



Dear Coordinator/Recruitment Leader,

Thank you for your interest in the Connecticut Mentoring Partnership's Male Minority Recruitment Initiative. Enclosed is our recruitment packet, full of information and ideas to make the mentor recruitment process easier.

In preparing this packet for you, we have reviewed best practices used by male mentoring programs throughout the country to learn what works. In addition, we have held focus groups with men to get a better understanding of what recruitment methods and strategies are most effective. Now, we're sharing these "best practices" with you.

Inside you'll find:

- The Connecticut Mentoring Partnership: Our Mission
- Mentoring in Connecticut: The Facts
- Description of Models/Opportunities
- "Seven Things to Consider Before Recruiting"
- Recruiting Male Mentors: A Guide to Best Practices
- Marketing Strategies
- Who are Mentors?
- Suggestions for Connections
- "He Needs You" brochure order form

Our hope is that these recruitment tools will help you develop a strong program that delivers male mentors to the door steps of young people who need them in your community. Again, we appreciate the task that you are taking on and want you to know we're here to help.

If you have any questions, please feel free to call Veronica DeLandro, Senior Program Coordinator, at (860) 523-8042 ext. 24 or email her at [veronica.delandro@preventionworksct.org](mailto:veronica.delandro@preventionworksct.org).

Sincerely,

Jill K. Spinetti  
President & CEO  
The Governor's Prevention Partnership



## Our Mission

The **Connecticut Mentoring Partnership** provides leadership, resources and training to over 200 schools, businesses, community and faith-based organizations throughout Connecticut to increase the number of mentoring relationships and promote safe, quality mentoring programs. The Connecticut Mentoring Partnership is an affiliate of MENTOR/National Mentoring Partnership.

Connecticut Mentoring Partnership activities and services include:

- The Mentoring Training Institute
- Regional Mentoring Networks
- Mentor Recruitment and a Toll-free Mentor Referral Line – 1-877-CT MENTOR
- Annual Mentoring Showcase
- The Corporate Honor Roll and Corporate Mentoring Round Table
- Program evaluation tools and resources

The **Urban Mentoring Initiative** was created in 2005 through public-private partnership of the Connecticut General Assembly and the private sector, led by The Governor's Prevention Partnership, a 501(c)(3) non-profit organization. Funding from the Legislature was appropriated to the Connecticut Mentoring Partnership, a program of The Governor's Prevention Partnership, to help launch a mentoring expansion effort in seven urban communities, **Bridgeport, Hartford, New Britain, New Haven, Norwich, Waterbury and Windham.**

The purpose of the Urban Mentoring Initiative is to substantially increase the number of mentors in these cities to work with at-risk children by:

- Increasing the capacity of existing mentoring programs to serve more children
- Developing new mentoring programs and models, as appropriate, to address gaps
- Identifying and leveraging additional mentoring resources

To achieve its goals, a comprehensive framework with five key components will be developed for each pilot community to guide expansion of mentoring resources.

These five key components are:

1. Develop needs, resources and readiness assessment tools to identify opportunities and gaps and to engage key stakeholders
2. Engage existing mentoring programs and key stakeholders to build mentoring capacity
3. Employ a policy advisory body to recommend strategic improvements to address gaps and serve more children and to guide and inform future direction
4. Promote evidence-based programming and use "National Elements of Effective Practice for Mentoring Programs" as the basis for increasing the quality of existing programs and develop new mentoring resources
5. Monitor youth outcomes and performance measures



## **Mentoring in Connecticut: The Facts**

The Connecticut Mentoring Partnership exists to increase the number of youth in formal mentoring relationships and to bring mentoring to scale in Connecticut. The Partnership works with programs statewide to collect and track data to evaluate the impact and outcomes of mentoring.

For every \$1.00 invested in high-quality mentoring programs using trained community volunteers in Connecticut, **\$3.28** could be saved in the avoidance of crime, school failure, child abuse, substance abuse and other costly negative outcomes (*A Children's Stock Portfolio: One Smart Investment - released April 2007*).

### **Mentoring Gap**

An estimated 160,000 children (25 percent of Connecticut youth) have life situations that place them at risk for personal and academic failure. These situations include poverty, inadequate early childhood experiences and preparation for school, family drug use, violence, involvement in the criminal justice system, and lack of access to needed social and mental health services, among others.

According to surveys conducted by The Governor's Prevention Partnership, fewer than five percent of young people who need mentors have them and, in some urban areas fewer than 1 percent have a mentor. Many more mentors, especially men and minorities, are needed:

- Nearly **80 percent** of the kids on waiting list for mentors are **boys**.
- An average of **20 percent** of the mentors in mentoring programs are **minorities**.

### **Mentoring Outcomes**

Mentoring is being used in Connecticut as a strategy to achieve the following outcomes:

- Improved academic performance and youth staying in school, including improved test scores in low-performing schools;
- Successful transition of youth out of the foster care and juvenile justice systems;
- Children of incarcerated parents avoiding a life trajectory of drugs and crime;
- Improved parenting skills and reducing risk of a second pregnancy in pregnant and parenting teens;
- Prevention of a wide range of problem behaviors, including drug use and violence;
- Better life outcomes for children;
- Career direction for youth, with a particular emphasis on the state's workforce development needs.

## **Mentoring in Connecticut** *(continued)*

During the 2005-2006 academic school year, the Connecticut Mentoring Partnership (CMP) in partnership with The University of Connecticut conducted a follow-up evaluation of school-based mentoring programs. The total sample consisted of 190 mentored youth from seven school systems.

For this evaluation, data was collected from schools in order to assess the effects of mentoring on academic outcomes. These data included Connecticut Mastery Test (CMT) scores, report card grades, attendance records, and records of disciplinary infractions. Data from the past three school years were collected in order to examine change over time.

Overall, the 2005-2006 evaluation found positive results for mentoring programs in Connecticut. To view this report please visit our Web site at [www.preventionworksct.org](http://www.preventionworksct.org).

### **Summary of Research**

Dozens of studies conducted by third-party evaluators of mentoring programs over the last 30 years demonstrate that mentoring changes the attitudes and behavior of young people. Findings include:

#### ***Mentoring improves attitudes and caring about others***

According to a Mentoring Evaluation Study conducted by the Connecticut Mentoring Partnership in 2003, of young people involved in mentoring relationships:

- 68 percent feel more confident in themselves
- 74 percent think it's important to help others
- 71 percent have higher expectations of themselves
- 68 percent feel there are adults who care about them

#### ***Mentoring improves conditions leading to academic performance***

According to a Mentoring Evaluation Study conducted by the Connecticut Mentoring Partnership in 2005, of young people involved in mentoring relationships:

- Over 50 percent reported that they have a better attitude in school, earn better grades, are well-prepared for school every day and show better behavior in class
- 79 percent reported they try hard to earn their teacher's trust and get along with their teachers

#### ***Mentoring improves behavior***

According to an Impact Study of Big Brothers/Big Sisters in 2000, of young people involved in mentoring relationships:

- First time drug use was reduced by half
- First-time alcohol use was reduced by a third
- School absenteeism was cut by half
- A majority of young people in the study reported improved parental and peer relationships

## Description of Model/Opportunities

### Mentoring Settings

#### **Site Based**

- At the school
- At the workplace
- At a church, synagogue, mosque, etc.
- At a community center
- At a residential facility

#### **Community-Based**

- At the discretion of mentor and youth

Additionally, it can take place as either **One-to-One, Group, or Team** mentoring.

#### One-to-One vs. Group Mentoring vs. Team Mentoring

- **One-to-one mentoring** matches one adult to one younger person (or occasionally, two adults to one child).
- **Group mentoring** involves one adult working with up to four people.
- **Team mentoring** involves a group of several adults working with small groups of young people, usually in a 1:4 ratio.

## **“Seven Things to Consider Before Recruiting”**

- 1.) **Determine who you want to serve as mentors. Start by focusing on the personal characteristics you want your mentors to have, certain demographic qualities and specific groups of individuals that may yield mentors.**

The mission statement of your program is a great place to develop a list of mentor characteristics. Additional ways of developing mentor characteristics include looking at:

- The needs of the youth you serve (i.e. their personalities, and particular skill sets, beliefs and connections that are applicable to the mentee)
- The geographic area you serve and demographics of the mentee population (this includes race, culture and class and even gender)
- The needs of the broader community (i.e., where is the time and energy of the concerned citizens already flowing? Does the community have issues that might be impacted long term through mentoring, and who is involved in meeting these needs?)
- How your services will be delivered (school-based programs face different challenges than community-based ones)

What types of activities do your matches engage in? What qualities would someone need to have to do mentoring well within the context of your program?

- 2.) **Develop a formal mentor job description.**
- 3.) **Inventory potential recruitment locations.**
- 4.) **Inventory your internal resources. Several program elements go into this internal inventory.**
  - A) **Financial resources** — what funds do you have set aside for recruitment activities? Activity expenses can include the costs for marketing items like Web sites, brochures, and even transportation to recruitment events.
  - B) **Staff time and talents** — using particular staff talent and skill-sets to help in recruitment. For example, factoring in a trainer with public speaking skills into presentation-based recruitment efforts.
  - C) **Community connections** — the connections that each person associated with your program has can be an asset in recruitment, because each person can use their connections to recruit numerous mentors in a variety of places.
  - D) **Partnerships and in-kind resources** — these resources allow you to recruit beyond your internal capabilities. Some examples include: partnerships with local businesses, and with other youth-serving organizations (ex: reciprocal volunteer referral), opportunities for marketing (ex: being able to display recruitment materials in the local college's student union), and donations of services or materials.

5.) **Inventory potential volunteer motivations. Focus in on the common motivations found in volunteer research.**

- A) **Demographics** — as you recruit from particular demographic groups, you'll need to demonstrate how your program is positively impacting them and groups of which they are a part.
- B) **Generativity** — the need to pass on wisdom, lessons, and knowledge to the following generation; according to some researchers it is the final stage in healthy adult development.
- C) **Volunteer “functions”** — volunteer motivation is organized into six broad categories
  - 1.) *values*: the desire to demonstrate one's humanitarian and empathy by getting involved.
  - 2.) *career*: to enhance career options or explore a new vocational direction
  - 3.) *understanding*: to better understand society and individuals
  - 4.) *enhancement*: to feel better about oneself, to feel needed by others
  - 5.) *protective*: using volunteerism to avoid or work through personal issues
  - 6.) *social*: volunteering to meet the expectations of others
- D) **Community concern and civic pride** — most mentor recruitment touches on the needs of the youth and the community.

6.) **Analyze potential recruitment barriers and plan your response.**

7.) **Have your policies and procedures in place and ready to use.**

## **Recruiting Male Mentors:** **A Guide to Best Practices**

**As you think about how best to organize your recruitment efforts, we have developed a list of “best practices” designed specifically to help guide you. We hope you will use it as an on-going resource.**

- Collaborate with other organizations to recruit male volunteers. Share resources that allow you to reach a greater number of people than using your efforts alone. The Connecticut Mentoring Partnership can help you connect with local programs that also want to recruit men.
- Include men as mentors in your publications and materials. Reinforce that men CAN and DO mentor. Use of pictures, language and look or feel of materials are key.

Suggested taglines for recruitment materials include:

“Share What You Know...Be a Mentor”

“Stand Up...Man Up. Be A Mentor”

“Man Up. Become A Mentor”

- Give men a chance to experience your program without a long-term commitment to volunteering. It may provide a "risk-free" way for men to test the waters and can help men overcome their hesitations, which may include committing to a longer period of time. While mentoring relationships need to be long term, there may be other activities potential male mentors can get involved in.
- Address concerns that prevent men from becoming mentors from the outset of recruitment. Emphasize that inexperience with youth or feeling uncomfortable with the situation does not preclude a positive mentoring experience. Remind them that mentors receive training. Create a forum for feedback.
- Alert men to the lack of male mentors to raise awareness of your need. Adding specifics such as how many boys are on waiting lists locally will help raise awareness of the problem.
- Personally invite men to volunteer. Special events or celebrations may be just the opportunity that mentors need to ask their brothers, fathers, co-workers, husbands, significant others, or friends to volunteer.

Encourage word of mouth recruitment – “personal ask”

Recruit male mentors with male mentors – “Male Mentor Advocate”

**Recruiting Male Mentors: A Guide to Best Practices** *(continued)*

- Utilize contacts connected to a specific group. Utilize male leaders who can act as spokespersons for mentoring.

Examples of leaders who may be able to deliver your recruitment message include contacts from unions, churches, clubs, schools, alumni and professional associations, fraternities, lodges, and neighborhood councils.

Seniors as mentors – retirees and senior citizens have long been involved in volunteering. As the baby boomer generation retires, this resource will likely increase. While being recruited simply because they have available time may not captivate retired men, appealing to how they can use their skills might.

Recruit at places men frequent: gyms, meetings of social, fraternal or service organizations (Elks, Rotary, Kiwanis, Eagles), college dormitories and fraternities, sports teams and branches of the military or reserves, and barber shops. Identify organizations that already have volunteer programs in place as part of their mission (military, fraternities etc.).

\*Refer to “Suggestions for Connections” list of Connecticut organizations and formal groups to contact to recruiting male, minority mentors, enclosed.\*

- Use friendly competition. Giving a little nudge in the form of friendly competition might entice them to sign up for your program (e.g. host a recruitment campaign raising the bar for men to get involved “50 men in 50 days”). The idea of challenge and competition will entice men to “step up” and respond to the immediate need.
- Connect volunteer work to financial and social impacts. This strategy lends itself to a problem-solver mentality, offering men specific ways to “fix” social problems.
- Emphasize what will be accomplished. Shift the focus of your mentor job descriptions from relationship-oriented to action-oriented services.
- Make the first steps to becoming a mentor as easy as possible.
  - Be flexible to the needs of potential mentors – giving them as few excuses as possible for not becoming involved.
  - Use technology to communicate with mentors, provide technical assistance and be available for questions or concerns.
- Use positive publicity to counter barriers towards male volunteerism. Place your program in the public eye.
- Use recruitment slogans, create billboards, advertisements, public service announcements, and posters depicting male volunteers in a positive light or thanking them for their time.

## **Marketing Strategies**

- ❖ A mentoring program Web site. An example is The Governor's Prevention Partnership Web site, <http://www.preventionworksct.org>.
- ❖ Public service announcements (PSAs) and paid advertising. PSAs are free spots that all broadcast TV stations, cable providers, and radio stations may choose to run (and in some cases, may be required to run at some level). With PSAs, remember to: *keep them professional, refine your message, and get as much of it for free as possible.*
- ❖ Posters and flyers
- ❖ Newsletters
- ❖ Public relations
- ❖ Electronic community bulletin boards
- ❖ Annual reports

## **Who Are Mentors?**

Several demographic and personality traits are shared by those who typically serve as mentors or who would consider doing so in the future. In 2002, the AOL Time Warner Foundation, in partnership with MENTOR, sponsored the National Mentoring poll of 2,000 adults.

The poll found that:

- ❖ 57 million adults would seriously consider mentoring
- ❖ 99 % of all mentors already in a formal mentoring relationship would recommend mentoring to others
- ❖ The majority of people became mentors because they were asked; 75% joined through an organization with which they were affiliated
- ❖ Potential mentors tend to:
  - be between the ages of 18-44
  - have household incomes of \$50,000 or more
  - have some college education
  - have access to the Internet
  - have a child in their household
- ❖ Of these potential mentors: 88 % would like to have a choice among mentoring options (depending on their schedule and interests)
  - 84% want access to expert help
  - 84% want orientation and training before mentoring
  - 67% would like their employer to provide time off
  - 47% would be willing to mentor a youth online

## **Suggestions for Connections**

The following resources can help with recruiting male and minority mentors in Connecticut. Many of these groups are national or state organizations, but there are many similar local organizations in your area that you can seek out. In addition to general information and ideas for recruitment strategies, these organizations may provide suggestions for speakers to participate in local recruitment events or media interviews.

### **I. African American Organizations/Groups**

African American Affairs Commission  
[www.cga.ct.gov/aaac](http://www.cga.ct.gov/aaac)

Alpha Phi Alpha Fraternity, Inc.  
[www.alphaphialpha.net](http://www.alphaphialpha.net)

Caribbean American Young Adult  
Social and Civic Organization  
[www.cayasco.org](http://www.cayasco.org)

Connecticut Association of Black  
Communicators  
[www.nabjct.org](http://www.nabjct.org)

Kappa Alpha Psi Fraternity, Inc.  
[www.kappaalphapsi1911.com](http://www.kappaalphapsi1911.com)

Iota Phi Theta Fraternity, Inc.  
[www.iotaphitheta.org](http://www.iotaphitheta.org)

National Society of Black Engineers  
[www.nsbe.org](http://www.nsbe.org)

National Association of Black Social Workers  
[www.nabsw.org](http://www.nabsw.org)

National Bar Association  
[www.nationalbar.org](http://www.nationalbar.org)

N.A.A.C.P. Branches  
[www.naacpct.org](http://www.naacpct.org)

National Black MBA Association  
[www.nbmbaa-hartford.org](http://www.nbmbaa-hartford.org)

Omega Psi Phi Fraternity, Inc.  
[www.oppf.org](http://www.oppf.org)

Phi Beta Sigma Fraternity, Inc.  
[www.pbs1914.org](http://www.pbs1914.org)

SNEATP (Southern New England  
Association of Technical Professionals)  
[www.sneatp.org](http://www.sneatp.org)

Urban League of Greater Hartford  
[www.ulgh.org](http://www.ulgh.org)

National Black MBA  
[www.nbmba.org](http://www.nbmba.org)

## II. Hispanic/Latino Organizations/Groups

Connecticut Association of Latinos in Higher Education  
[www.calahe.org](http://www.calahe.org)

Connecticut Hispanic Bar Association  
[www.ctbar.org/public/hispanicbar/hispanic.html](http://www.ctbar.org/public/hispanicbar/hispanic.html)

Connecticut Puerto Rican Forum, Inc.  
[www.ctpuertoricanforum.org](http://www.ctpuertoricanforum.org)

Hispanic Health Council  
[www.hispanichealth.com](http://www.hispanichealth.com)

Hispanic Professional Network, Inc.  
[www.hpn-ct.org/](http://www.hpn-ct.org/)

International Association of Hispanic Firefighters

Latino and Puerto Rican Affairs Commission  
[www.cga.ct.gov/lprac/](http://www.cga.ct.gov/lprac/)

National Society of Hispanic MBA's  
[www.connecticut.nshmba.org](http://www.connecticut.nshmba.org)

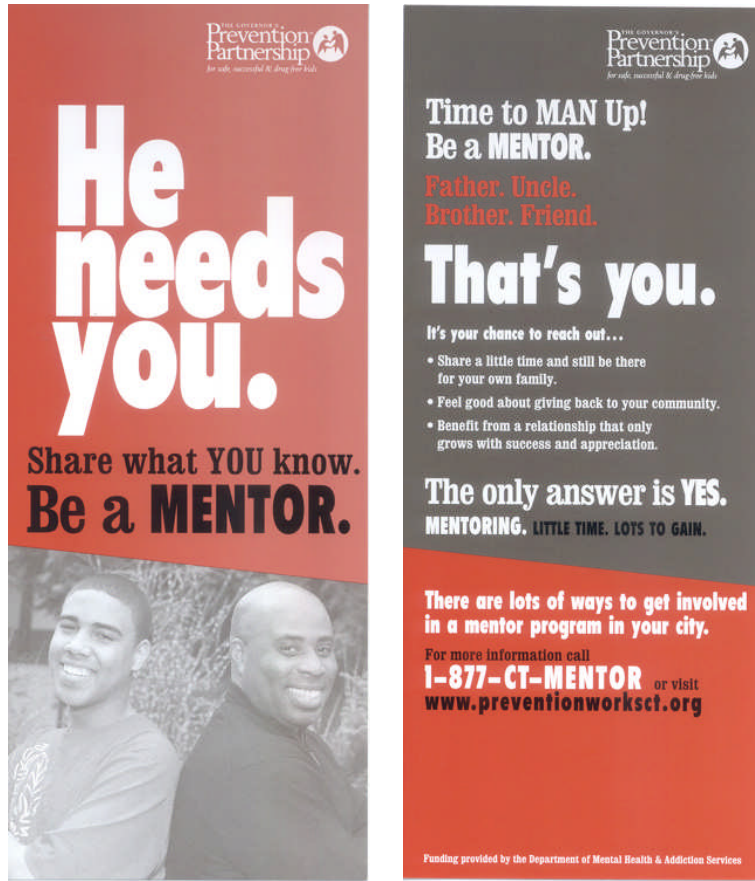
Society of Hispanic Professional Engineers  
[www.shpect.com](http://www.shpect.com)

University of Connecticut Puerto Rican/Latin American Cultural Center  
[www.latino.uconn.edu/](http://www.latino.uconn.edu/)

### III. Other Organizations/Groups

- Barbershops
- Branches of Military/Reserves
- Churches and other religious institutions
- Civic/Service Organizations  
(Elks, Kiwanis, Rotary, Lions, etc.)
- College/University alumni chapters
- Local businesses and corporations
- Sports teams
- Professional organizations and unions
- Police, fire and military
- Universities, colleges, community colleges
- Neighborhood associations

**“He Needs You”**



**Male Recruitment Brochure Order Form**

**Name:** \_\_\_\_\_

**Organization:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Yes, I want to order \_\_\_\_\_ copies of *He Needs You* (maximum 15)**

Interested in additional copies? \_\_\_\_\_ If so, how many? \_\_\_\_\_

Would you be willing to cover the mailing costs for these additional copies? \_\_\_\_\_

**Please print this page and fax it back to 860.236.9412, attn: Josefina Murray.**