for youth, www.findyouthinfo.gov.

MENTOR: The National Mentoring Partnership (MENTOR) is the unifying champion for expanding quality youth mentoring relationships in the United States. For nearly 25 years, MENTOR has served the mentoring field by providing a public voice, developing and delivering resources to mentoring programs nationwide and promoting quality for mentoring through standards, cutting-edge research and state of the art tools, www.mentoring.org

MentorYouth.com exists to enlist, encourage, equip and empower adults in the church and the community to become mentors to young people, www.mentoryouth.com.

NCWD/Youth is your source for information about employment and youth with disabilities. Our partners — experts in disability, education, employment, and workforce development — strive to ensure you will be provided with the highest quality, most relevant information available, www.ncwd-youth.info.

Youth Mentoring Connection's mission is to awaken at-risk youth to their power, unique gifts and purpose by matching them with caring adult mentors and placing that "match" within a structured group dynamic that provides the resources youth need to reach productive, conscious adulthood, www.youthmentoring.org