**Workforce 3One**

**Transcript of Webinar**

**Developing a Sustainable Employer-based Mentoring Program for Youth**

**Tuesday, February 10, 2015**

*Transcript By*

*Superior Transcriptions LLC*

*www.superiortranscriptions.com*

MODERATOR: So I’ll turn things over to Maisha Meminger, who is with Division of Youth Services.

Maisha.

MAISHA MEMINGER: Thank you so much, Eric (sp). Good afternoon and good morning, colleagues out there in this great nation. I’m so happy to have you all with us, our YCC grantees, thank you that you’re all logging in.

I’m going to bring that poll back up shortly, Eric (sp), so just give me a second to go over what to expect in the agenda because people are still logging in and we really want to get a feel of who’s on, where you all are. We know who’s on, but where you all are in your mentoring process. That’s going to help us a lot too in this conversation, as well as to prepare technical assistance in the future.

So what we’re going to – what we’re going to do today, what to expect? Well, we know that we’re going to talk about mentoring, definitions on mentoring. We’re also going to make sure – we have Evan with us today. We’re going to make sure that we talk about the participant tracking system and the mentoring definition for that. We’re going to also talk about the difference between internships and mentoring briefly.

We’re going to talk about cultivating and growing your mentoring programs, developing it, beginning it – a lot of you all have emphasized the fact that you have not started on that – encouraging mentoring relationships between the students and their mentors.

And we have a wonderful presentation from two grantees that are going to talk about where they are in their mentoring program process. But we also have a peer-to-peer component in this webinar. Of course, if you ever have a question please, please use that chat feature, put your question into that chat feature and we’ll be able to see your question and answer it in kind.

So, Eric (sp), if I can get the poll back up one last time, just to kind of get a feel – if you have not answered this polling question to date right now – I know many of you have just joined us – we wanted to know where you are in your mentoring program and we wanted to know if you still need help creating a plan, if you’ve created a plan and you haven’t done any of the steps yet, you haven’t started.

Have you got everything in place, all the plans in place, paperwork in place? Have you enrolled any students? Or have you started and you now have students involved and you start your program. So I’m just going to leave it up there for another 30 seconds. It should all equal 24, but I don’t – (laughs). Are those closed? OK. Thank you so much.

So a majority of us still need help creating a plan for the mentoring program. And this is wonderful. This is great for this webinar right here. A lot of us – a couple of us also need – have a plan – have an idea what we want to do, maybe we’ve written down some great stuff, but we need some – you know, you need to do some implementation next. So we’re very excited to see this happen right now, so great.

So we’re going to go over the agenda real quickly. Thank you for your – that information. And again, really quickly, we have – we’re going to talk about mentoring, types of mentoring, internships. We’re going to have Evan talk about the PTS. We’re going to have Tressa, who’s going to be our main presenter, talk about, again, the mentoring – types of mentoring, recruitment. We have two youth curricula grantees presenting. Tressa will talk about training mentors, participant engagement, follow up and retention. And at the end, we have some resources that we would love to share with you all so you can have that as you develop and grow your mentoring program.

So without further ado, I’m going to pass it over to our subject matter expert, Tressa Dorsey of Dorsey Consulting Services – Consulting Services, as she has been wonderful. She’s been working with us the last couple weeks preparing this webinar. And I’m excited to learn more from her. So, Tressa, can you hear me?

TRESSA DORSEY: I sure can.

MS. MEMINGER: So why don’t you take over for us?

MS. DORSEY: Thanks, Maisha. I appreciate it.

And welcome, everybody, to today’s webinar. I’m excited to be on today. Mentoring is one of the areas that I would say is near and dear to my heart. I have ran programs with a mentoring component for about the last 17 years I’ve been working in the workforce development and social service fields, both with adults and youth in different populations – homeless, ex-offenders, school-age, fostering out, YouthBuild programs.

And the main focus has been that every single participant that I’ve ever worked with is always looking at career or employment-type services and just trying to get to that next step. And I guess the reason why I’m the person talking to you today is because through that experience I found that both traditional mentoring and career mentoring do definitely have an impact on the participant’s ability to be successful in their career path.

And so the first thing I wanted to kind of talk with everybody about is, you know, just describing mentoring overall. And I know that oftentimes, you know, when I first really thought about mentoring, I thought about mentoring in the sense of a traditional one-on-one relationship where an individual was talking about more personal – more personal things. How do you – how do you feel? How do you – you know, how do you experience challenges? What do you do about them? How can we work through them?

And the reality of it is, is that this type of mentoring that we’re going to be talking about when we talk about employer-based or career-based mentoring is really the same thing. But let’s first talk about the different types of mentoring and mentoring description. Typically when we talk about mentoring you’re looking at this activity occurring in either groups or on a one-on-one basis. And I’m going to let Evan get into the differences a little bit more when he refers to the PTS and talks about that later on, but traditionally speaking these are – these are the two most common types of mentoring.

Mentoring relationships are really supposed to be, or should be modeled after a long-term relationship that you have. And you know, you grow through the continuous and regular communication between the mentor and the participant. And I think that that is really in the spirit of this grant. What the mentoring relationship definition is here is that it’s something that is long-term and ongoing.

The roles – you know, the roles of the mentor in this situation for this particular grant is – you know, the mentors are there to guide and support and encourage the participants, but really it’s about getting them, you know, to be successful in their education and/or their work environment. (Coughs.) Excuse me. The employer career-based mentoring should really role model a professional relationship.

And I think I’m just going to take a few minutes to really kind of hone in on this fact because this is – this is an area where it does change maybe a little bit from what you would consider traditional mentoring, some of us, and what you consider a career-based or employment-based mentoring relationship. When you have an employer- or career-based mentoring relationship, the relationship really is one that is going to look at how would you interact with a person in the workplace? What is appropriate communication in the workplace? What are what we would consider personal or professional boundaries in the workplace?

That mentoring relationship should really focus on some of those things. And for some of us, we would call those soft skills, right? Soft skills that somebody needs to understand when they’re in the workplace, when they’re employing saying, hey, you know, it’s not appropriate to talk about X, Y and Z in the workplace. You know, not only is it probably an HR nightmare, but it’s just simply not appropriate in a professional environment.

So the idea behind matching a mentor to, you know, a mentee or a participant in that type of relationship is really making sure that that relationship is setting the standard and setting the guidelines for that type of a relationship, so when the young person moves on into their career path they are entering the workplace now understanding things that, to be quite frank, personally, when I was – when I was a young person – many moons ago now – when I was a young person, I didn’t necessarily have anybody around to tell me what you do and don’t talk about, you know, how to handle specific conflicts in the workplace, how to do those things that maybe, you know, make the difference between you staying in one company or one place, you know, and being asked to move on.

And so really when we talk about mentoring in this – in this facet, I really just wanted to talk about what that relationship looks like. And in talking with the mentors, and we’ll get into this later on, but just talking about – you know, with potential mentors about what their role is and really defining that for them so that they don’t blur those lines between personal and professional boundaries.

So we sort of talked about this a little bit already, but there’s a few different types of mentoring. And you know, for me in my experience, what I’ve found is that one-on-one mentoring is the ultimate in mentoring relationships. And Evan, again, will talk with you about definitions and outcomes and all those things, but I’m just going to talk simply about, you know, the different types as they exist. And I found that group mentoring definitely can be utilized as an introduction of the mentors to the participants in what I would consider a no-pressure environment.

Oftentimes, you know, when you have a group of individuals, you know, you might be able to throw a meeting or an event, some type of a meet and greet. And it allows certain relationships to happen naturally. If a mentor and a participant seem to be hitting it off, maybe at a community service event or a meet and greet, and a staff member says, hey, you know, I really recognize that these two individuals seem to just naturally get along very well, that may be a potential good match.

And I think that group mentoring can help with identifying potential one-on-one mentoring opportunities in the future. But again, group mentoring should not be the only way that you – that you essentially make the match for one-on-one. There are other – there are other ways that you can make that match as well.

But group mentoring is definitely an opportunity, I think, to kind of put everyone at ease. I don’t know about you, but as an older person I don’t feel that necessarily if somebody sits me down and says, OK, Tressa, you know, meet Betty Sue. And you guys need to go be friends and they’re going to teach you a whole bunch of stuff. You know, as an adult that just kind of seems awkward to me.

And so oftentimes I’ve found that group mentoring is a way to kind of combat some of that awkwardness that can be felt, or the pressure. And in this instance, when we’re dealing with young people and we’re – and we’re trying to provide them an opportunity to gain another level of support, you know, this is essentially about attraction and wanting it to be an attractive concept, wanting them to feel comfortable with the match and the concept of mentoring overall.

And I think that group mentoring activities can indeed, you know, facilitate that in a really low-pressure kind of, hey, you know what, we’re just being – we’re just all being social here. And that’s OK. You don’t have to, you know, be matched with somebody that maybe you weren’t drawn to, or whatever. And that’s all right. But I do find that group mentoring really does help facilitate that low-pressure kind of connection that happens naturally and then can move on and progress from there to become a one-on-one match and hopefully make that a long-term match.

So with that being said, one-on-one mentoring – if you can’t facilitate it through a group activity or something that happens naturally, let’s say, which most of us I know that may not be feasible and it also may be very difficult to do it, we’re going to most likely be looking at one-on-one matches. One-on-one matches need to be made thoughtfully and monitored to ensure their longevity. If partnered with employers or other agencies that have a strong mentoring program in place, utilize their data to track the progression and success of the match.

So let me talk about that. What I mean is, if you know that a local business already has a type of mentoring activity in – like, built into their specific business model, they may be a great company to work with your young people because they have been doing it. There’s no need to reinvent the wheel, but they also have individuals within their company that have said, yes, I want to volunteer to be matched with a young person and offer mentorship.

And so when you’re – you know, when I talk about longevity, what I mean is this – you know, mentoring – and, again – and we’ll kind of discuss this – but the description of mentoring is that it is a long-term – you know, a year or more essentially. I mean, to me a year or more and I think for most mentoring programs in what would be considered a best practice in mentoring, long term is usually a year or more. However, you know, given your mentoring program and how you’ve designed it, if the student is only involved in the program for six months until they complete, then that may change what that – what that looks like and what that definition – you know, definition is for you.

So one-on-one mentoring really is, I think, you know, where the magic happens, so to speak. (Laughs.) You know, that’s where these long-term connections can be made. And especially when you’re talking about young people working with a mentor and focused on a career path or focused on an educational path, the activities that they engage in during that one-on-one time is going to be very focused on getting that participant to the next level.

And I think that that’s why one-on-one mentoring is important and it is different than group mentoring and other types, because it’s so focused and it’s so specific that there – that you have two individuals coming together to work on a common goal. And I think that’s where the bond occurs and that that’s where you nurture and support a long-term relationship.

So as far as that goes, one-on-one mentoring is fairly self-explanatory. One of the things about this day in age is that oftentimes mentors, and even students with busy schedules, you know, they may or may not be able to connect in person one-on-one every single week or every single month. People have busy schedules.

In the event that, let’s say, a mentor is unable to physically meet with their student or their mentee, the phone and also the internet, as we know, with web and Skype and FaceTime and all these – you know, like, Google Hangouts and all these different ways of connecting – they can be used. And I don’t think that there isn’t – there is not value in using these types of mentoring as a substitute to the one-on-one in-person connection that can be made.

An example of this would be, for instance, if one of the mentors that you have working with a student is maybe a traveling individual for their job – they’re out of town a lot, but they still want to participate in this young person’s life and they want to – they want to help them be successful.

In that case, if this individual mentor is on the road quite a bit, utilizing some form of either phone call in, you know, making a scheduled arrangement, something that’s ongoing on a weekly or monthly basis, or utilizing a web or, you know, either FaceTime – something that gets them connected to where they’re, you know, looking at each other. And while it may not be in person, this may be a healthy alternative and a promising alternative for these individuals to continue to connect. To begin I would just stress that that would be, in my mind, a substitute and not considered a standard.

So those are the different types of mentoring that can – that can take place. And I think that oftentimes what I’ve found in some incredibly successful programs is that they utilize all of these as options in order to provide as much opportunity for that connection and that mentoring and those activities to take place.

And so there is not one of these, you know, that is necessarily the surefire way of ensuring that you’re going to have these long-term connections, but I think that if you were to look at things from maybe a point of view of you have some options, and that options are good for people who have different schedules and different – you know, they may be in different parts of their – either education or their training or their employment, this may be a really good opportunity to just explore different options and see what’s going to work best for you at your site.

So with that being said, I’m going to turn it over to Maisha who’s going to talk about kind of the difference between mentoring and internships.

MS. MEMINGER: Thank you so much, Tressa.

I just wanted to say thank you all for those who are typing questions into the chat feature. We’re getting them. We’re going to be clarifying some of your questions shortly. Also, we – keep asking questions and comments into that chat feature.

I want to take this time to say that I appreciate Tressa talking about the four major ways you can mentor a young person. But we want to make the emphasis right here while we have this time to make sure that we all understand that mentoring – work-based mentoring is not the same as an internship. A lot of times we’ve seen in the past where grantees or programs have counted an internship as a mentoring relationship, and that the two are separate.

We have an office here by the name – by the division – it’s called the Wage and Hour Division. And they’ve set forth six criteria for what an internship is. And I’ll give you that information at the end of our – at the end of our session. However, we want to make sure that we know that a mentoring relationship, again, as Tressa has emphasized repeatedly, lasts longer than an internship.

An internship is there for a young person to learn, to be trained in an educational work environment. It allows a person to – for the benefit of the student, not the company. We want to make sure that our young people are not being used for labor that should be paid, but they’re using for labor that they should be learning from somebody or learning about what happens at that job.

And from that internship, of course, a mentoring relationship can be – can be birthed from that. We want to make sure that, again, the intern – the student that we have on the internship is working very closely with existing staff. However, one person can be designated as that young person’s mentor – their work-based mentor to have that extended relationship with on the job and, you know, like Tressa said, through other means of communication.

We are strongly emphasizing and expressing the fact that we do not want the students interning supervisor to be their mentor. We want somebody they feel comfortable speaking with, talking to, having a relationship with, having lunch with on the job while they’re there, learning from, that – feeling that they can’t express their concerns and get penalized or punished for.

A great example of this, again, would be a young person who may be interning at a local aerospace office or somebody who’s doing a computer tech office, so a young person who may be at a hospital, a building – some type of health care facility. They’re on a team of five staff members. One of those staff members is going to be that young person’s mentor. They gel well. Everything is going very well.

Of course, in that office space there’s a way to monitor that relationship for that young person, making sure that there’s established activities and conversation pieces that are for that young person to kind of get that one-on-one feel, or if it’s even in a group situation, get that group mentoring feel from that experience. And then that young person can learn from their mentor – their on-the-site job mentor. But they’re also in an internship as well.

So please make sure you – as you have any questions, please keep typing them in. But we just want to make sure that we noted – we wanted to talk about the difference between an internship and a mentorship, OK? So with that being said I’m going to turn it over to my colleague, Evan Rosenberg, because there was a couple of questions about one-on-one versus group mentoring. And he’s going to talk about our participant tracking system and how we’re counting those mentoring relationships. So, Evan, you can start talking.

EVAN ROSENBERG: Thanks, Maisha. Hi, everyone. I’ve seen a lot of good questions come into the chat and in a few minutes I will answer your questions. And I think part of what I’m going to say here will answer some of them, particularly the first one about one-on-one versus group.

So here’s our PTS mentoring definition on the screen, broken down into bullet points: Mentoring includes one-on-one, group and/or service-based mentoring, in which the participants are matched with adult mentors, preferably in selected high-growth H-1B industries and occupations.

Mentors should have frequent contact with program participants over a long period of time of at least one year, and should provide guidance in navigating their identified career pathway. So I believe that answers one of the questions that came in when we – that was asked about what do we mean by long-term, do we have a timeframe for that. We would like it to be at least one year commitment for the mentor.

And then, this addresses the first question regarding one-on-one versus group mentoring. While group mentoring is an acceptable type of mentoring service, all participants that receive formal mentoring and that you count in our participant tracking system must be assigned an individual mentor and also receive one-on-one mentoring.

So what that means is that group mentoring is great. And I saw a comment early on in the chat that said for younger students, like ninth graders, group mentoring might be best initially. And that’s absolutely fine and allowable and by all means if you believe that’s the best program model you should start off your ninth graders in a group mentoring scenario. However, don’t count that in our participant tracking system.

And what you should count in our participant tracking system is one they actually are assigned a mentor and receive one-on-one mentoring in some form from that person. And I’ll talk about mentoring targets shortly and what this may mean for your mentoring targets. But essentially, what this is, is that one-on-one mentoring has to happen before someone gets entered in the PTS in order to count mentoring.

And you know, we’re not trying to let evaluation in any way drive how the program works. And so we want you to have the flexibility to provide whatever mentoring is best. But what we want to capture for performance accountability purposes is the number of participants that receive that formal one-on-one mentoring.

And one-on-one mentoring means a participant has an assigned adult mentor that they meet with on a one-on-one basis. They can also meet with them in a group setting. And that individual might have multiple students that they mentor and maybe, you know, once a meet they meet with their individual and then other times during the month they meet with a group. And that’s fine. But in order to count in the PTS, like I said, they should be assigned a mentor and have some type of one-on-one mentoring going on.

And then another point to cover is that mentors must be adults other than staff working on the grant – so a teacher, a case manager, a career counselor. They’re critical parts of the program and provide lots of much-needed services and help to the students. But those shouldn’t be their assigned mentors. It should be somebody other than staff working on the grant.

So now that you’ve heard the definition, you know, we recognize that this might be different than what YCC applicants pictured as mentoring when they set their targets. And I think a really good example was the question that came in around ninth graders might ideally have group mentoring initially. But maybe that grantee assumed that group mentoring counted. And so in the first year of the grant when they’re serving all ninth graders, they might have had a goal of mentoring for a hundred, when in reality they’re really not providing mentoring by our definition.

And that’s understandable. You know, we didn’t clarify this as well as we could have in the SGA. And so now we’re giving grantees an opportunity to work with their FPO to provide an updated mentoring target if they believe their original target is not realistic given the clarification in the mentoring definition.

So in this example where the grantee is providing just group mentoring in ninth grade and nothing else, and they had a goal of, let’s say, a hundred participants receiving mentoring in year one and they were all ninth graders, you have the opportunity to change that goal for year one to zero, since you’re not providing formal one-on-one mentoring and doing more group mentoring year one. And that’s absolutely fine. And we’re happy to work with you on that. And then you would make sure that your target reflects the point when they’re going to receive one-on-one mentoring, because at some point they should receive one-on-one mentoring.

In order to update the mentoring target, grantees will need to work with their FPO to submit the updated target as a modification to their statement of work. We’ve let all the FPOs know that we’re doing this. And in addition, hopefully you saw the email communication that went out this past Friday that had the updates on reporting schedules and the PTS as well as this particularly mentoring issue and the opportunity to redo mentoring targets. And so your FPOs know that they may be hearing from you. You should reach out to your FPO if this is something you feel you need to do.

The one thing we would encourage is that if there are any other modifications that you might be doing to your statement of work around the budget or anything else, it would be good to submit them all at one time just so we don’t have to submit multiple modifications and burden our grant office with lots and lots of modifications.

And because we don’t want this ongoing and hanging out there for months and months, we’re setting an end date of March 31 to submit your updated mentoring target, which of course gives you plenty of time since it’s not even mid-February yet and you have almost two months to identify what the ideal mentoring targets are for you based on your program model and submit those.

So now I want to pause and answer questions. I’ll take them in the order they came in. I think I covered the –

MS. MEMINGER: I’ll just – can I ask the first question now for clarification?

MR. ROSENBERG: I’m sorry?

MS. MEMINGER: Can I ask a question for clarification?

MR. ROSENBERG: Sure.

MS. MEMINGER: OK. So I guess – I know your questions are coming it, but I just want to – we’re going to make a point. So students can receive other forms of mentoring, however what’s counted in the PTS is only one-on-one mentoring, correct.

MR. ROSENBERG: That is correct. And actually I want to elaborate a little bit on that. Until someone receives one-on-one mentoring they shouldn’t be counted in the PTS. But once they do receive one-on-one mentoring, and that mentoring service is entered in the PTS, when you update the mentoring service – so you have the option of update – you know, every time someone meets with their mentor, if you want you can capture that in our participant tracking system.

And so once they’ve met that initial bar of one-on-one mentoring, all the rest of the mentoring services that they receive, whether one-on-one, group or any other type, if you choose to you can capture it in the PTS. The bare minimum is that we want to – want to see services happening on a quarterly basis. So you should enter at least one mentoring service per quarter, assuming that they are meeting at a minimum quarterly, which we would hope they would be.

But that’s a great question, Maisha. You shouldn’t enter mentoring until they receive one-on-one mentoring. But once that occurs, any of the types of mentoring you can enter into the PTS, and even before they receive that mentor – that one-on-one mentoring – any of the types of mentoring are allowable. It’s just that you shouldn’t enter them into the PTS until they receive one-on-one mentoring.

MS. MEMINGER: Thank you.

MR. ROSENBERG: Yep.

All right, so the first question was around one-on-one versus group. I clarified that.

Next question: I understand that career-based mentoring should be professional, but we have many students that may be seeking positive adult contact. Does some personal mentoring seem appropriate in these cases? Yes, I think that’s reasonable. We want the student’s individual development plan and what’s best for them and what their needs are drive the type of mentoring you provide. As it said on the slide, you know, preferably it should be the mentoring in their targeted H-1B industry, but that is not a hard and fast requirement.

I think I answered the next one, which was what we meant by long term. That was a minimum of a year.

The next question was around ninth graders being introduced by – have group mentoring as more ideal for them. That’s a very long question so I won’t read it all, but I believe I addressed that. That’s absolutely fine to start off with group mentoring before you move up to the one-on-one mentoring. Just wait till the one-on-one starts before counting it in the PTS. And you can modify your targets accordingly.

Someone asked: What about security in the phone, email, Skype-type mentoring. I think that’s a really good point. You should absolutely keep the young person’s security in mind first and foremost. So that’s a really good point to remember.

Let’s see, what else do we hear? There’s a question about how other programs are managing background checks. So we’ll save that until later on and maybe you can hear from some of our presenters on that. And potentially some other program participants can write in on that as well.

And then question: Can an administrative central district staff involved with the YCC mentor a student versus school based staff, or are all disqualified? If it’s an individual that has – normally has no contact with youth – it’s not a teacher that they normally see, it’s not a career counselor that they normally see, it just happens to be administrative staff that normally doesn’t interact with the students, then I think that is fine for them to serve as a mentor.

Can we also adjust our long-term targets for mentoring for years three and four given the clarification? Absolutely. Any of the mentoring targets, years one, two, three and four, and the total mentoring target are all allowed to be modified.

What types of safeguards should we employ when planning a mentoring system? Let’s leave that question in the queue for now and hopefully some of our presenters will talk about. If not, we can address that towards the end. What about using Facebook? We’ll also hold off on answering that until later on in the presentation.

Question about when updating our statement of work in terms of mentoring can we identify the particular students that will receive mentoring? In other words, we are not required to provide one-on-one mentoring to every student in the cohort. Can we use the IDP or some criteria to identify those that will receive one-on-one? Yes, that’s correct that not all participants need to or are required to receive mentoring. So you don’t need to provide mentoring to every student in your cohort. It’s up to you for the program model. However, we don’t need the names of the participants or anything like that. I mean, you should obviously keep that for your own information, but we just need the new updated numbers.

What types of expenditures on the mentoring component should we consider when developing the YCC budgets? We’ll hold off on answering that for now and maybe some of the other programs can talk about the types of expenditures they have for planning the mentoring program.

When DOL refers to one year of mentoring, do you mean a school year? Ideally, it should it be one full calendar year is what we’re referring to with one year.

And then: Can teachers in the building of our YCC schools be mentors? Again, if it’s a – if it’s a teacher that the student is going to have as a teacher and interact with on a regular basis, then, no, they shouldn’t also be their mentor. But if it’s another teacher they ordinarily wouldn’t interact with and don’t have as one of their teachers, then yes I think that would be fine for them to be a mentor.

All great questions. Shows you’re really thinking about this subject, which is terrific. We’ll have lots more opportunities during this webinar to answer more questions, but now I’m going to turn it over to Tressa to continue on with the presentation. Thanks.

MS. DORSEY: Thanks, Evan. And, yeah, thank you, everybody, for all the questions. This is – I think the chat feature is – this is the opportunity to kind of get the information that you need and get the clarification.

I think – I think, you know, these – based on some of these questions, obviously everybody’s at different stages, as we saw in the beginning. And there is not going to be – and what I’ve found in most programs is that, you know, the idea behind sharing these practices with one another to address things like the security of the students and to, you know, identify how do we – how do we ensure that they’re getting background checks for mentors and things like that.

And so when we talk about mentor recruitment it’s kind of a great leeway because – (coughs) – excuse me – because, you know, the recruitment aspect is really the who, why, where and how of things. And so I’m going to just kind of start with saying this. And I said it a little bit earlier, but one of the best things I think – and this speaks to budget and this speaks to resources that you have available – is that you don’t need to reinvent the wheel.

There are lots of resources out there that can provide you with a really strong model that you can pick and choose the strategies that you want to utilize to implement into your own programs. But more so, if you start looking at some of your local companies and some of the businesses in your own community, what you may find is that there are companies that are very much on board with the idea of mentoring our young people to get them to be the next best employee, supervisor, you know, CEO of the next company.

I mean, essentially they are investing in their own workforce. And they have programs that they have developed. Those are the types of people and types of businesses that, if you aren’t doing this and you aren’t thinking about it in this way, is connecting with them and really saying: How can we look at what you’re doing and see if this is going to match what our mission is and what our statement of work looks like?

I don’t think that every single person on this call or every single grantee needs to from scratch implement an entirely new mentoring program. I think that there are going to be opportunities that you may find to professional organizations and things like that that have existing components that you may find that, you know, you can kind of streamline right into your own process and begin connecting your young people to those existing resources.

So one thing about that – and this is just because I come from a long line of nonprofit management – and what I can tell you is that our resources oftentimes are looked at on a – on a budget line item on your SF424 and oftentimes not look at that as a human resource. And so when we start talking about the who of recruitment, who do we recruit, who do we involved in this, who do we want to look at as potential mentors, the first thing I start thinking about, you know, is supervisors, people that understand, I think, the professionalism that is required, that understand what is needed in the workplace for people to be successful.

Obviously CEOs, CFOs, we’re talking executive management individuals that oftentimes are successful, who can provide a wide range of information to the participant on everything from what to look for on a resume, how to get through a particular college course to make them a more viable candidate for certain positions. Human resources staff in particular and training and development personnel – these are individuals within companies that if you can reach out to them, they oftentimes have a very proactive stance on getting individuals prepared to be not just in the workplace, but become a really valuable asset to the company.

And I can tell you just from my own experience from being a training and development professional, training staff all over the country, training line staff and CEOs and boards of directors, that when you have the idea, just your own philosophy about how you approach your own career and how you approach business in general – when your mindset just by, you know, what I would consider default of what you do is every individual needs support, guidance and things – and also the training and oftentimes just the sounding board that they need to move to that next level.

Those are the individuals that when you’re – when you’re approaching companies and saying: Hey, we’d really like to do this, would anybody be interested? Look for those individuals who are already working in a line or working in a – in a field where that is very much the philosophy of how they approach their employees. How do we get them to succeed? How do we support them to be better? How do we encourage them to move forward? So that’s kind of the who of it. Those are just some general ideas about who you would want to contact in the case of recruiting mentors from businesses and companies in your surrounding areas.

Why? This is always a big – this is always a big one. And this – you know, this is going to speak a little bit more to the retention piece of things when we talk about retaining mentors. It’s been my experience over the years that mentors get really fired up in the beginning. They’re very excited. You pitch them this idea. They’re very excited to be a part of your process. They want to help these young – these young folks move to this next level. They’re all about it.

But you know, when you start talking with them about why do you want to do this? Oftentimes, they don’t know what the benefit is to them. And just like human nature, oftentimes you want to know what the benefit is to me. If I’m going to spend X amount of hours a week with a young person, how is this going to impact me? What do I get out of this?

And so this is where, for me, a lot of this is about, you know, yes it looks great on your resume. That’s kind of the more obvious thing. Well, why would I want to mentor somebody? Because if you can put that down and you can put that down on your resume and say, you know what, I’m a mentor in my community, I give back, I’m not – you know, I’m actually part of the solution of working with young people and really developing the next – the next generation of employees, that looks really good.

I really think that this is one that I oftentimes don’t hear, but if you are a CEO of a company or you are a human resource person and you’re a supervisor, and you say, well, why should I do this? Well, because that young person is going to end up being your coworker someday. You know, that young person is going to be your boss somebody, potentially. And these are the types of things that I don’t think when you’re talking about mentoring they don’t – they don’t see it as this individual could be working side-by-side with me, you know, in the next three years, four years.

Now, I don’t know about you, but for me if I had the opportunity to work with somebody that early on and kind of talk to them and support them and guide them in – you know, in understanding how it is in the workplace and how you get where you want to go and how do you – how do you interact with your coworkers to have a nice, you know, positive working environment. If I would have been able to do that with some of the people that I’ve worked with over the years, I think I would have been a little bit better off. I think there would have been a little bit less frustration in some areas.

And I think that essentially I’d give them that sense of investment and leadership and, you know, the idea that, well, gosh, if I’m going to end up working alongside these young people someday, wouldn’t it be great if I was a part of that I and I – what I was getting was, you know, the next best employee that I’m going to have because they were – they were provided that guidance and provided that support and that work ethic and all the things that make such – you know, that make a good employee.

And oftentimes I think that that isn’t addressed enough. And I don’t think it’s looked at that way. And that’s been my experience. And possibility those that are doing it now are finding that to be a little bit different. But I think that that’s something to talk about when you’re approaching people and asking them to be a part of your program.

Where are you going to find these folks? Chambers of Commerce I think are always really good opportunities. You know, there’s lots of businesses in one location. You can kind of, you know, talk with them all at one time. Obviously industry leaders and professionals in the field – so if you’re targeting a very specific industry, who are the leaders in that industry? Who are the people who not only can mentor, but can get other colleagues in that same industry on board? Who are in – who are the ones that are going to influence other colleagues and be essentially your advocate and also your – kind of your champion, you know, in that industry specific?

And then of course, how. The time commitment and guidelines and rules in the reporting – I think one of the big things here is, you know, how do you – how do you talk to them about the time commitment. The big thing, and both Leslye and Karla are going to speak to some of these points in more detail, but just to give you a brief overview. You know, the time commitment is really, I think, one of the biggest challenges that we face in trying to sustain a mentoring relationship.

It is a time commitment. Oftentimes, depending on how you’ve set it up, it could be as much as one to four hours – you know, one to four hours a week, I’ve seen it. I’ve seen it maybe, you know, where it’s less than that. Maybe it’s once a month for an hour or two. Whatever that looks like, it is important that we – that we talk with them – with who we’re talking to, the recruit. What is the time commitment? Let’s be realistic about how much time we expect from them. Offering them guidelines or rules, so to speak, about the appropriateness of mentoring relationships and what the expectation is.

And then, of course, you know, the reporting aspects of it. There’s going to be, you know, some reporting that is required on their behalf in order for you to ensure that you are accurately capturing that mentoring relationship – and not just for the PTS, but in general you’re going to be taking notes and you want to make sure that you’re – that you’re capturing all this data, and that person that you’re recruiting is a big part of that. They are going to be required to probably provide you some type of information.

So as you’re thinking about recruiting, thinking about these things, you know, that is – that is one aspect that you’re going to want to really focus on and make sure that individuals are understanding of not just what the relationship might look like, but also the commitment and the reporting aspect.

So with that being said, I’m going to turn it over now to Karla Spangler from Pathways to Prosperity out of Toledo, Ohio. And she’s going to talk about the Employer Informed Mentoring Design. Karla.

KARLA SPANGLER: Good afternoon, everyone. And hi, I’m coming to you from sunny Ohio. Like, I wish it was sunny Ohio.

But my charge, if you will, today is to discuss our partnerships in mentoring with industry personnel. And I think if you take anything away from today, even from what I’ve heard so far, it’s the idea that we do have to change our mindset and our way of thinking in the educational world. So our goal is that our students will graduate with the tools needed to be successful in life. And I know many of you are probably saying the same thing, that’s our same goal.

But I think the difference is, and what we have found, is that industry must play a huge role in a student’s educational life prior to education. Students must have the hands-on tools ready – when they’re ready to go out and get a job. So the mentoring part of the program to us we have found to be most critical and most important in our students’ lives.

So with that, we have found that we have had to build a strong partnership with our advisory council. And when we started out, we were strong with educators. And we found that it could only work if we’re strong with industry personnel. So our first step to being effective is to have a strong business industry council. So for us, it meant – we felt more comfortable at first saying that our industry personnel were college representatives that also were involved with our industry and with the community.

And we found that that’s really not the best partnership. That our best partnership is actually people in the field today, people who know the expectations, who know our expectations, and we can work collaboratively for our students. We also found that that it couldn’t just be someone from industry or from business, but it had to be someone who could make a difference, someone who could make decisions and know that our students could actually shadow with them, could actual mentor them, could actual hire them.

So what was beneficial for us was to change our mindset and what our advisory councils looked like, and to learn that our industry people really needed to take charge. And for us it was huge, but it has just been a great change in what we can do for our students.

So the other thing that we learned is that we assumed that we knew what the employer wanted. So we think that because we had the right curriculum and we even had the right tools and the right pieces of equipment that our students would be prepared for work. But what we actually found out was that we don’t even always speak using the same terminology.

So an example of that, as you see on the slide, is soft skills. We in education talk about soft skills as things like coming to school on time or going to work on time, being prepared, not being absent. And for us, we thought that was something that we taught after we taught the curriculum-type skills that was in the textbook. What we found out from our business partners is they believe soft skills are first and foremost in what our students can learn.

In fact, some of our industry partners say that if our students have soft skills, they can actually teach the students what they need to be successful in the workplace. So for us, listening to our industry partners, what they believe is most important what they feel is needed in the workplace was one of the things that we needed to learn. And everyone listening today who is in education knows that we’re better at the front of the room teaching than we are sitting at the table listening. But we found out that really sitting at the table listening gave us the opportunity to really have our students prepared to go to work.

Next, I know we’ve talked a lot about what the word “mentoring” means and how it is to be used in the grant. And for me personally, it was really just a change in my way of thinking and terminology. We use the word “mentoring” with a lot of different things that we do. And it’s easy for me to understand why in our grant we use the word “mentoring” as our industry person with our student, because when you see the slide in front of you, at first I had that our students were mentoring each other – which I know we use that terminology quite a bit.

Basically, what we’re doing in that slide is working together, collaborating together. So again, this would not count as a mentor, but it is the way that we start our collaboration with our students. Our students are taught through an industry model working as teams. That’s another thing we learned from our business partners. They don’t understand why our students sit in the classroom, work in isolation of other students to come up with a solution.

They say that in industry they usually work in teams or in groups to come up with a solution. They feel like the solution is a better solution and typically the right solution. So we are trying to model after them. So you will see in the picture that our students are helping each other. We start with younger students collaborating with older students. We usually get our project from one of our industry partners. And they design it for us and we listen to what they expect from us and then we work through the project.

Another difference in education is usually one of the things student are graded on is completing a project. In industry, they’re not satisfied with just completing a project. They expect it completed accurately. So one of the things we tell the students is their project is not completed until it is completed accurately, so another important element that we learned from our business partners.

If you notice also in the picture, we have adults and students in the pictures. Our industry partners are true partners and really are true mentors in every sense of the word. They give us suggestions, they listen to our students’ suggestions and comments, and we work together and listen to each other. When they complete a project, they actually present it to their partner – their industry partners. And then we discuss together what went well and what areas we need for improvement.

What this does is not only create a partnership in the classroom, but it also gives us a seamless entry into the workplace when our students are ready to go out and start their mentoring projects in the workplace. So by us having this opportunity with our employers actually coming in and working with us, it really is a seamless entry and our students have a different comfort level once they start working in the business community.

So we talked a little bit about how we choose mentors. And I know that came up previously. So I want to just tell you, to touch base on that, that our industry people come to our advisory councils prior to working with our students. They discuss what their business has to offer us and why they would like to partner with us. And then we collaborate, discuss this together, and then we make sure that we are a fit for each other.

So if at any time we do not feel comfortable partnering or we feel like either party – the industry or business people or the school -- do not feel like we’re a good fit, that relationship can stop. But it typically doesn’t. We usually work together to find out how we can make it work better. And if – I know we talked previously about who to contact to make sure that you have good partners.

I know that some communities are too small and they don’t have a lot of partners so it’s hard to get a mentor for each student. But the program that we are actually looking at and modeling after has done such a great job with this that we actually have business partners contacting them and asking to be part of this project. So I think that if you start out right and you do it correctly from the beginning, and you make sure that everybody understands the expectations, then I think what you’re trying to do will only grow.

At least in the Toledo area, we have a lot of companies right now that are in need of employees, for several reasons. One, because of their age – they have a lot of retirement. And we have some companies and industry that are growing. So they’re actually coming to use because they need employees right now. So it’s really a good time for a match. But again, we have to make sure that that match is appropriate. And that’s why we start together in our advisory business meetings first and then we grow from there.

So as I said, we do meet monthly. And sometimes it seems like that’s too often. But a lot of times when things are working, or you think they’re working, that’s when you start to maybe get a little bit lazy in the process. So when we meet monthly sometimes meetings are shorter, but we make sure that everybody feels comfortable.

What was new to me coming into this project was when – the first meeting I went to, I was surprised that industry really understood our programs. And they actually asked the teachers if they had any wants or needs for the school year. So they are so involved with our programs that they know exactly where we are and where we need to go.

But I think what’s also important is we also realize that we need new people to continually enter into our advisory meetings. Now, we don’t want to grow bigger, so sometimes some of the mentors drop off, some of the industry personnel drop off and we add new people. And I think that’s good because it also gives us their insight, their ideas and maybe a different direction that we need to grow.

We also continue to add programs, so with that we need industry personnel that is involved directly with those programs. For me specifically, some of our programs that are in the grant are brand-new. So we have had to add business partners that match the grant, those programs that we didn’t have in the past. So that’s been kind of an exciting area for us to go out into a new group of people or group of industry personnel in the area and bring them on board.

They have been very positive, very excited to work with us. And not that the grant needs a plug, but I’ll tell you this grant has given us a lot of life in this area and the momentum has been very exciting for us. So we’re just excited to have this opportunity and I’m excited to support anyone else in the – you know, grant people if I can to help move your programs forward because I think our momentum is really moving in the right direction at this time.

So if you have any questions for me, please list them, and I will turn it back over to Tressa. Thank you very much.

MS. DORSEY: Thank you, Karla. That was great. And we do have some questions, but I believe we’re going to hold them until the final Q&A. And I see that there are some great questions coming in, so we will get to those.

And for right now, we’re going to head over to Leslye Long, the mentoring coordinator at Manufacturing Renaissance out of Chicago, Illinois. She’s going to talk a little bit more about recruitment strategies. Leslye?

LESLYE LONG: Thanks, Tressa.

Hi, everyone. So this is – this is a really great opportunity. I’m really happy to be able to share what I’ve learned over the years with everyone, and hopefully you’ll be able to use it however you see fit. So let’s just jump right in.

So first I’m going to talk to you about mentoring recruitment strategies. I just noticed that I’m going to be moving my slide. Hold on. There we go. So – there we go.

So I’m just going to talk to you about just some very basics – how to locate the mentors. And some of this has already been talked about, so hopefully this will just be some additional information that just kind of piggybacks on what’s already been said.

The approach that you can use, the approaches that we’ve used, mentoring variety, US2020, which is a nationwide initiative to, you know, get mentors and mentees in STEM fields working together, and then of course the standard training. The one thing that I do want to mention before I jump right in to the next slide is just to mention that our program is literally just coming out of its embryonic stage and going into being birthed, so we really have – we’re just now recruiting mentors and pulling our students together and getting ready to go into trainings and interviews and things like that. So we’re very brand new in that sense, but I come from kind of a(n) old-school mentoring with, like, 15 – about 15 years of just working in the industry with youth development and mentoring programs and establishing mentoring programs and running them. So to one extent it’s very old hat for me, but to another extent this is a brand-new area for Manufacturing Renaissance, and I’m really excited to spearhead it.

So where should I look for mentors and why? As you can see, I’ve listed three basic resources. You know, you have basic businesses, you know, that focus on the area of your program, you know, STEM fields; colleges; and then, of course, you know, really familiar resources. And I’ve seen over the time that I’ve been running mentoring programs that those have been the most fruitful.

So when I – when I look at the businesses, I’m – it’s already actually been said. You know, looking at CFOs and CEOs and community development officers in organizations, you definitely want to look to them because those are you – you know, your doorkeepers to be able to, you know, get you into those businesses. But the most important thing that I’ve seen is that you really want organizations who are really ready to share. I think it’s already also been said that –sometimes that they – businesses, they kind of have an idea of what they want or at least what they have available to share, like what their time may be that’s available. But at the same time, there are some things that they’re really not too clear on, like in some cases they don’t understand that if you’re traveling past 30 minutes in order for you to get to your mentee or to the mentoring site, that’s really too far – it weighs on the mentoring relationship, it weighs on the program, and after a while it really starts to have an impact on the retention of the students as well as the mentors that are in the program. So you want to – you want to make sure that you kind of keep that into perspective.

Some ways of getting past that is making sure that there is a very clear understanding as, you know, how are the mentees getting there or how are the mentors getting there. If there’s a bus situation and it does exceed that amount of time, but that’s a travel time before the mentoring actually begins, then, you know, that can be factored in. And once factored in, then there’s a, you know, reasonable consideration that’s usually applied, so then it doesn’t become, you know, more drudgery, but instead it becomes, OK, well, we expected this.

And that’s another thing. You know, you definitely want to manage expectations. But we’re not going to get into that.

You definitely want people who are, you know, ready to share their goods. You know, what is the information? What are the things that they’ve learned over the years? What are the things that they would like to see passed on to the next generation? Everybody pretty much, I think, in general, you know, when they sign up to become a mentor, they have a really giving and very caring heart, but it doesn’t necessarily mean that they are absolutely ready to share this information. And those are the things that you can definitely find out in your interviewing process.

Next, you definitely want to see how the facility satisfaction and how the businesses contribute to the mentoring program will strengthen that company’s culture. So when you’re looking at that overall picture, businesses who want to be able to say hey, you know, this is going to be great for my employees, this is going to be great for my management team, you know. And if you can’t see that, then you being able to point that out to them is really helpful because that helps to strengthen this win-win relationship that you guys are establishing.

Next, with the colleges, the great thing is – there’s several great things about college students, but I think one of the first and foremost is that they have these fluid schedules. As much as they are in classes Monday through Thursday, typically, there’s usually one day that’s a lag day. And if you can do the group mentoring where you can get a large grouping of college students together that could meet at a particular site either on campus or at your facility, wherever your students are located, that’s really great because it builds that integrity of the program and it helps the students to really have a great buy-in. So that’s really, really helpful.

And they’re young enough that they can recall all the craziness of high school, right? They remember the high school anxiety and not knowing what to do and not having a great outlook, or having a great outlook but maybe just needing that helpful hand with somebody who’s a little closer to them in age. And it’s not to say that you’re ruling out; this is just another option. And when I say “ruling out,” you’re not ruling out the older mentors that are, you know, past college, but you’re just saying this is just another opportunity for students.

And of course, you want the college students who are really ready to share, they’re really ready to give of themselves and to share with others and to help the kids to really build an idea and an understanding of what it is that – what college is like – how to get, you know, through classes; how to be introduced to, you know, what the college perspective is – so that when it is time for them to transfer or transition into that workplace, they’re ready for it and they know that they’ve already done the due diligence of the pressures of college and so forth or the challenges of college that really do prepare them for the workforce.

And then the last one, familiar resources. You know, businesses – business associates, rather – friends, alumni, networking events. You know, people that you know. People who have been a part of your network of business associates or people who you’ve reached out to for donations or for opportunities where you guys have interacted together. You definitely want to, you know, talk with them.

And then, of course, social media sites. I’ve used LinkedIn on many occasions to post ads for mentor recruitment. Utilizing Facebook to post, again, the need for recruitment. And just opening that door and just saying hey, you know, this is what we’re in need of, and then allowing them to be able to take those ads, post it on their sites or post it on their pages, and hopefully be able to pull in more individuals that can become your mentors.

And I would – I would probably say that the reason that I, again, have chosen businesses, colleges and people that you know or familiar resources is because they’ve just been the most fruitful and very steady. Yeah, I mean, that’s it pretty much in a nutshell.

So now let’s talk a little bit about where should you look for mentors as far as the approach goes. Some of the organizations and the business and school that I show in the slide there, like the Society for Hispanic – excuse me, Society for Hispanic Professional Engineers, I’m sorry, and NSBE, the National Society of Black Engineers, those two organizations are just two of thousands that you could look into to create these win-win situations. And when I say win-win, you really want to think about what is the demand of your program specifically; you know, what are the deliverables that you have? And then, what are some of the needs of the companies or the organizations that you’re going to be approaching? If you’re with an organization that, you know, has a service initiative where they really want to have that be emphasized in their company’s culture, then you definitely want to make sure that your opportunity that you guys are doing has that built into the curriculum.

Also, you want definitely trustworthy agencies. And, you know, that’s – it’s not like you can see this right off the bat, you know, but you can look into organizations who have a good track record in, you know, “society,” quote/unquote, who, after talking with maybe their community development person, the CFO, the CEO, et cetera, you can see where their culture is at and what their investments are in and what they are willing to be committed to. And I think through that commitment and through those conversations that you guys have as you’re building your relationship and starting to build the program, then you can see, well, these are the factors that help this company and these are the factors that help our program.

And one of the other things that I really want to mention in that is when you’re dealing with companies or the clubs and other, you know, colleges, et cetera, it’s really great to give them that opportunity of being able to build the curriculum of your program together. It’s not to say that you change your basic deliverables, because those are – those are standard, right? But it is to say that you want to give them that opportunity to know that their investment is not just their time, it’s not just their presence, it’s not even just the knowledge that they have when they’re pouring it into the students, but it is the knowledge that they’re bringing that they poured into the curriculum. So when you’re doing your yearlong calendar and you’re saying, well, we’re going to do activities A through Z and, you know, et cetera, make sure that they have input. You know, make sure that you’re able to tweak your calendar, your curriculum to pull in their points of interest and their two cents about what went right and what went wrong. And that really helps with the investment of the programming structure and it helps in their investment of how much time and energy that they’re actually giving and willing to give, not only for that first year but for years to come, as well as as you build in your relationships with that company and their culture.

So when dealing with the clubs, there’s a lot of them that have within their mission statements a requirement of service. I think service is the number-one requirement, really, for a lot of organizations. I was just with an organization today and we were talking about – they had asked me, well, you know, what’s in it for us? And it – and it’s a great question and a very viable question. And basically, you know, part of my answer was, you know, service. You have an opportunity to pour into a life of somebody who probably was you when you were in high school, and if they weren’t you then maybe you knew somebody who was like that, and even if you didn’t just being able to – and not to sound corny – but really just being able to make the world a better place. I think it was mentioned earlier how, you know, yes, these may be in four to five years our fellow employees or, you know, and several years after that it could be, you know, people who are our managers, et cetera. Well, in order for them to really get to where they are and to really build the character that they need, somebody’s got to pour into them, just like they poured into us. So service is a really big top-tier factor for me, and probably is for many of us, because it’s – well, because of all that I’ve said.

And then the other thing is service learning credits. So in some institutions, they do offer service learning hours with colleges and with – you know, two-year or four-year colleges. So it gives them an opportunity to be able to, you know, get credit for it. Not all institutions offer that, but it is a – it is a great way to partner. I know there are several places here in Chicago, several universities as well as some junior colleges, that do offer service learning hours that could be used towards their graduation credits. So that’s a really good thing.

MS. MEMINGER: Hey, Leslye, it’s Maisha. How are you? (Laughs.)

MS. LONG: Oh, I’m good, yeah.

MS. MEMINGER: We are running really, really short on time.

MS. LONG: OK.

MS. MEMINGER: And I’m (with you ?), and I don’t – I hate to end because this is really good. What I want to do is can we talk about the – briefly about the mentor demographics?

MS. LONG: Yeah, sure.

MS. MEMINGER: (Share with that ?). Because what I want to do is take the next maybe 12 minutes that we have and answer questions. So that means, YCC grantees, we’re going to have to do a follow-up call. We are going to take your questions, as many questions as we possibly can in 12 minutes. But we’re going to let Leslye finish up the demographic piece and the Reach Out 2020 and then we’re going to take questions, OK? And we’ll finish this webinar or this conversation at a later date. So go ahead, Leslye, please.

MS. LONG: Yeah, sounds good.

Yeah, so as far as the demographics go, I think we’ve kind of touched on it, right? So college students anywhere between – starting at 18 going up to about 55. It’s not to say that that’s your cutoff, in no way, shape or form, but what it is to say is that – and I think anybody who’s been dealing with youth development clearly understands that there is ageism when it comes to youth, right? So they get into their modes, and, you know, and if you’re over a certain age and they can see it or they can feel it or what have you, then unfortunately they can be prone to practice ageism. So I think one of the means of getting around that is really just making sure that you start with maybe that perimeter, 18 to 55. And then, as you grow older, as you get mentors who are in 60s or in 70s or what have you, I think as long as, you know, they’re just great mentors and you make sure that when you’re matching them with their mentees that the mentee does not have an ageist attitude, you’ll be perfectly fine.

As far as, like, the sexes and ethnicities, I think it’s across the board. Typically, I have seen that women are typically always available, more than men. So you really want to make sure that you stress to whoever your recruitment partner is, either with that school or with that company, et cetera, that you’re really helping them to understand what your demographics are. So if you’ve got the majority of girls in your program, then you’re fine. But if you have, you know, a ton of male students, then you’re really going to have to stress to whoever your partner to, you know, really help with pulling in the men that you need for that program.

Yeah, and just think about what really works for your program. I think every ethnicity has something to give. Every ethnicity can bring the beauty of its culture, and that will just help the students when they finally do hit the real world to see what the real world is like, that it’s not just one segregated, you know, sense of, you know, people, but it’s the entire world and we’re all working together. Yeah.

And then as far as Reach Out US2020 goes, as I mentioned before, that’s an initiative that the government is using as a means of matching STEM companies with high school students. So as I reached out to them, I was given a point person, a mentoring specialist, and what they did was say – you know, we had a conversation. They found out what my program needs were. After finding that out, then I was able to send to them all of my detailed information – so any type of flyers, my application for my mentors, website information and contact information for myself, et cetera. And then what they do is they gather all that and they put it into this database where it’s shot out to specific STEM companies, and they do – they do recruit them for you. And it’s not that this is the one resource – that is not what it is, so please don’t think that they’ll be able to provide you with every single mentor that you’ll need – but it’s one of many. And so far, I have not received my mentors as of yet, but we have check-ins. So I set it up – and everybody’s different, but I set it up so that I would have a weekly check-in with my specialists so that I could – they could keep me abreast of what their conversations are like, who are they having them with, what’s the progress, and, you know, any changes that I may need to do or anything that I may need to do to be of assistance.

Shalanda Holmes, as you see there, that’s her contact information. So you reach out to her, she sends you an email in response, and then they, I believe, assign you the mentoring specialist after that.

So that’s it.

MS. MEMINGER: Thank you so much, Leslye.

MS. LONG: Yeah.

MS. MEMINGER: Appreciate it. Hopefully you have some good contact information.

I am going to be forwarding our slides. I know Tressa has some more PowerPoint presentation, but we’re going to forward our slides to a couple of resources that you have available to you. I want to answer questions.

First and foremost, you will have a – you have a series of documents that are attached in this webinar. You have a sample that Tressa and her team put together about a mentor questionnaire, mentor application, a mentoring agreement and a student application for mentoring services. These are just samples that Tressa and her team have come up with that allows you to see questions that can be asked or should be asked when you’re asked – talking about questionnaires or matching folks together. There’s also a copy of today’s presentation.

And again, colleagues, we will be doing a follow-up call in the next two weeks. We’re going to try to get Tressa back and we’re going to talk about some of these background slides.

Let’s get started on some of these questions. We only have like six minutes where we are, OK. How are – I think some of these questions have been answered about mentors and background checks. I think one of those questions came up, the how are people managing background checks. I think some folks have responded back and forth for the one-on-one mentoring relationship. Please make sure whatever relationship that you – whatever program you’re selecting to use, whatever match or whatever company, that there is a background check completed on every person. There should be nobody interacting with our students or with your students that that person has not had a background check. This is done for teachers, it’s done for janitorial staff. That should also be done for every mentor, that they’re – a regular background check is done. And for some of our STEM-related companies, that has to be done on a regular basis for – depending on the type of work that they’re doing. So we want to make sure that, even our college students that may volunteer, they have to have background checks done as well.

So I don’t know who – some companies pay for that. Some programs pay for that. You can also budget background checks, some of them, to your mentoring program if needed. I’m sure you can come up with a number that will work for you as a part of your program budget if you’re making some changes. So background checks are critical and crucial for this program.

What about using – I think there’s a what about safeguards to employ a mentoring system. Again, use some of this research that we have attached. We’re going to talk a little bit more about safeguarding in a couple of weeks as well. But you want to make sure, again, that you have the proper tools in place to make sure that the relationship is a professional one, that there’s – the young people are being protected, and also that there is reporting.

I think there was a question about documentation. Yes, there should be some type of documentation – email, online tool that’s used – that mentors can report back the progress of that relationship. This is a relationship that’s being funded by the federal government, and this is important to the data for us to know what’s going on. God forbid something happens, we need to have contact information for mentors, for the mentees. We need parents to know what’s going on. Parents need to be introduced to these mentors. And also that there should be some type of check-in form that mentors submit after they meet with the young person on an ongoing basis. So yes, there should be documentation. And that’s up to you how that looks, but it should be implemented.

What type of expenditures on mentoring component should be considered when developing the budget? Evan, if you want to jump in here I’m going to throw out a couple of ideas. Background checks should be one. Evan, do you have any more ideas besides that?

MR. ROSENBORG: I don’t. Just the cost it would take to develop a mentoring program.

MS. MEMINGER: So the cost, the paperwork, if you need any development, if you need to get an expert, you have your coaches available to you, you need to put together forms, that type of cost as well. So we’ll definitely make sure that we touch base on that again as we come again to talk.

Will mentees be required to provide paperwork? Yes. I would think that you would want some way to know that the mentor is meeting with the student on a regular basis, what activities are they doing, what did they do, what are they building together, what are they learning together. Yes, you want to come up with some type of form. The best type of way to collect that information probably would be online. It’s probably easier for the mentor. Of course, not sharing any personal information of that student over email or online, so you may have to come up with a unique identifier for that student so that that information is not shared or any type of names or any type of personal information is shared with that – about that student.

Does the mentoring experience have to be product-based? No. That’s just one way to secure a fruitful relationship when every time a young person meets with their mentor there’s something for them to do – whether they’re building something, they’re doing a small project together, they have a question session, they have a couple questions they might want to discuss and maybe some table topic conversation between the mentor and the mentee.

This is – it helps that relationship move smoothly because it’s kind of hard, as Leslye just talked about, the fact that you get together with – you know, we’re in our 30s and 40s and we get together with 16-year olds. I may not know what they want to talk about. They may not know what I want to talk about. So to have those table topic conversations, ideas to help us move along with that hour that we have together, that 30 minutes that we have together, would be helpful.

What is this? No, what is that? Sorry, getting the question ready. What do mentors actually do with the kids every time they meet? Again, having topic – there’s mentoring questions and mentoring projects that are being done. There is a tabletop conversation that can happen. Tressa can jump in at any time you want to. I’m just trying to get through some of these questions. They have one minute left.

There are ways that we can structure 12 months of activities – community service activities they can do together, projects on the job they can do together, project in the school they can do together. So there’s a wealth of resources on the internet to help you schedule that, so that they should be doing something with their young people and the person is talking to them.

MS. SPANGLER: If I – can I just add something, quickly?

MS. MEMINGER: Please.

MS. SPANGLER: There was a question for somebody from Toledo about did we do an MOU with our businesses? And I just wanted to add that we do a letter of commitment. And they commit to so many hours – in-kind hours, and so, you know, what our relationship will look like each year, which I think helps us to not expect more or less than what they have agreed to give us each year.

MS. MEMINGER: Can you share that with us? Can you share that letter or a sample of it?

MS. SPANGLER: Sure, I’d be glad to.

MS. MEMINGER: Great. We’ll make sure that everybody gets a sample of that letter. You can take out everybody’s name, you know. Just the language I think would be important for us to share.

MS. SPANGLER: Sure, I’d be glad to.

MS. MEMINGER: Eric (sp), can I have two minutes?

MODERATOR: Absolutely.

MS. MEMINGER: Thank you. (Laughs.)

Is there are requirement of how often the mentor and mentee must meet? No, there’s not a requirement. Of course, the most fruitful type of relationships, they meet on a quote-unquote “regular” basis. Of course, the most awesome mentoring program that’s one-on-one, and the student and the mentor have a good relationship, it’s weekly. But being realistic, it may be once a month, once every other month. We definitely want them to meet at least once a quarter, which would be four times during the year.

But that’s hard to build a relationship that far stretched apart. So therefore, you may want to use some of those other tools – such as online Skype or a phone conversation – in the interim of them not being able to meet face-to-face or in group and in person. So we definitely want that to be ongoing where, again, a relationship or – a working relationship is formed and built.

Can you please provide specific information on how to access answers to questions? Monica, can you – can you type in the chat and clarify that for me when you get a chance?

I was also wondering about the structure of one-on-on mentoring meetings. The partners that I have discussed mentoring with have asked for training on mentoring. So there is – Tressa has provided us some questionnaire pieces for an attachment to this webinar. There are trainings. Tressa puts together trainings for mentors. There is other organizations, such as Mentor.org, Mentoring, Inc., where they provide resources on questions and trainings you can do for mentors.

So Tressa can help us with that and you can work with your coaches on how to build a mentoring training, which is very important. So definitely, when you see your coach or when you talk to your coach next, put that on your wish list. And we’re going to try to work together to get something kind of – a boilerplate together so that we can all use it if needed.

I have a question – scroll to the top, please. Is there a – OK, I think I’ve answered all the questions, except for Monica’s question that I’m trying to figure out. Can you please provide specific information on how to access answers to these questions? Do we know – do you mean for the presentation, or do you just mean in general? OK, Monica, I’m sure she’s typing in.

So I think that’s all of our questions. And so, Monica, in general. There’s a resource slide in the PowerPoint – Eric (sp), can you go back to the PowerPoint for me?

MS. DORSEY: I think – this is Tressa. I just want to jump in. If I understand the question correctly, I think what’s she’s saying is that all of these questions that have been asked, if we would be able to do like a quick, you know, FAQs or a Q&A with the recap to the answers to the specific questions made available after. And so I think that’s what she’s asking. And I’m pretty sure that we can do something like that.

MS. MEMINGER: Yes, we can. And also, there will be a transcript provided. Eric (sp) was saying there’ll be a transcript provided of this webinar at a later – within the week. And we will definitely do a follow-up conversation to make sure we do that for you verbally as well as written as well.

So if you have any more questions that did not get answered, any burning questions, you know where to contact us, YCC@dol.gov. We also have Tressa’s information up there and her consulting services. Tressa will be working with us again to provide additional information on mentoring. We look forward to having a conversation with you.

Could people type into the chat if this is a good time of day to do a conversation with you? I know some – you guys are – some of you all are teachers. You’re in the school working with our students. Can you let us know that if in two weeks what the best time of day, give us the time – is it eastern standard or pacific or central – and what works. And if you could put that in a chat for us as Eric (sp) wraps us up, and we’ll try to make sure we have the best date and time for you all to participate in a phone conversation.

So, Eric (sp), thank you for the extra time. I appreciate it.

MODERATOR: Sure, no problem. And I know I cut people off for that – for what time. So just use that – the feedback chat window in the top left of your screen. Just let us know what time works best for you. Also on this screen there is a polling – a couple polling questions. The first one is, would you recommend this webinar to a colleague, either yes or no.

Underneath that is an additional topics chat window. In that chat window just please let us know anything you would like to learn for the next webinars coming forward. And then next to that in the bottom left is a polling question saying please rate the quality of today’s webinar – either excellent, satisfactory or poor. And above that is obviously the feedback chat window. So in there we’re going to ask you to put the best time for an event and also the polling question.

And with that we’ll wrap up. Thanks, everyone.

MS. MEMINGER: And hold on, Eric (sp).

MODERATOR: Oh, sure. Sure.

MS. MEMINGER: If the webinar was poor, we need to know why. So therefore let us know if we missed anything. We want to make sure that we address that on our call that is why. Thank you, Eric (sp).

MODERATOR: Absolutely. No problem. And with that, we’ll wrap up. Thanks, everyone.

(END)