

# Liberty Mutual Mentoring Initiative:

**Mentoring. Modeling. More.**



### What do you like best about spending time with your mentor?\*

I can say what's on my mind and just relax and have a fun time ■ What I like best is we have fun together and my mentor makes me glad ■ Talking about problems that we have and working them out ■ I like learning about stuff that happens while growing up, with the help of the experienced mentors ■ We can hang out and talk about boys and school and other stuff ■ We got to talk about things in our life and how we want to live life and be knowledgeable about it ■ The time we spent together was great, it was a way for me to cope with problems ■ When there's something I don't feel comfortable telling anyone I can tell them ■ We all get to talk about everything together, you basically get to speak your mind with everyone in the group ■ You are free to say what you want and share things ■ The mentors teach things and listen to you a lot ■ My mentor is always showing me new things at the shop. My questions are always answered. I'm always having fun with my mentor and other workers ■ The things that they teach me, they teach me stuff I never thought I would be interested in ■ I like that we can talk about anything and everything at the same time ■ I like everything about spending time with my mentor ■ I think it's great because I get to know my mentor more every week ■ I like talking to my mentor, she listens to me more than most adults ■ Learning and experiencing new and wonderful things that I thought I would never have the opportunity to ■ We get to talk about things I don't want to talk to my parents about ■ I get to do things that I wouldn't have done without my mentor ■ I like the way my mentor reacts about my future plans. My mentor is always so helpful ■ I like that we talk about real life issues and our life instead of something that has nothing to do with us or the world ahead ■ We get to talk about our feelings ■ I've learned a lot from him, he's made my life a lot better ■ I get to learn about the job I want when I grow up ■ I like the fact that I have someone that I can trust and speak openly with, and that my mentor will help me out with any problem that I have ■ I like how I have a good friend; they make learning fun instead of boring, plus lunch is very fun ■ You get to do your homework and also learn many things about college life and after that ■ I learn a lot and grow at the program; I feel safe and relaxed ■ It has changed my way of thinking. I have achieved my goals, and I'm positive

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\*From the UMass Donahue Institute Survey of Young People in Mentor-Mentee Matches

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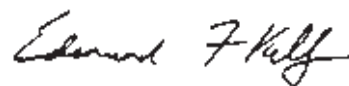
# Letter from CEO

**In 2003, approximately 15,000** young people in Massachusetts had a mentor within the context of a formal mentoring program. At the same time, 119,000 youth were living at or below the poverty level; 223,000 were in single-parent households; and 340,000 faced multiple risk factors. These factors included living in neighborhoods with high dropout rates, requiring services from the Department of Social Services, requiring federal assistance, or living with parents who dropped out of high school. Whatever proxy one uses to represent a child who could benefit from a mentor—poverty rate, single-parent home, or a myriad of other variables—the gap between children served and children who could benefit from an additional caring adult in their lives remains dramatic.

We launched the Liberty Mutual Mentoring Initiative in 2003 to measurably alter the landscape of quality youth mentoring in Massachusetts communities with the highest poverty rates. Simultaneously, we sought to explore the efficacy of different mentoring models: models that held potential for efficiently bringing mentoring to scale across the state.

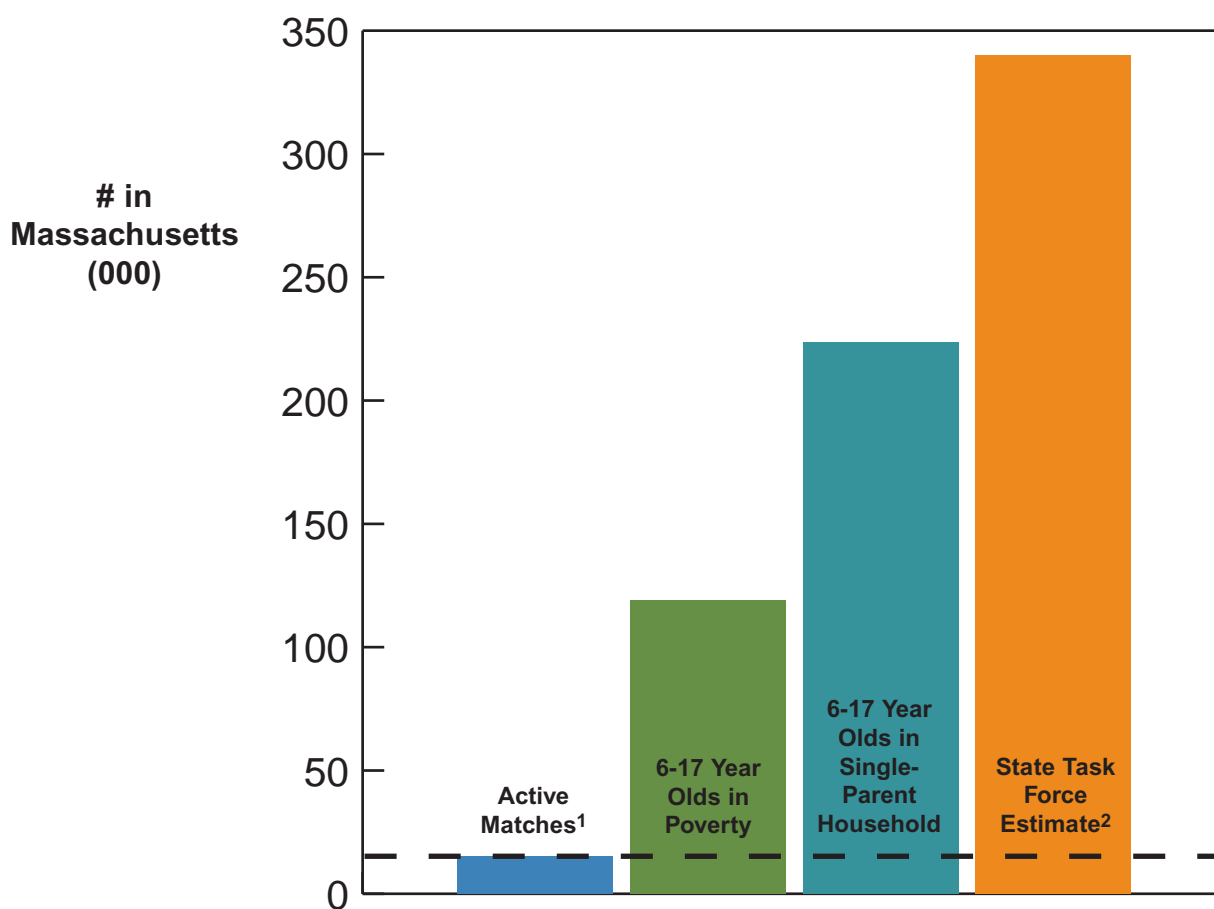
We believe the Initiative helps strengthen the case for quality mentoring, particularly in low-income communities; offers examples of diverse quality program models; and underscores the value of training in the field of mentoring. Most measurably, the Liberty Mutual Mentoring Initiative surpassed its goal of creating 1,000 new mentor-mentee matches statewide by creating 1,709 matches.

We trust this report will encourage investors, educate providers, and hearten all. Ultimately, our responsibility is to model more for our children, and our hope is to create more models for mentoring them.



**Edmund F. Kelly**  
**Chairman, President, and CEO**  
**Liberty Mutual Group**

### Active Matches vs. Potential Target Populations



(1) Active matches do not include informal mentor-mentee relationships, ongoing relationships formed as a result of prior formal mentorship, or state-run programs. Source: Mass Mentoring Partnership; U.S. Census Bureau (based on 2000 census).

(2) Task force estimated the number of children and youth who might benefit from a mentor. Estimate based on several factors: poverty, federal assistance, living in neighborhood with high dropout rates, living with parents who are high school dropouts, and receiving services from Mass Department of Social Services.

# The Investment Model

In 2003, Liberty Mutual launched the Liberty Mutual Mentoring Initiative (LMMI), a \$1 million commitment to mentoring aimed at providing the following:

## Program Grants to:

- Create and sustain new matches
- Invest in communities with the largest number of children living in poverty

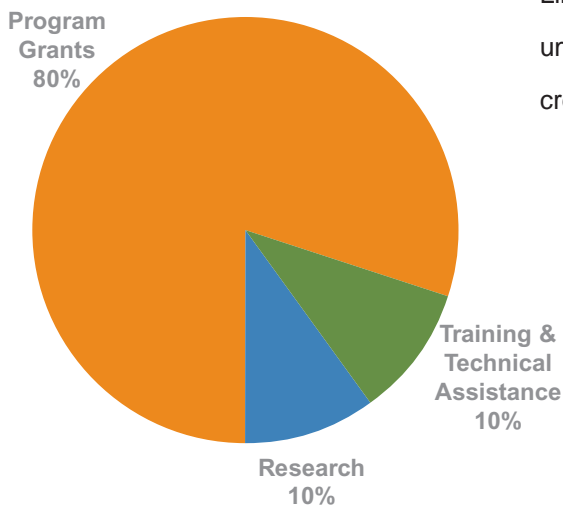
## Research to:

- Assess the state of mentoring in Massachusetts
- Explore the efficacy of different mentoring models (e.g., school-based, faith-based, group mentoring)

## Training and Technical Assistance to:

- Improve the quality of mentoring programs
- Support quality new programs in underserved areas

The LMMI Investment Model



Liberty Mutual chose Mass Mentoring Partnership (MMP), the umbrella agency for youth mentoring, as a key partner in the creation and management of the LMMI.

# Origins

## Research

Research has clearly underscored the efficacy of mentoring. The most commonly cited study, by Public/Private Ventures, compared mentees in a Big Brothers Big Sisters program to a control group and found that mentees were 46% less likely to start using drugs; 52% less likely to skip school; and 33% less likely to engage in violence. Furthermore, they were more trusting of parents and less inclined to lie to them.

But research also raises cautions. Results of mentoring vary significantly by and within programs. Poor mentoring relationships can harm a youth's self-esteem and faith in others. Additionally, research is very limited, especially for mentoring models other than the traditional one-to-one community-based Big Brothers Big Sisters model.

Bringing mentoring to scale, however, requires both an understanding of a model's costs and a grasp of its effectiveness. A task force of providers estimated that costs of mentoring programs vary from a few hundred dollars per match to well over a thousand, depending upon the model. Understandably, one-to-one community-based mentoring, in which pairs meet on their own in the community, is more expensive than group mentoring at a school.



But, again, the relative effectiveness of alternative models is not well-known, and the need for more extensive research has been cited by the National Mentoring Partnership and others in the field.

For more information about mentoring research, go to

[www.mentoring.org/research](http://www.mentoring.org/research).

## Funding

The Initiative focused on the 10 communities with the largest gap between the number of children living in poverty and the number of formal mentoring relationships. Approximately 60% of the kids in Massachusetts who fall into this gap live in these 10 targeted communities. Ultimately, the geographic parameters of the funding were the 10 communities with the largest number of children living in poverty.

Organizations could use their grants to launch, enhance, or expand youth mentoring programs. The grant-making process took into account quality, geography, innovation, and potential scalability.



## Training and Technical Assistance

To assess, train, provide ongoing support, and monitor the progress and sustainability of funded programs, Liberty Mutual contracted with Mass Mentoring Partnership (MMP). All programs received support directly from MMP.

**“Statewide research shows that for every two children matched with a mentor, one is on a program’s waiting list. Through Liberty’s strategic investment in mentoring over the past two years, we have been able to help mentoring programs in all stages of development construct quality programming. As a result, more than 1,700 kids have been matched with the caring adult mentors they desperately need to fulfill their potential.”**

**David Shapiro**  
**CEO**  
**Mass Mentoring Partnership**



**Research indicates** that mentoring programs can be effective tools for enhancing the positive development of youth.<sup>1</sup> However, youth mentoring programs vary greatly in program type, infrastructure, target population, and goals. Despite the promise of mentoring, not enough is known about the nature and influence of mentor relationships and the key factors that may contribute to positive youth outcomes.<sup>2</sup>

In 2004, Liberty Mutual engaged the University of Massachusetts Donahue Institute to conduct a dual-phase study of Massachusetts-based youth mentoring programs. The research would explore the following questions:

- What is the current landscape of mentoring programs in Massachusetts? What differences exist in the characteristics of youth mentoring programs?
- Who are youth mentoring programs serving? What are the characteristics of the youth and adults participating in mentoring programs?
- What factors and practices across mentoring programs explain observed differences in youth and mentors?

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<sup>1</sup>Jekielak, S.M. et al. February 2002. "Mentoring: A Promising Strategy for Youth Development." Wash, DC: Child Trends.

<sup>2</sup>Rhodes, J. E. et al. April 2002. "Youth Mentoring in Perspective: Introduction to the Special Issue." American Journal of Community Psychology, Vol. 30, No 2.

## Phase I:

### Landscape of Youth Mentoring Programs in Massachusetts

To learn about the characteristics of youth mentoring programs in Massachusetts, in 2004 the Donahue Institute distributed a Web-based survey to mentoring programs. The following findings reflect information provided by 104 youth mentoring programs run by 86 organizations. The 86 organizations that completed the survey represent an estimated two-thirds (62.3%) of youth mentoring organizations in the state.

- **Nearly one-half of the mentoring programs are located in the Greater Boston area.** The remainder are relatively evenly distributed in Eastern Massachusetts (15%); Western Massachusetts (14%); South Shore, Cape, and the Islands (14%); and Central Massachusetts (9%).
- **The majority of the youth mentoring programs are site-based** (64%), with youth-mentor meetings taking place at a designated location rather than in the community at large. More than three-quarters of site-based programs take place at either local schools or community centers.
- **While the majority of the programs promote one-to-one mentoring relationships, nearly one-third provide alternate forms of mentoring services.** Other mentoring models include group (14%), teams of mentors with teams of youth (13%), teams of mentors working with one youth (1%), and e-mentoring (3%).

- **A substantial proportion of the mentoring programs have been created in the last five years.** Nearly two-fifths of the programs in the sample were created in the last five years. More than half were created between five and fifteen years ago, and more than one-fifth are at least 15 years old. Newer youth mentoring programs are more likely to be site-based and to offer alternatives to one-to-one mentoring services.
- **The mentoring programs are more likely to provide alternatives to one-to-one mentoring as youth increase in age and school level.** Nearly all of the programs serving elementary school- and middle school-aged youth offer one-to-one mentoring services. However, as youth move to high school and college, the programs are more likely to offer group, team-based, or e-mentoring services.
- **Nearly 60% of those surveyed report that they are a component of a larger youth program.** Youth mentoring programs increasingly have shifted from stand-alone programs to programs established within the context of a larger youth program.

To view the full report, *Characteristics of Youth Mentoring Programs in Massachusetts*, go to [www.mentoring.org/mass](http://www.mentoring.org/mass).

## Phase II(a):

### Characteristics of Participants in Youth Mentoring

To learn more about participants and the effects of mentoring on middle school- and high school-aged youth, program staff members were asked to administer surveys to their youth mentees and mentors. The following key findings reflect self-reported responses from 601 youth participating in 34 different programs and 297 adults in 22 different programs.

Slightly more than half of the youth completing the survey participated in one-to-one mentoring relationships. More than one-fifth participated in group-based programs and a similar proportion in team-based programs. The vast majority (86%) were in site-based programs. Moreover, more than 80% participated in programs with prescribed end dates. Nearly three-quarters of the sample had been participating for less than one year, and more than one-quarter at least one year.

- **The majority of the mentees who completed the survey are non-white, female, and enrolled in middle school.** 64% are female and 36% are male. More than three-quarters are non-white, with the majority either Hispanic/Latino(a) or Black/African American. More than four-fifths were in middle school (fifth through eighth grade).

- **The majority of the mentees are from low-income families and do not live with both of their parents.** Approximately 70% stated that they receive or are eligible for free or reduced-cost lunch. One-half of the mentees live with only their mothers. Approximately two-fifths live with both parents. Less than 10% live solely with their fathers or with other relatives as primary caregiver.

## Phase II(b):

### Effects of Mentoring Programs on Youth Participants

Results from this study reinforce the finding that **youth mentoring programs can have positive effects on youth**. As highlighted in the chart on page 14, the majority of youth in the study report that meeting with their mentors and involvement in the mentoring programs have helped them to **improve school-related behavior, develop personally, and reduce negative or high-risk behaviors**.

- **The youth mentees with any of the following characteristics—male, from low-income families, non-white, or living in single-parent families—are significantly more likely to report improvements, specifically:**
  1. The mentees from low-income families (eligible for free or reduced-cost lunch) were significantly more likely to report

improvements in grades, attitude toward school, ability to communicate with people they don't know well, and improved relationships with parent(s)/guardians and peers. They also reported improved ability to control their anger and to avoid trouble in and out of school.

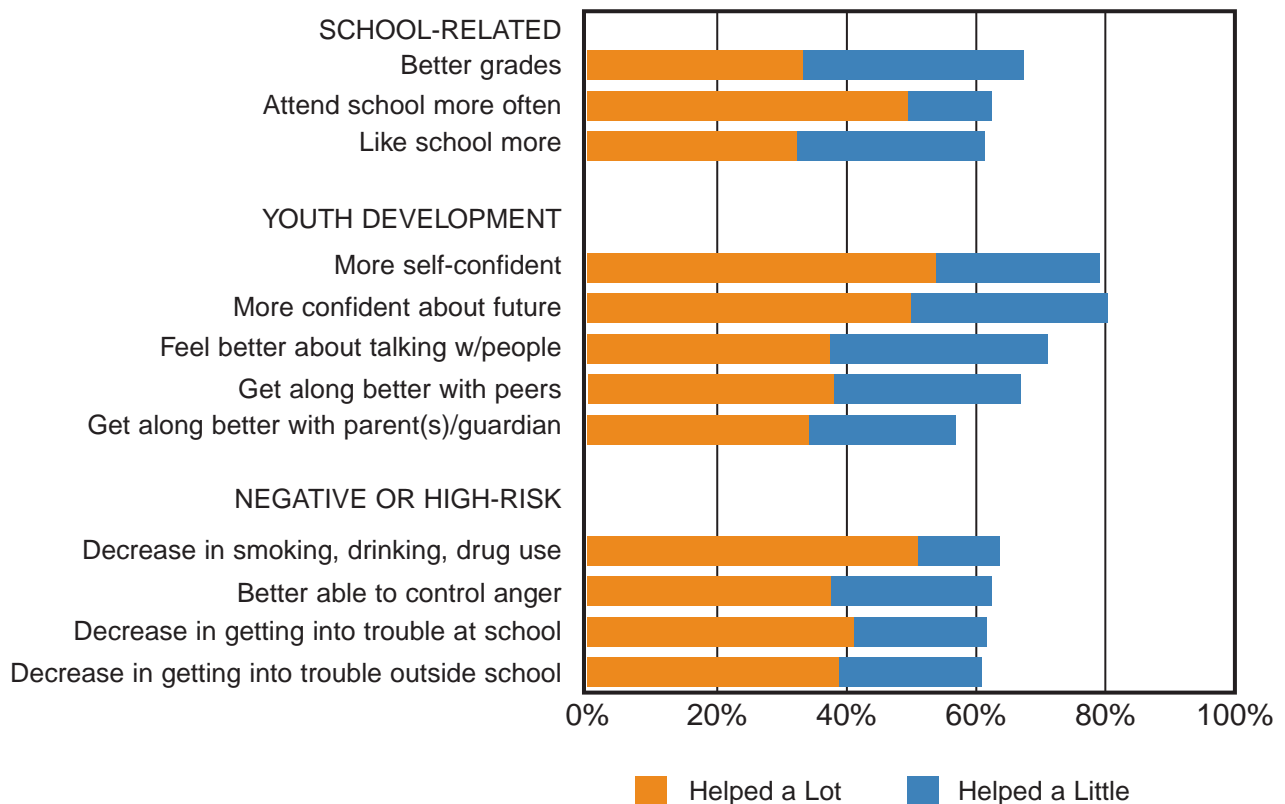
2. Male mentees completing the survey were significantly more likely than female mentees to report improvements in grades and self-confidence, as well as a reduction in trouble both in and out of school.
3. Non-white mentees in the study were significantly more likely than the white mentees to report better attendance at school; confidence about the future; a decrease in smoking, drinking, or drug use; and a reduction in trouble outside of school.
4. The mentees living in single-parent families were significantly more likely than the mentees living with both parents to report improvements in controlling their anger.

- **Relationship quality is significantly related to frequency of meeting and having “very similar interests” with their mentors.**
- **This study did not find a significant relationship between relationship quality and length of commitment** (less than one year compared to at least one year).

- The youth mentees participating in one-to-one mentoring programs are significantly more likely to report improvements in school-related outcomes than are those participating in group- or team-based programs.
- Programs that offer training and support for mentors are more likely to exhibit positive youth and mentor outcomes.

A full report on the second phase of the research will be available in April 2006 at [www.mentoring.org/mass](http://www.mentoring.org/mass).

#### Perceived Impacts of Youth Mentoring on Mentees





## Potential Implications of this Research:

1. With managed expectations around match length, shorter-term (less than one year) mentoring relationships can be very effective (e.g., school-based programs).
2. Targeting kids with any of the following characteristics for mentoring can be particularly effective: male, from low-income families, non-white, or living in single-parent families.
3. Programs that offer training and support to mentors tend to see higher quality and more positive experiences for mentors and mentees.
4. Meeting regularly and having shared interests are significant ingredients of high-quality mentoring relationships.
5. For programs with academic goals, one-to-one mentoring appears to be the most effective model.

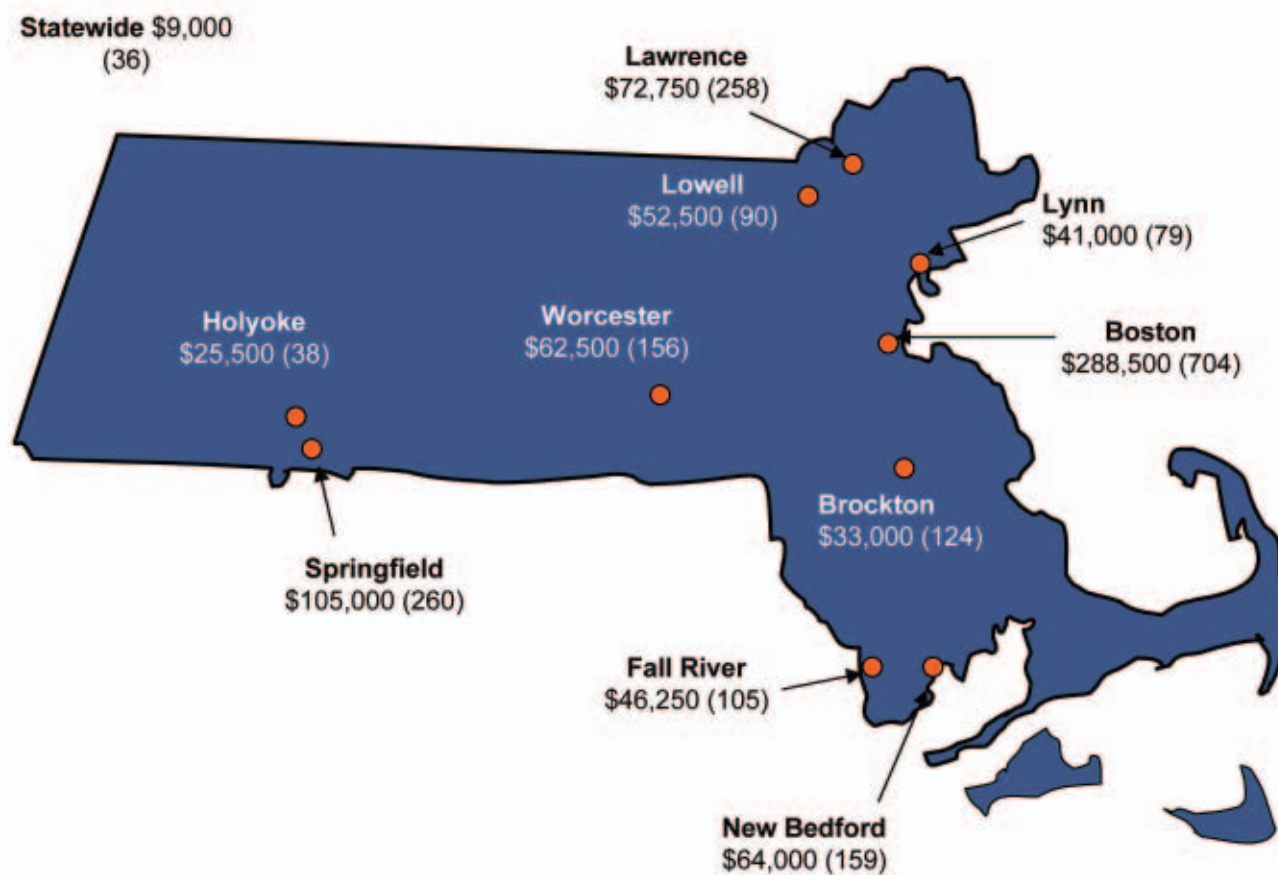
# Program Grants

**During the two years** of the Initiative, Liberty Mutual awarded \$800,000 in grants to 42 nonprofit organizations throughout the Commonwealth. The funding goal was to create 1,000 new, high-quality matches in the 10 communities with the most children living in poverty. The Initiative created 1,709 new matches, and funded a second year of sustainability for an additional 300 matches. Located in Boston, Brockton, Fall River, Holyoke, Lawrence, Lynn, Lowell, New Bedford, Springfield, and Worcester, these nonprofits ranged from large well-established organizations with long track records of mentoring success to groups, both large and small, just starting programs.

This section illustrates the diversity of LMMI grantees and highlights a few outstanding models.

**“Whether measured by academic performance, violence prevention or improved family relationships, anecdotal and empirical research confirm that the impact of a caring adult in a young person’s life cannot be overestimated. By supporting quality mentoring programs, we make a powerful difference in the lives of children and an important investment in the future of society.”**

**Edmund F. Kelly**  
**Chairman, President, and CEO**  
**Liberty Mutual Group**

**Key**

● Mentoring Initiative Target City

Total Grants: \$800,000

Total Matches: 2,009 (Funded 1,709 New Matches; 300 Sustained Matches)

# Program Grants

Organization	Community	Amount Granted	Total Matches	New or Expansion	Funded Model	Funded Setting**
Action Centered Tutoring Services	Springfield	\$5,000	25	Expansion	1:1	Faith + Agency
Action for Boston Community Development University HS	Boston	\$5,000	20	Expansion	Group, 1:1	School + Community
AFC Mentoring	Boston, Lynn	\$5,000	5	Expansion	1:1	Community
Big Brothers Big Sisters of Central Mass*	Worcester	\$47,500	122	Expansion	1:1	School
Big Brothers Big Sisters of Greater Lowell*	Lowell	\$40,000	92	Expansion	1:1	School + Community
Big Brothers Big Sisters of Hampden County	Holyoke, Springfield	\$36,500	76	Expansion	1:1	School + Community
Big Brothers of Mass. Bay	Boston, Lynn	\$60,000	150	Expansion	1:1	Community
Big Sister Assoc. of Greater Boston*	Boston, Lynn	\$60,000	150	Expansion	1:1	School + Community
Boys & Girls Club of Greater Hdyoke	Holyoke	\$15,000	15	New	Group, 1:1	Agency
Boys & Girls Club of Greater Lowell	Lowell	\$12,500	25	New	1:1	Agency
Boys & Girls Club of Lynn	Lynn	\$7,000	6	New	1:1	Agency
Brockton Education Foundation	Brockton	\$10,000	20	New	1:1	School
Catholic Charities Laboure Center	Boston	\$10,000	20	Expansion	1:1	Community
Catholic Charities South	Brockton	\$8,000	16	New	Group, 1:1	School
Child & Family Services*	Fall River, New Bedford	\$16,000	35	Expansion	1:1	Community
Chinese Economic Development Council*	Brockton	\$10,000	28	New	1:1	Community
Community Care Services	Fall River, Brockton, New Bedford	\$15,000	21	New	Group	School + Community
Dorchester Nazarene Compassion Center	Boston	\$10,000	35	New	Group	Faith
Dunbar Community Center*	Springfield	\$25,000	50	New	1:1	Community
East Boston Social Centers	Boston	\$12,500	36	New	Group	Agency
Family Service Association of Greater Fall River*	Fall River	\$26,250	83	Expansion	1:1	Community

Organization	Community	Amount Granted	Total Matches	New or Expansion	Funded Model	Funded Setting**
Girl Scouts of Pioneer Valley*	Springfield	\$10,000	58	New	Group	Agency
Girls Incorporated of Holyoke	Holyoke	\$6,500	12	New	Group, 1:1	Community
Girls Incorporated of Lynn	Lynn	\$7,000	12	New	Group	Agency
Greater Zion Church of God in Christ*	Boston	\$10,000	39	New	Group, 1:1	Faith
Hispanic Office of Planning and Evaluation*	Boston, Lawrence	\$26,250	138	Expansion	Group, 1:1	School
Jewish Big Brothers & Big Sisters of Greater Boston	Boston, Lynn, Brockton	\$5,000	9	Expansion	1:1	Community
La Vida	Lynn	\$7,000	15	New	Group, 1:1	Agency
Lawrence Partners in Education-Stand & Deliver*	Lawrence	\$34,000	106	Expansion	1:1	School
Merrimack Valley YMCA*	Lawrence	\$20,000	44	New	1:1	Agency
MY TURN	Fall River, New Bedford	\$10,000	15	New	Group, 1:1	Community
National Black College Alliance*	Boston	\$35,000	90	New	1:1	Community
Old Colony YMCA	Brockton	\$10,000	68	Expansion	Group, 1:1	Agency + Community
Partners for Youth with Disabilities*	Statewide	\$21,000	54	Expansion	1:1	Community
Positive Action Against Chemical Addiction (SMILES)*	New Bedford	\$43,100	112	Expansion	1:1	Agency + School
Sociedad Latina	Boston	\$27,500	35	Expansion	1:1	Community
Springfield School Volunteers	Springfield	\$8,000	16	Expansion	1:1	School
SquashBusters*	Boston	\$25,000	52	Expansion	1:1	Community
Tieng Xanh: Voice*	Boston	\$15,000	34	New	1:1	Agency
Uphams Corner Community Center/Bird Street	Boston	\$10,000	8	New	1:1	Community
Youth Opportunities Upheld	Worcester	\$15,000	32	Expansion	1:1	Community
YWCA of Western Mass.	Springfield	\$18,500	30	Expansion	1:1	Community

\* Denotes organizations who received some funding in Year Two to sustain matches made with Year One funding (300 of the total 2,009 matches).

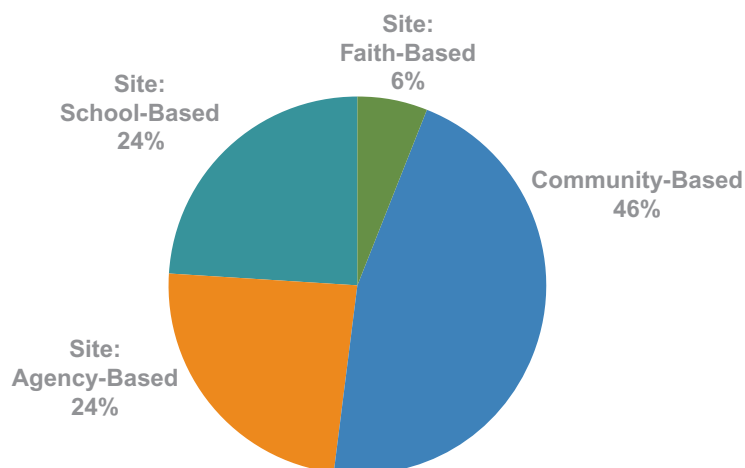
\*\* "Community-based" describes traditional matches where pairs meet on their own in the community.

## Stand and Deliver

Stand and Deliver, an interfaith volunteer program that provides academic mentoring for Lawrence High School students in preparation for the MCAS exams, is a stellar example of the influence mentoring can have on academic achievement. Of the 10th graders in Stand and Deliver's MCAS Mentoring Program, 71% passed the math MCAS versus 49% of the school at large. Furthermore, 78% passed the English MCAS versus 65% of the school at large.

Not only did the program improve MCAS test scores, the technical assistance enhanced Stand and Deliver's ability to recruit mentors. Many of their mentors remained with their mentees beyond the one-year commitment, providing developmental benefits beyond the original academic focus of the program.

LMMI Grantee Portfolio:  
Program Setting



# Stand and Deliver

“We wouldn’t have been able to accomplish what we have if the teachers and administrators hadn’t been able to grasp how what we were doing would help them. Everyone got it immediately. From the beginning they provided Stand and Deliver with office space, supplies, computers, and textbooks for mentors and mentees.”

**Sarah Cook**  
Program Director  
Stand and Deliver





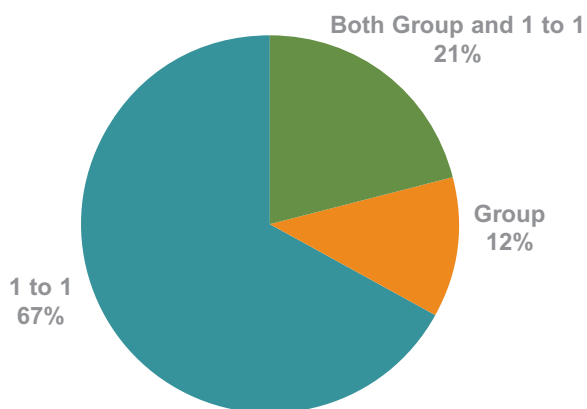
## Partners for Youth with Disabilities

Twenty years ago, Regina Snowden ran a mentoring program for at-risk girls in the inner city. As requests came in for her program to include kids with disabilities, Regina built the capacity to meet the need. Eventually she launched Partners for Youth with Disabilities (PYD), the first organization to focus on mentoring for kids with disabilities. The program has grown into an award-winning, national model.

PYD matches young people and adult mentors with similar physical, sensory, or learning disabilities in both one-to-one matches and group mentoring programs.

Particularly innovative is Partners Online e-Mentoring, which enables mentors and mentees with mobility constraints and those who are nonverbal to connect and enjoy the benefits of mentoring.

LMMI Grantee Portfolio:  
Program Model





# Partners for Youth with Disabilities

“Online services are just another wonderful way to connect adults and youth. Sometimes it is easier to have certain discussions online than it is in person. It is another way to communicate and have support. Some of our youth are nonverbal, so having a written forum allows them to express themselves and be heard.”

**Regina Snowden**  
**Program Director**  
**Partners for Youth with Disabilities**



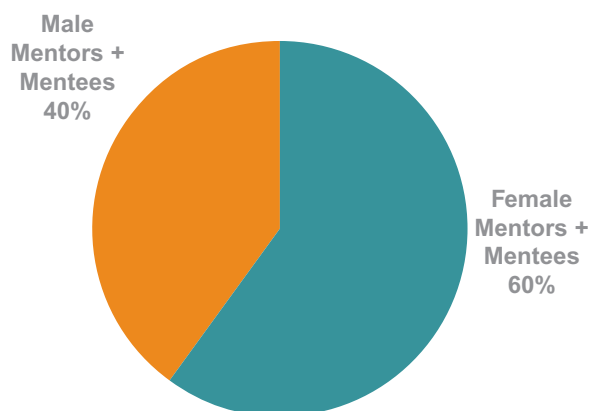
## Greater Zion Church of God in Christ

In early 2003, a young member of the congregation took his own life. In the aftermath of this tragedy, Greater Zion's pastor observed that many of the church's young people didn't have adults with whom they could confide.

In response, Greater Zion established a mentoring program that draws young women from the congregation, as well as their friends, neighbors, and family members. The church is expanding the program this year to include boys.

In a group setting every Friday night, 18 young women and 14 adult mentors (paired one- or two-to-one) meet to discuss topical issues. Through group discussions and the positive influence of mentors, the girls bolster their self-confidence, putting them on the road to well-rounded lives.

LMMI Grantee Portfolio:  
Mentee + Mentor Gender





# Greater Zion Church of God in Christ

“The girls are being mentored spiritually, emotionally, and academically so we can assist them with a well-rounded life-skills perspective. We try to touch on all aspects of their life. When we attend church services, we attend as a group. When we talk about life skills, the girls gain confidence in sharing their thoughts, and they gain perspective from their peers.”

Trayce Hillman  
Director  
Greater Zion Mentoring Program

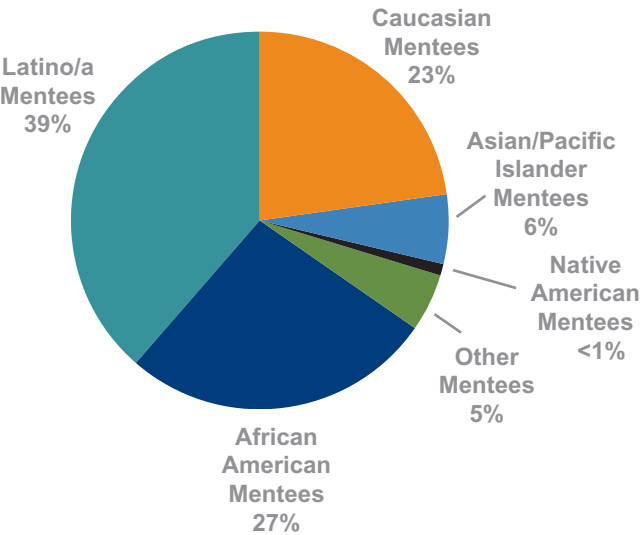


## Big Brothers Big Sisters of Hampden County, Lunch Buddies

Aware that busy professionals often don't have much time to commit and sometimes aren't comfortable with a community-based, one-to-one mentoring relationship, Big Brothers Big Sisters of Hampden County established a particularly flexible mentoring program. Called Lunch Buddies, the program gives mentors the chance to fit mentoring into their lives. By creating Lunch Buddies, Big Brothers Big Sisters of Hampden County has reduced a long waiting list of potential mentees and engaged a new pool of mentors, many of whom are now joining as community-based mentors.

Since the program's launch at the Pottinger School in Springfield, Massachusetts, four other communities have replicated the Lunch Buddies program. An upcoming launch in Holyoke will include an elementary school.

LMMI Grantee Portfolio:  
Mentee Demographics





# Lunch Buddies

“The program has been such a success for the children and for the school. The school loves it, and they have seen a remarkable impact: improved attitude, improved attendance, and more positive interactions with peers and teachers.”

**Beth Russell**  
Executive Director  
BBBS of Hampden County

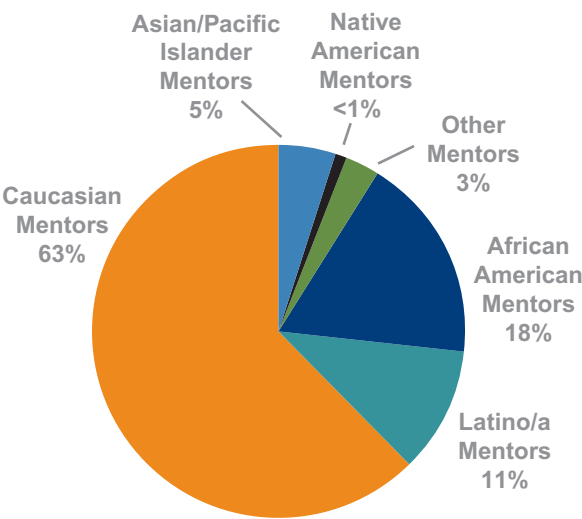


Youth Opportunities Upheld, Inc.

YOU, Inc. matches mentors with court-involved young people—usually first-time offenders—with the goal of preventing a repeat offense. The program also matches at-risk young people in order to prevent first-time offenses.

In one “at-risk” example, a 14-year-old girl was battling severe depression and low self-esteem, and she struggled with school, peers, and her own family. Since being paired with a mentor, herself a former YOU, Inc. client, the girl has turned her life around. In fact, today she is president of the student council, plans to attend college, volunteers with YOU, Inc.’s summer program, and has even fit in a part-time job.

LMMI Grantee Portfolio:  
Mentor Demographics



# Youth Opportunities Upheld

“Sometimes we’ve seen that it’s difficult to find mentors. Many people have images in their minds that are just not true. The kids we work with are usually first-time offenders who might have made a different decision if they had this type of a relationship.”

**Lenore Rust**  
Program Coordinator  
YOU, Inc.



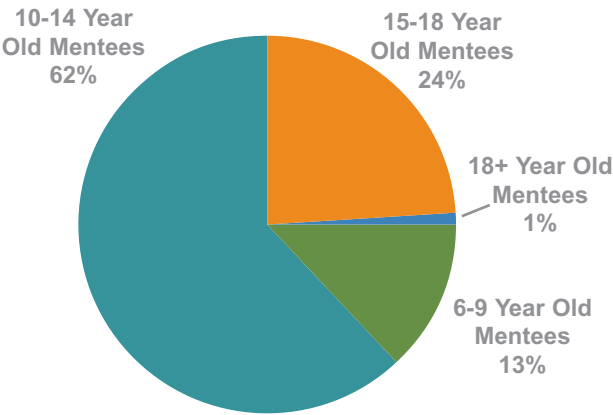
# Old Colony YMCA, Big Sister Big Brother

Old Colony YMCA clearly illustrates that creating mentoring programs within larger social service agencies can be an extremely effective model for expanding mentoring. Group mentoring programs attract volunteers who might not otherwise become mentors. Equally important, group mentoring can provide an efficient way to get kids off waiting lists and into a mentoring relationship.

Being based in a YMCA has enabled this program to leverage multiple resources—mentor recruitment, facilities, funding, staff, reputation—to offer mentoring to children who would otherwise not have access.

The group mentoring programs have attracted volunteers for whom a traditional one-to-one match might seem like an overwhelming commitment. And the young people in these programs, while enhancing their peer skills, enjoy the benefits of relationships with multiple adult mentors.

LMMI Grantee Portfolio:  
Mentee Ages





# Old Colony YMCA

“We interview the children, the teachers, and the parents pre- and post-, and we do a post-interview with the mentors. Our program shows measurable outcomes that other standard after-school programs don’t. Our children are less likely to have unexcused absences from school. They are performing one to two grades better in homework. And they are showing better peer and family relationships.”

**Kelli-Beth Conway**  
Program Director  
Old Colony YMCA Big Sister Big Brother



# Training and Technical Assistance

**Liberty Mutual aims** to make mentoring programs stronger. Beyond the dollars invested in the grantees, programs need to be sustainable. One of the strategic keys to the Initiative was the connection with Mass Mentoring Partnership (MMP). MMP specializes in training and technical assistance for youth mentoring programs of all different shapes and sizes, models, and settings. MMP's expertise, versatility, and ability to help programs build capacity have been invaluable. Additionally, the Initiative is stronger in its strategy and more responsive to the needs of the field because of MMP's partnership. Given that 40% of Massachusetts mentoring programs have been created in the last five years, training and technical assistance for Elements of Effective Practice are critical (see page 34).

Mass Mentoring Partnership's process has included four key elements for the grantees in the Liberty Mutual Mentoring Initiative:

1. A thorough needs assessment

2. Trainings

- **Mentoring A-Z** is a training session for program coordinators and staff from organizations interested in developing or enhancing quality mentoring programs for youth. It includes a comprehensive overview of the steps necessary to establish and sustain a high-quality mentor program.

- **Mentoring 101: The Mentor** is a training session to prepare mentors prior to being matched with mentees. Mentoring 101 is designed to clarify the role and tasks of a mentor, address expectations and concerns, enhance communication skills, provide hands-on experiences, and increase the awareness of diversity and its impact on the mentor relationship.

- **Mentoring 101: The Mentee** is a pre-match training session for youth who will be paired with a mentor. It is designed to clarify the expectations and address any concerns youth may have prior to being matched. Topics include "what a mentor is and isn't," the mentee's responsibilities, and ideas for activities they can do together with their mentor.

# Training and Technical Assistance

3. Consultations: MMP provided followup, including site visits, phone consultations, meetings, and customized training focused on helping these programs with the Elements of Effective Practice. Consultations have been on evolving issues, including mentor recruitment, other funding, mentor screening, matching strategy, and closure.
4. Connection to MMP's Program Network: Access to networking meetings, advanced mentoring trainings, monthly e-bulletin, and subsidized mentor-mentee activities (such as Mentoring Night at Fenway Park).

## Elements of Effective Practice

- |                                |                                       |
|--------------------------------|---------------------------------------|
| ■ Recruiting system            | ■ Eligibility screening               |
| ■ Matching process             | ■ Orientation and training            |
| ■ Supervision process          | ■ Support, recognition, and retention |
| ■ Relationship closure process | ■ Evaluation process                  |

For in-depth details on these elements, visit [www.mentoring.org/elements](http://www.mentoring.org/elements).



“Being awarded a grant from the Liberty Mutual Mentoring Initiative has not only provided us with the funding necessary to successfully run our mentoring program, but has also established a connection between our program and the Mass Mentoring Partnership. The Mass Mentoring Partnership has become a fundamental resource, providing us with up-to-date industry information, trainings for our mentors and mentees, tools to help build and sustain our program and much more.”

**Ramona Turcotte**  
**Big Friends Little Friends Program Coordinator**  
**Family Service Association**



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### How has time spent with your mentor helped you?\*

I now think more about the dangerous things and the good things that go on in life. I have adapted and learned things I never knew before ■ I have learned not to judge people on their appearance. As girls we have power that we don't notice. Everything in life is our choice. So we make our own decisions ■ It taught me to learn how to trust people more ■ Take off stress and I can tell them anything because I trust them ■ I've learned how to listen even better to people, it also showed how to get my feelings out ■ I know who to turn to when I have problems and it helps me a lot ■ It helped me to get closer to people and be open. And have fun in life ■ It has helped me to know who I am or really can be ■ It has helped me by getting my real self out ■ It has helped me decide on my career for the future ■ It helped me by knowing what's right from wrong ■ I now understand that school is very important in life ■ I learned how to keep my cool ■ That I'm not alone ■ It makes me happier in the morning and gives me a better day ■ I think it helped because I am always on the computer and my mentor helped me get outside and stuff ■ I am able to see the positive things instead of negative things and it has helped me to control my anger ■ I learn to never give up ■ That he could teach me a lot of things I don't know about and take me to good places where I have fun ■ It increases my confidence and how I learn ■ I've reached high expectations and it has made me stronger ■ I am better prepared for the "real world" ■ I've started getting ready for college ■ I have made honor roll for the first time ■ I'm now more comfortable with myself and I do the best I can ■ When I get mad and want to do something I have my mentor to talk to and help to be peaceful again ■ I talk more and now I can express my feelings ■ It has helped me to open up to people it has also helped me to get along with people better

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\*From the UMass Donahue Institute Survey of Young People in Mentor-Mentee Matches



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